DePaul University Bulletin
Undergraduate Colleges and Schools
1983-1984

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

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Chicago, Illinois 60614

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Chicago, Illinois 60604


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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 a 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.
LIBERAL STUDIES PROGRAM
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   College of Commerce
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DIVISIONS
   Common Studies
   Fine Arts and Literature
   Philosophy and Religion
   Behavioral and Social Sciences
   Natural Sciences and Mathematics
Liberal Studies Program

Purposes

The Liberal Studies Program at DePaul is the portion of the curriculum in which all students participate, no matter what their college or major. It is central to all undergraduate degrees at DePaul because it accomplishes two purposes that the University considers essential to a liberal education. These purposes are, first, to bring the student to engage, as a matter of habit, in reflective intellectual activity and, second, 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 liberating 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 becomes 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 or 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 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 esthetic.
An educated sense of what is worth knowing or doing and why it is worth knowing or doing characterizes human beings who are 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, therefore, are crucial to the emergence of students as autonomous learners.

The Curriculum

There are two components of the Liberal Studies Program. The first, called Common Studies (CMS), involves the development of college level skills in communication and analysis and a discussion of the broad historical development of major civilizations and cultures. The primary objectives of Common Studies are to acquaint students with the patterns and accomplishments of various cultures and to equip them with the means to extend their information and insights through analysis, investigation, and writing. Also, by providing a common intellectual experience, Common Studies seeks to encourage a sense of community among DePaul students.

The second component of 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 disciplinary divisions according to certain parallels in their subject matter, methods, and intellectual aims. The Behavioral and Social Sciences Division (BSS) is concerned with humankind's internal psychological nature and external social behavior; the Fine Arts and Literature Division (FA&L) is concerned with humankind'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 disciplines 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, with the diversity and range of inquiry represented in the university community. These particular divisions facilitate that experience. They represent society's intellectual life in its theoretical, practical, and artistic moments.

Through the programs of study within the divisions, 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 at 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 lead to 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. Therefore, few or no courses are required of all students in these divisions. The intention is to encourage more advanced students to take courses commensurate with their ability rather than required introductory courses. Indeed, this sort of flexibility is a consistent emphasis of the Liberal Studies Program. However, in other divisions where few students are initially capable of sophisticated work, different program structures have been created.

Finally, pre-collegiate skills in communication and computation are a prerequisite for disciplinary study. Some students are therefore required to take certain skills courses before they begin the Liberal Studies Program. Moreover, since these generic skills are an integral part of all college work, it is one of the characteristics of the Liberal Studies Program that all disciplinary courses seek to further develop these skills.

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 as well as their individual departments. Distribution requirements are described in detail on Page 74 for the College of Liberal Arts and Sciences, Page 38 for the College of Commerce and School of Accountancy, Pages 251 and 253 for the School of Music, Page 220 for the School of Education, and Page 271 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.

MODERN LANGUAGE OPTION

Students who wish to study a Modern Language may do so for Liberal Studies credit. Those who wish to begin a language must complete the three course introductory sequence. Students who are placed in the intermediate sequence may take up to three courses in the language provided that they finish the intermediate sequence. Students who begin their work at DePaul with language mastery equivalent to that represented by the intermediate sequence may take up to three advanced courses in that language for Liberal Studies credit. Students interested in this option should consult the listing for their College or School in this Bulletin to determine the Liberal Studies courses for which the Modern Language option will substitute.

Note: The introductory language sequence will not fulfill the Modern Language option and will not be counted for Liberal Studies credit for students who are native speakers of the language. The intermediate sequence will not fulfill the Modern Language option and will not be counted for Liberal Studies credit for students who are native speakers of the language unless the chair of the Modern Languages Department so recommends.

Interested students should contact their academic advisor or their College office for information concerning the regulations and procedures governing the exercise of this option.
HONORS PROGRAM OPTION

Students in the College of Liberal Arts and Sciences who are seeking a more challenging Liberal Studies experience should consider applying for the College's Honors Program. The Program, designed for the well-prepared student, incorporates an Honors section of Common Studies, Honors sections of Level I courses, and integrating symposia at Level II in each of the divisions. In addition, Honors Program students are required to take the Modern Language Option described above.

For more details on the Honors Program, see page 130 of this Bulletin.
Common Studies

The Common Studies Program is the basic requirement 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 must complete the program in Common Studies.

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. This course will examine the phenomenon of civilization as experienced by Mesopotamian, Egyptian, Islamic, Indian, Sub-Saharan African, Chinese, Japanese, and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 112. (Four quarter hours credit.)

102 World Civilizations II (formerly History 102 and 103). This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500. To be taken concurrently with English 113. (Four quarter hours credit; prerequisite: 101.)

Students who wish to participate in the Honors Program should take the following sequence. Do not register for English 112 and 113, since these courses are integrated into the History sequence.

101 World Civilizations I (Honors). A survey of ancient great civilizations, including Mesopotamia, China, Japan, Indian America, Islam, and India to A.D. 1500, with special emphasis on cultural and literary contributions. (Four quarter hours credit.)

102 World Civilizations II (Honors). A thematic survey of the rise of the West from the Greco-Roman and Judeo-Christian foundations to eminence and the interaction of world civilizations from 1500 to 1914 A.D. (Four quarter hours credit.)

103 World Civilizations III (Honors). Integration and interpretation of the data drawn from world civilizations, concentrating on syntheses as those of Toynbee, Spengler, Braudel, and Wallerstein, along with analyses of literature produced by the high cultures. (Four quarter hours credit.)

ENGLISH

112 College Writing and Research I. Development of skills in analysis, organization, and expression with reference to expository prose. To be taken concurrently with History 101. (Two quarter hours credit.)

113 College Writing and Research II. Development of skills in library research and exposition with reference to research papers. To be taken concurrently with History 102. (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 and Art History.** A stylistic and thematic survey of major art forms in historic context.

104 **Creating Art.** A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context.

**ENGLISH**

120 **Understanding Literature.** 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.** Developing an understanding of musical elements and forms and how composers use them to create music.
Level II

ART

All courses have a prerequisite of either Art 102 or Art 104.

105 Foundation Design. Studio. Analysis of two-dimensional pictorial concerns with emphasis upon color theory and practice.

106 Foundation Drawing. Studio. Representational and expressive use of line, value, in varied drawing media.

110 Foundation Painting. Studio. Introduction to oil or acrylic painting, emphasis upon technique, composition.


205 Three-dimensional Design. Studio. Various design problems in three dimensions, both traditional and contemporary. Materials fee.

308 Ancient and Medieval Art. Lecture. Origins and development of architecture and sculpture from 3000 B.C. to 1400 A.D.

320 American Art. Lecture. Artistic styles and trends in America from the colonial period to the present.


326 Film Art as Visual Art. Lecture and films with special attention to aesthetic concerns of cinema. Materials fee.

340 Renaissance, Baroque and Rococo Art. Lecture. Painting, sculpture, architecture from c. 1300-1700.

346 19th and 20th Century Art. Lecture. Painting, sculpture, architecture from c. 1800 to c. 1945.

ENGLISH

All courses have a prerequisite of English 120.

303 Semiotics (cross listed as CMN 303). Nonverbal codes and their implications for understanding cultures. (Corequisite: Art 102 or 104.)

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 English Literature.

330 Restoration and Eighteenth Century English Literature. Survey of English Literature from 1660 to 1780.

339 Topics in Restoration and Eighteenth Century English Literature.

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

349 Topics in Nineteenth Century English Literature.


356 Topics in Irish Studies: Authors.

357 Topics in Irish Studies: Genres.

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.
365 **Modern American Fiction.** Major American writers of fiction in the twentieth century.
366 **Modern Poetry.** Twentieth Century English and American poetry.
367 **Topics in American Studies.** Studies in American literature and culture.
369 **Topics in American Literature.**
375 **Studies in Short Fiction.** The development of European, English, and American short fiction.
379 **Topics in Literature.** (See schedules for current offerings.)
380 **Masterpieces of World Literature.** Selected works in translation from Homer to the present.
382 **Major Authors.** Study of one or two major writers. (See schedules for current offerings.)
385 **Mythology and the Dramatic Arts.** Classical mythology in drama.
386 **Popular Literature.** Studies in selected forms of popular literature.
387 **Opera and Drama.** Comparative study of forms of theater. (Corequisite: Music 101.)
389 **Topics in Comparative Literature.**

**MODERN LANGUAGES**

All courses have a prerequisite of English 120.

220 **Major French Writers.** Moliere, Voltaire, Hugo, Baudelaire, Maupassant, Balzac. Texts are not in translation.
220 **Major German Writers.** Goethe, Schiller, Kleist, Meyer, Rilke, Hesse. Texts are not in translation.
220 **Major Spanish Writers.** Cervantes, Calderón, Alarcón, Galdos, Valle Inclán, Lorca. Texts are not in translation.
222 **Man in Nineteenth Century European Literature.** Zola, Balzac; Blasco Ibáñez, Pereda; Goethe, Lermontov, Fontane. Texts are in translation.
225 **Man in Twentieth Century European Literature, Pre-World War II.** Kafka, Solzhenitsyn, Thomas Mann; Cela Unamuno, Matute; Švevo, Malraux, Gide. Texts are in translation.
226 **Man in Twentieth Century European Literature, Post-World War II.** Trakl, Voznesensky, Dürren Matt, Böll, Vittorini, Calvino, Camus, Robbe-Grillet, Beauvoir, Goytisolo, Sender, Benet. Texts are in translation.

**MUSIC**

All courses have a prerequisite of Music 101.

270 **Music in America.** Survey of American music in its cultural setting from colonial times to the present.
271 **Black American Music.** 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.** Appreciative approach to the stylistic growth of selected twentieth-century artists and composers. (Corequisite: Art 102 or Art 104.)
273 **American Musical Theater.** Evolution of a uniquely American genre.
274 **The Gospel Music Tradition in America.** The origins, people, context, spirit and music.
275 **History of the Symphony.** An examination of the development, literature and spirit of one of man's great artistic traditions.
276 **The Western Tradition in Popular Music.** An examination of popular music since 1830.
277 **Words and Music: 500 Years of Songs of Love and War.** A survey of music styles and traditions as revealed in art songs and popular songs.
HISTORY

273 The Greek Experience. A study of Hellenic history to Alexander, concentrating on the fifth century B.C. and utilizing primary sources such as Herodotus, Thucydides, Xenophon, Plato, Aristotle, Euripides, and Sophocles. Texts are in translation. (Prerequisite: English 120.)

EDUCATION

LSE 200 Education and Literature.
Examines the effect of education on literary characters in novels, short stories, and non-fiction prose. (Prerequisite: English 120.)
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.** An examination of the concerns, methods, doctrines and traditions typical within philosophy as a broad intellectual activity.

**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.
PHILOSOPHY

All courses have a requisite of Philosophy 100.

202 Philosophy of God. A critique of the major issues confronting “the God problem” as delineated by various traditions, philosophers and schools of thought.

203 Encounter With Society. An examination and evaluation of philosophically oriented theoretical and practical problems connected with society, such as its origin, rights and duties within it, the various options open to types of government, etc.

204 Philosophy and Existential Themes. An exploration through non-technical philosophical literature of concerns of the contemporary human situation such as alienation, authenticity, freedom, death, etc.

208 Values and the Person. A search for the historical and philosophical roots of the notion of person, especially in relation to personhood as a center and source for value.

228 Business, Ethics, and Society. An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world. (Junior standing; corequisite: Religious Studies 100.)

310 Greek Thought: the Roots of Western Culture. This course focuses on the emergence of philosophical from mythopoetic thought in ancient Greek culture. Treatment of the great systems of Plato and Aristotle.

311 Medieval Thought: Reason and Faith. This course focuses on the prolonged confrontation between the methods and requirements of philosophy, as understood by the ancient Greeks, and the values and beliefs of the Christians, Jews, and Moslems who tried to integrate their religions and philosophy.

312 Modern Thought: Ideas in Revolution. This course focuses on the efforts to liberate philosophical thinking from a religious context and from the dominance of the Platonic and Aristotelian systems of philosophy. Treatment of the ideas of Descartes, Spinoza, Leibniz, Berkeley, and Kant.

313 Contemporary Thought: the Human Condition. This course focuses on the preoccupation in contemporary philosophical thinking with the human condition, the central issue around which all the other traditional ones now are understood.

345 Science and Ethics (Honors). 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 a philosopher, biologist and physicist or chemist. Cross-listed as Bio. 225, Chem. 208, Phy. 225 and Rel. 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)

EDUCATION

LSE 260 Values and Education.

Study of the value dimension of human existence, of values underlying and influencing society, formal and informal educational, and personal life. (Prerequisite: Philosophy 100.)

RELIGIOUS STUDIES

All courses have a prerequisite of Religious Studies 100.

200 God: Western Religious Approaches to the Sacred. Comparative study of Catholic, Protestant, and Jewish concepts of God, their theoretical interpretations and practical consequences.

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. 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.

228 Business, Ethics, and Society. An examination of various ethical and moral issues arising in contemporary business and its activities which affect society and world. (Junior standing; corequisite: Philosophy 100.)

229 Biomedical Ethics. Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy. Cross-listed with Philosophy. Prerequisites: Rel. 100 and Phil. 100.

230 The Bible: An Introduction. 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.)

232 Religion of Israel. The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

233 Jesus and Christian Origins. The beginnings of Christianity in terms of textual sources, historical data, and religious backgrounds.

254 Love and Sexuality: Religious Perspectives. Love and sexuality in Biblical and non-biblical religions, examined cross-culturally, conceptually, and ethically.

257 Dying, Death, Afterlife. Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually, and ethically.

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 four important and influential religio-cultural traditions of the Middle East: Zoroastrianism, Judaism, early Christianity and Islam.


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. 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). 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 a philosopher, biologist and physicist or chemist. Cross-listed as Bio. 225, Chem. 208, Phy. 225 and Phil. 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)

EDUCATION

LSE 250 Religion and Education in Western Culture.
Study of the relationship between religion and education in Western culture and the ways various traditions have influenced educational practice. (Prerequisite: Religious Studies 100.)
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, and 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 departments—Economics, Geography, Political Science, Psychology, and Sociology—as well as Education and History.

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

103 Principles of Macroeconomics. 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 of Microeconomics. Basic theories concerning micro (or individual) economic units. Theory of consumer demand, the firm, and distribution are covered. Pricing and production are analyzed in competitive, monopolistic, and oligopolistic industries.
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.

POLITICAL SCIENCE

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

130 Political Issues and Ideas. Discussion of the enduring issues of political life, social justice, political and economic equality, the rights and duties of citizens, individual freedoms, legitimacy, elites, and other problems pondered by political philosophers in the past and which still are critical problems of contemporary political systems.

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

105 Introductory Psychology I. An examination of the history of psychology, statistics as a research tool, childhood, adolescence, adulthood and aging, condition and learning, memory, intelligence, personality, stress and coping, the individual in group settings and social organizations.

106 Introductory Psychology II. An examination of the methods of psychology, biological framework of behavior, sensation, perception, altered states of awareness, language and thought, biological bases of motivation and emotion, abnormal psychology and psychotherapy. (No prerequisite.)

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.

INTERDISCIPLINARY STUDIES

100 The Nature of Science. The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality. May be taken for BSS Level I credit, but may not be used as a prerequisite for Level II courses. (Cross-listed with Physics 100).

210-211-212 Great Ideas, Behavior and Society. 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. If a student elects all three courses (IDS 210-211-212), the sequence will count as 2 Level I courses and 1 Level II course. If a student elects only two of the courses, they will count as 2 Level I courses.
ECONOMICS

213 Business and Society. 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. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 103.)

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

218 Labor Economics and Organization. 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: 103 or 104.)

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

240 Development of Economic Thought. 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.)

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

GEOGRAPHY

201 Issues and Areas of Global Tension. Develops a basic understanding of the interrelations and problems of today based on an analysis of their geographic backgrounds. (Prerequisite: 110.)

210 Conservation. This course examines the uses of the natural physical environment as man creates the human habitat. (Prerequisite: 101.)

215 The Non-Western World. Comparative studies of people and their land in Africa, Asia, and Latin America. (Prerequisite: 110.)

218 The Iberian Impact. The influence of Spain and Portugal on the modern world. (Prerequisite: 110.)

230 Problems of Modern Transportation. An overview of transportation development with major emphasis on current transportation problems on the local and national scale. (Prerequisite: 101 or 110.)

HISTORY

272 Fascism and Counterrevolution. An analysis of the various ideological trends that form the mature fascism of the period 1920 to the present. (Prerequisite: Political Science 130 or 150.)
POLITICAL SCIENCE

202 Community Politics in Urban America. Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues. (Prerequisite: 120, 130, or 150.)

204 Conflict and Cooperation Among Nations. Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance such as the likelihood of global war, conflict between rich and poor nations, and East-West relations provide the substantive material to illuminate these main themes. (Prerequisite: 120, 130, or 150.)

206 Law and the Political System (formerly 160). 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. (Prerequisite: 120, 130, or 150.)

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 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 (formerly BSS 328.) An exploration 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.

SOCIOLOGY

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. (Prerequisite: 101 or 105.)

206 Work and Society. 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. (Prerequisite: 101 or 105.)

208 Law and Society. 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. (Prerequisite: 101 or 105.)

210 The Computerized Society. Examines the impact of technology on society and the causes of technological change, with a focus on new electronic technologies and computers. (Prerequisite: 101 or 105.)
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. (Prerequisite: 101 or 105.)

212 **Community and Society.** The analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies. (Prerequisite: 101 or 105.).

215 **Origins of Society.** An introduction to the science of archaeology and human social prehistory from its beginnings to the classic civilizations. The origins of a variety of social institutions are discussed. (Prerequisite: 101 or 105.)

280 **Mass Media and Culture.** Analysis of the relations between modern society and the mass media such as T.V., film, radio and the print media. (Prerequisite: 101 or 105.)

**EDUCATION**

**LSE 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. (Prerequisite: Sociology 101 or 105.)

**LSE 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. (Prerequisite: Psychology 105 or 106.)

**LSE 254 The Politics of Education.**
In this course, students will examine the political processes which influence American educational systems. (Prerequisite: Political Science 120 or Sociology 101.)

**LSE 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. (Prerequisite: Political Science 130 or Sociology 101 or 105.)

**LSE 311 Ethnicity and Education**
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 the organization, functions, and content of formal schooling. (Prerequisite: Psychology 105 or Sociology 101 or 105.)
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, humankind, the tool-makers, have 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 ours 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 Biological Sciences, Chemistry, Computer Science, Mathematical Sciences, Physics, and the School of Education. On Level I these courses are chosen to acquaint students with the fundamental knowledge and the major historical and contemporary achievements of science. They provide them with opportunities to develop their analytical skills in computation and in analytical reasoning.

On Level II they offer students a chance to build on the first level courses by increasing their 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.
BIOLOGY

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

111 Biology I. A study and discussion of the major organismal groups and their phylogenetic relationships; chemical, structural, functional and reproductive aspects of cells and their organelles; energy relations of cells, organisms, and populations; genetics (with special emphasis on humans); genetic engineering; and evolutionary biology. (Prerequisite: Business Mathematics 125 or Mathematics 130 or equivalent.)

112 Biology II. A study and discussion of such organismal level and organ-system physiological topics as homeostasis; nutrition and digestion; circulation; water balance and excretion; immunology; neuro- and endocrinology; embryology and development; reproduction; biological rhythms; and biomedical ethics. (Prerequisite: Biology 111.)

CHEMISTRY

102 Atoms and Molecules. Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. (Students who have had a year of chemistry in high school should consider taking Chemistry 117 instead of Chemistry 102 for Level I credit.)

COMPUTER SCIENCE

110 Elements of Computer and Information Science. 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.) Laboratory Fee.

EDUCATION

LSE 256 Science and Education.

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.
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. A review of Euclidian Geometry with an emphasis on proofs; non-euclidian geometrics; four-dimensional Euclidian geometry.

PHYSICS

100 The Nature of Science. 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. 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.

104 Astronomy. Descriptive physical astronomy with emphasis upon the solar system and stellar models.

The following courses are normally taken by science students as part of their major programs. Other students with strong high school preparation in mathematics and science are encouraged to take them for Level I credit in the Division. Students choosing this option are exempt from the requirement that they take their Level I courses from different departments. For example, a student taking Physics 150-151-152 would completely satisfy the three course Level I requirement in the Natural Science and Mathematics Division.

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. (Prerequisite: Math. 101 or placement through Mathematics Diagnostic Test.)

119 Basic Chemistry II. Chemical principles related to qualititative analysis of ions in aqueous solutions. (Prerequisite: 117.)

131 General Chemistry I. Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisite: Math. 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: Math. 131 or placement through Mathematics Diagnostic Test.)

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.)

The Calculus for Science Majors sequence (160-161-162) or the Honors Calculus Sequence (170-171-172) may be substituted for the Calculus Sequence (150-151-152).

PHYSICS

150  General Physics. Mechanics, vibrations and fluids. (Prerequisite: Math 130 or placement through the Mathematics Diagnostic Test.) Laboratory.

151  General Physics. Heat, thermodynamics, 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. (Corequisite: 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  Plant Biology: Social and Economic Implications (formerly Plants and Man). The economic significance of plants from the standpoint of food, beverages, medicinal substances, textiles, wood and wood products; the aesthetic role of plants. (Prerequisite: Two Level I NSM courses.)

206  Brain and Behavior. Basic concepts in the biological science of neuroendocrinology, its interface with other disciplines (Psychiatry, Psychology, Health-care sciences, Pharmacology, Philosophy) and its regulation of behavior. (Prerequisite: One Level I Biology and one additional NSM course.)

225  Science and Ethics (Honors). 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 a philosopher, biologist and physicist or chemist. Cross-listed as Chem. 208, Phil. 345, Phy. 225 and Rel. Studies 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)
CHEMISTRY

200 Problems in Technological Society: Environment and Pollution. A discussion from the technological point of view of the origins, the effects, and the control of environmental pollutants. (Prerequisite: Any Level I NSM course.)

204 Drugs, Chemicals, and Living Systems (formerly Molecules and Man). A discussion of the molecular basis of the interaction of specific chemical compounds with living organisms. (Prerequisite: Either a Level I Chemistry or Biology course.)

206 Resources in a Technological Society (formerly Resources and Man). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. Cross-listed as Physics 207. (Prerequisite: Completion of all Level I NSM requirements.)

208 Science and Ethics (Honors). 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 a philosopher, biologist and physical or chemist. Cross-listed as Bio 225, Phil. 345, Phy. 225, and Rel. 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)

222 Natural Science, Technology, and Arms Control. A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any Level I NSM course.)

224 The Atmosphere and the Oceans. A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. Cross-listed as Physics 201. (Prerequisite: Either Physics 101 or 150 or a Level I Chemistry or Biology course.)

COMPUTER SCIENCE

250 Computers and Human Intelligence. Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. (Prerequisite: CSC 110 or previous programming experience.)

MATHEMATICS

206 Development of Mathematics to the Renaissance. A study of the development of numbers, geometry, and algebra from Babylonian times to the Renaissance. (Prerequisite: Mathematics 101 or any Level I Mathematics course or Physics 101 or 150.)

207 History of Probability and Statistics. (Prerequisite: Mathematics 112, 113, or 242.)

208 Mathematics in Life Decisions. This course develops mathematics which is useful in everyday life. Topics include theory of compound interest, annuities, stocks, bonds, and life insurance. This course can not be taken by Commerce majors. (Prerequisite: Either Mathematics 101, 112, 113, or Physics 101, 150, 170 or any Level I Chemistry course.)

209 Explorations in Mathematics. Creative or experiential approaches to mathematics. Develops problem solving skills and illustrates mathematics through a study of structures. (Prerequisite: Either Mathematics 101 or any Level I Mathematics course, or Physics 101 or 150, or any Level I Chemistry.)

215 Introduction to Mathematical Methods, Logic, and Reasoning. See Foundations for description. (Prerequisite: Mathematics 113 and 150 or Mathematics 151, 161, 171, or 140.)

301 History of Mathematics. Topics in the history of Mathematics. (Prerequisite: 151.)

PHYSICS

201 The Atmosphere and the Oceans. A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. Cross-listed as Chemistry 224. (Prerequisite: Either Physics 101 or 150, or a Level I Chemistry or Biology course.)
202 Nuclear Energy. The basis of fission and fusion; the nature of radiation, its effects and uses; nuclear power. (Prerequisite: Two Level I NSM courses.)

205 History of Physical Science. 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. This is cross-listed with History 259. (Prerequisite: Two Level I NSM courses.)

206 Sound and Acoustics. Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab. (Prerequisite: Any Level I NSM course.)

207 Resources in a Technological Society (formerly Resources and Man). A study of one or more resources problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. Cross-listed as Chemistry 206. (Prerequisite: Completion of all Level I NSM requirements.)

209 Physics and Society. The scientific bases of selected technologies; the impacts of technology upon society; the control of technology. (Prerequisites: Any Level I Physics or Chemistry course.)

222 Natural Science, Technology, and Arms Control. A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. Cross-listed as Chemistry 222. (Prerequisite: Any Level I NSM course.)

Courses 212 through 216 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. Any two of the courses count for one Level II NSM course.

212 The Solar System. Planets, satellites, past and future of solar system, solar wind, Van Allen belts, interplanetary conditions. 2 quarter hours. (Prerequisite: Physics 104.)

213 Stars and Stellar Evolution. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 quarter hours credit. (Prerequisite: Physics 104.)

214 Galaxies and Cosmology. 2 quarter hours credit. (Prerequisite: 104.)

215 Exploring the Universe. From constellations to quasars. 2 quarter hours credit. (Prerequisite: Physics 104.)

216 Great Discoveries in Astronomy. Ancient to modern. 2 quarter hours credit. (Prerequisite: Physics 104.)

222 Natural Science, Technology, and Arms Control. A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. Cross-listed as Chemistry 222. (Prerequisite: Any Level I NSM course.)

223 Light, Color, and Photography. Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, laser and holography. Optional laboratory. Cross-listed with Art 223. (Prerequisite: Any Level I NSM course.)

225 Science and Ethics (Honors). 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 a philosopher, biologist, and physicist, or chemist. Cross-listed with Biology 225, Chemistry 208, Philosophy 345 and Religious Studies 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)

SOCIOLOGY

216 Biology and Culture. The interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, race and other aspects of human variation. (Prerequisite: Any Level I Biology course.)
COLLEGE
OF
COMMERCE
ADMINISTRATION
Brother Leo V. Ryan, C.S.V., Ph.D.
Dean
John T. Ahern, D.B.A.
Associate Dean, Academic Schedules, and Director, Summer School
F. James Staszak, Ph.D.
Associate Dean, Faculty and Curriculum
Jeanne M. Maloney
Executive Assistant to the Dean
Karen Stark, M.B.A.
Director
Lynn Castle, M.S.
Manager, Advising Services
Maria Bertola, M.B.A.
Academic Advisor
Alice Pacocha, M.Ed.
Academic Advisor
Deborah Ramsey
Office Manager

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 Mathematics and Statistics
College of Commerce

This year the College of Commerce is marking its 70th anniversary. Established in the autumn of 1912, the College began classes on January 13, 1913 and ranks as one of the oldest business schools in the United States.

The College offers, on the undergraduate level, the Bachelor of Science in Commerce degree (B.S.C.) in its full-time Day and Evening divisions. The Evening division, which also offers Saturday classes, meets the needs of both the degree and non-degree seeking part-time student.

From its inception, the College has placed highest priority on maintaining quality programs that combine both general and specialized learning experiences. To provide its students with a broad understanding of the multi-faceted forces shaping their world, the College concentrates a significant amount of their academic work in the Liberal Studies. Specifically, the general learning experiences are distributed throughout four divisions of liberal education: Behavioral and Social Sciences, Natural Sciences and Mathematics, Fine Arts and Literature, and Philosophy and Religion.

To prepare them for entry into a professional career in business, industry, government, or non-profit institutions, the College offers students basic and advanced learning experiences in the specialized fields of Accountancy, Economics, Finance, Management, and

Brother Leo V. Ryan, Dean
Marketing. True to the Vincentian heritage of DePaul University, the College includes within these experiences the study of the moral and ethical issues impacting upon public and private institutions in society as well as the individual.

The high quality of DePaul University's business programs is recognized by the fact that both the undergraduate and graduate programs are accredited by the American Assembly of Collegiate Schools of Business. This distinction is held by only a limited number of Schools of Business in the United States.

THE COLLEGE OF COMMERCE AND CHICAGO

For 70 years, the College has been 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 Chicago, 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. The theme adopted for the 70th Anniversary celebration of the founding of the College of Commerce reflects this relationship: "DePaul: Developing Chicago's business leaders for 70 years, 1913-1983."

FACULTY

Over 200 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 85% 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), Accredited Personnel Specialist (APS), Chartered Property and Casualty Underwriter (CPCU), Associate in Risk Management (ARM).

UNIVERSITY LIBRARIES

The libraries of DePaul University have their circulation records in computerized form and have 23 terminals in operation for an online circulation system. The Library Computer System (LCS) allows DePaul's libraries at Lewis Center, Lincoln Park and the Law Library to have online access to each other's collections. In addition, DePaul's students now have computer access to the library collections of eighteen other Illinois colleges and universities including the University of Illinois at Urbana-Champaign and at Chicago. The libraries belong to other cooperative groups including the Center for Research Libraries, the Chicago Academic Library Information Network, making vast resources in the Chicago and Midwest area available. CRT terminals and printers give an online hook-up with the huge data base of OCLC, Inc. and subject computer searches from a number of data bases (indexing services in computerized form). A daily shuttle allows students to request a book from the other campus library with 24 hour delivery service of DePaul materials.

The Lewis Center Library's collection contains over 127,000 volumes and 888 periodical subscriptions. It supports many of the undergraduate and graduate programs of the university with special strength in Commerce, particularly in accounting, investments, and general business. The Reference Department on the second floor houses the current periodicals, abstracts and indexes as well as the reference collection. Services provided by the Reference staff include interlibrary loans, reference assistance, library instruction, and subject computer searches. The lower level contains the Media Center and the bound periodical collection. General circulating books and reserve materials are located on the third floor.
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 295 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.

Candidates for admission to the College of Commerce 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 will be given first preference if their Grade Point Average (GPA) is at least 3.0. However, the University will consider applications from transfer and non-degree seeking students whose G.P.A. is between 2.5 and 3.0. Applicants may be required to submit additional information which demonstrates that they possess both the ability and motivation to successfully complete our academic programs. In granting exceptions, consideration is given to personal maturity and work experience.

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

Inter-college transfer students: degree seeking students desiring to transfer from any college within the University. Students must have completed 16 quarter hours of college work at DePaul.

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.

Bachelor of Science in Commerce

The student's academic program consists of two parts: courses in the College and courses in the Liberal Studies Program. Together these two components 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 Economics, Finance, Management, or Marketing. A minimum of 184 quarter hours is necessary for graduation. 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 9 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), and 4 quarter hours of communications. The College Writing and World Civilizations courses are to be taken in the 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 1 courses (12 quarter hours) in the Departments of Music, Art, English, 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, Society and Ethics. This last course has been specifically developed for students in the College of Commerce. Business, Society and Ethics may be taken either as a Level II Philosophy or Religious Studies requirement or as a Commerce elective.

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.

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 and one level II course.

Modern Language Option

Students who wish to study a modern language, either for their own interest or to prepare for a career in international business, may substitute a three course sequence for one Level II course in any of three divisions of the Liberal Studies Program.

COLLEGE REQUIREMENTS

Common Core

All students in the College must have 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 study 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 Principles of Macroeconomics; 104 Principles of Microeconomics.

Junior-Senior

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

Accountancy: 340 Management Information Systems. (To be taken in the Senior year.)


Finance: 210 Corporate Finance.

Economics: 215 Introduction to 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 in the College. When the student formally declares his major field, he ordinarily 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 courses.

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.

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 selected 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. Grades of A, B, C, and D are considered passing grades.

SPECIAL PROGRAMS

European Seminar: Comparative Business Practices I and II

The purpose of this seminar is to provide the students with an on-site introduction to the cultural, business and economic environment, and business practices in certain West European countries. The countries visited during 1981 and 1982 were Belgium, England, France,
the Netherlands and Scotland. Selected students participate in seminars arranged with senior management and other personnel of a variety of organizations, including U.S. and European multinational firms and their subsidiaries, European private and public enterprises, and European educational institutions. These organizations cover the areas of accounting, commercial and central banking, marketing, manufacturing, insurance, business journalism, and consulting. Students will also complete a research paper in an international business area approved by the Director of the Seminar. The credits for two courses, ES 300 and ES 301, may be applied in fulfillment of the requirements for Management 304 and a business elective (or a major field course with prior approval of the major field advisor). Participants pay all travel and living expenses. Offered in Summer I only. Application forms available during Autumn Quarter. Contact Dr. Bala Batavia, Director of European Seminar. Prerequisite: Junior Standing.

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 in December of his or her junior year and complete the Masters degree by the end of his or her 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 if a student enrolls on a full-time basis in the three regular quarters and in both Summer Sessions. 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. The Graduate Management Admission Test (GMAT) is required for entrance into graduate studies and should be taken early in the senior year.

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 three additional courses beyond the normal 46 courses required before the student accepts an undergraduate degree.

Computer Science Minor

Students enrolled in the College of Commerce who are interested in obtaining a minor in Computer Science should enroll in the following courses: Computer Science 203 COBOL Programming; 204 Advanced Topics in COBOL; 210 Programming with PL/I; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 349 Data Bases and Data Management; 373 Computer Information Systems.

Students electing to pursue a minor in Computer Science should enroll in the above described Computer Science courses in lieu of business electives. Depending upon which major field a student pursues, the choice of a Computer Science minor may require the student to complete 12 to 20 quarter hours beyond the present 184 quarter hours required for graduation.

Scheduling Information

After each course description, information is given regarding the quarter in which the course is tentatively scheduled to be offered.

This scheduling information represents the best effort of the College to indicate when particular courses are to be offered; it does not represent a guarantee or legal obligation. Scheduling for any course may change without notification. Given the vagaries of enrollment and staffing, a course may be offered more or less frequently than indicated.
Belverd E. Needles, Jr., Ph.D., C.P.A., C.M.A., Professor and Director

Known for its innovative programs in accounting, the School of Accountancy has been a major source of graduates for professional accountancy careers in public accounting, business and industry, and the public sector. The School is a charter member of the Federation of Schools of Accountancy and is one of the largest accounting programs in the United States.

The School of Accountancy strives to serve students, the public interest and the profession of accountancy through teaching excellence, service, and research. The School of Accountancy serves by (1) providing qualified students through undergraduate and graduate degree programs with the education necessary to commence and continue their careers as professional accountants in public accounting, business and industry, and the public sector; (2) providing all students in the College of Commerce with a fundamental knowledge of accounting as a vital element in the management of complex organizations; (3) providing the public educational accounting services such as courses for continuing education and professional certification; and (4) promoting applied and theoretical research of significance to the accounting profession and the underlying accounting discipline.
FACULTY

John T. Ahern, Jr., D.B.A., C.P.A.,
Associate Professor
Richard J. Bannon, Ph.D., C.P.A.,
Professor
Charles J. Barron, J.D., M.M., C.P.A.,
Lecturer
Richard F. Bebee, D.B.A., C.P.A.,
Professor
Benedict B. Bombera, M.B.A., Assistant
Professor
Thomas R. Bretz, M.S.T., C.P.A.,
Adjunct Assistant Professor
Lawrence H. Chlum, M.S.T., C.P.A.,
Lecturer
Edwin Cohen, Ph.D., C.P.A., Professor
Clovis N. da Silva, Ph.D., Associate
Professor
Kenneth Danko, D.B.A., Assistant
Professor
John Doderer, M.B.A., C.P.A., Instructor
John A. Driscoll, M.B.A., C.D.P.,
Instructor
Howard Engle, M.S., C.P.A., Adjunct
Assistant Professor
Edward C. Foth, Ph.D., C.P.A., Associate
Professor
Elliott M. Friedman, J.D., C.P.A.,
Adjunct Associate Professor
Mark L. Frigo, Ph.D., 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
Associate Professor
Errol G. Golub, LL.M., C.P.A., Adjunct
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
Richard A. Helfand, M.S.T., C.P.A.,
Lecturer
Donald F. István, D.B.A., C.P.A.,
Professor
Howard A. Kanter, M.S.A., C.P.A.,
C.D.P., C.I.S.A., Assistant Professor
Robert M. Kenost, M.S.T., C.P.A.,
Lecturer
Donald T. King, 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
John McEnroe, D.B.A, C.P.A., Associate
Professor
Dennis M. Michon, J.D., LL.M., C.P.A.,
Lecturer
Garry L. Moody, M.S.T., C.P.A., Lecturer
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
Marshall Pitman, M.B.A., C.P.A.,
Assistant Professor
Gerard V. Radice, M.B.A., C.P.A.,
Instructor
Helene Ramanauskas, Ph.D., C.P.A.,
Professor
David J. Roberts, J.D., M.S.T., M.B.A.,
C.P.A., Assistant Professor
Jane T. Romweber, M.S.T., C.P.A.,
Lecturer
Larry B. Rudman, M.S.T., C.P.A.,
Adjunct Assistant Professor
Donald Shannon, Ph.D., C.P.A.,
Associate Professor
Seymour I. Sherman, LL.M., Lecturer
Milton D. Shulman, Ph.D., C.D.P.,
Professor
Gary Siegel, Ph.D., C.P.A., Associate
Professor
Adolph L. Sitkiewicz, M.B.A., C.P.A.,
Instructor
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.,
Professor Emeritus
Mark J. Sullivan, Ph.D., M.B.A., C.P.A.,
Associate Professor
Curtis C. Verschoor, Ed.D., C.P.A.,
C.M.A., C.I.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: Business Law 202 Commercial Paper and Sales; any 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.

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 are based on (1) the student’s demonstrated ability in accountancy and (2) 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 the above criteria for candidacy is NOT eligible for admission.
### IV. Examples:

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<thead>
<tr>
<th>Eligible:</th>
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<td>Average Accounting Grade</td>
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### Master of Accountancy (MAcc)

DePaul undergraduate accounting majors who are accepted into 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.

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 December of their junior year. More information may be obtained on this option from the Graduate School of Business or School of Accountancy.

### The Eldred C. Strobel Scholars Program

The designation “Strobel Scholar” is reserved for students of the School of Accountancy of exceptional ability, achievement, and motivation. These students are characterized by outstanding academic records, high aptitudes for scholastic work, and reputations for leadership.

Special honors sections of accountancy courses are provided for Strobel Scholars every quarter. The content and structure of these honors sections are designed to appeal to the Strobel Scholar.

Strobel Scholars proceed through the Program together; they constantly interact with peers who have similar abilities. Learning and teaching concepts are advanced and student-oriented. Team teaching, small group activities, and student presentations are used in honors sections. Outside speakers from the accounting and business communities are frequent visitors and participants.

Students in the Strobel Scholars Program are expected to maintain high academic performance throughout the complete honors curriculum. Academic performance is reviewed at the end of each school year by the Administrator of the Strobel Scholars Program, Dr. Robert Peters.

The Program is named after the former chairman of the Accounting Department, Professor Emeritus Eldred C. Strobel. Professor Strobel’s distinguished career as an accounting educator spanned thirty-five years, fourteen of which were served as chairman. Known for his support of innovative approaches to accounting education, he was the founder of the honors program which now bears his name.
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.) *Offered every term.*

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.) *Offered every term.*

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.) *Offered every term.*

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 in the language BASIC, and to provide a background for communication with the information processing community. (Prerequisite: 101 and Bus. Math. 125 or equivalent.) *Offered every term.*

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.) *Offered every term.*

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.) *Offered every term.*

233 **Profit Planning and Control.** Exposure of non-accounting majors to the planning function as a dynamic and essential phase of the broad management process. Topics include sales, and production planning and control, planning of expenditures, and the construction and manipulation of flexible (variable) budgets. Students will prepare cash forecasts, learn to control cash and become proficient in reporting and analyzing variances from planned performance. Registration limited to non-accounting majors. (Prerequisite: 101 and 103 or equivalent.) *Offered Spring.*

280 **Survey of Federal Taxation.** This course is designed to provide a general background in taxation for students majoring in disciplines other than accountancy. Topical coverage includes income taxation of individuals, partnerships and corporations, the federal estate and gift tax and tax research. (Prerequisite: 103 and Junior Standing.) *Offered variably.*

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, and Junior Standing.) *Offered every term.*

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

333 Managerial Accounting for Decision Making (Quantitative and Behavioral Dimensions). Familiarization with the determination of quantitative accounting data and behavioral considerations useful in managerial decision making. Decision areas to be covered will include formal planning systems, measures of efficiency, transfer pricing, evaluation of segment and over-all performance. Offered in Spring. (Prerequisite: 303.) Offered Spring.

340 Management Information Systems. A study of the application of computer-based information systems within the organization. The course will examine how existing information systems have been developed and utilized to support the decision-making activities within the functional areas of accounting, economics, finance, management and marketing. (Prerequisite: 130 or equivalent and Senior Standing.) Offered variably.

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

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

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

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

391 CPA Review. (8 quarter hours credit.) 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. Offered Winter-Spring, Summer-Autumn.

392 CMA Review. (Non-credit.) 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. Does not carry academic credit. Offered Autumn, Spring.

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

The Business Administration program is designed for those students who desire a broad-based business curriculum with a strong liberal arts foundation. This flexible program is geared to the student who has no strong functional preference (e.g. accounting, finance, marketing) but rather desires an overall conceptual foundation. Students majoring in Business Administration might be preparing for law school, entrepreneurship, entering into a family business, or some other specialized purpose. The program has sufficient flexibility to meet the needs of each of these career plans.

David K. Banner, Ph.D., Administrator

PROGRAM REQUIREMENTS

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

CAREER ORIENTATIONS

I. Pre-Law

The Association of American Law Schools, while not prescribing specific courses for students planning to study law, has described 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, and 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.

Pre-Law students should consult with the Pre-Law Advisor for recommendation with respect to which business and Liberal Studies courses would be essential to the study of Law.

Michael A. Murray, J.D., Ph.D., Pre-Law Advisor

II. Business Administration

The flexibility of the Business Administration curriculum enables a student to develop a program of study to prepare for a variety of business careers. Students should consult with the administrator of the Business Administration program for recommendations with respect to which business and Liberal Studies courses would be most useful for their chosen career in business.

David K. Banner, Ph.D., Business Administration Advisor
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 both a major and minor for students seeking a Bachelor of Arts degree in the College of Liberal Arts and Sciences.
FACULTY

David R. Allardice, Ph.D., Lecturer
Bala Batavia, Ph.D., Associate Professor
Frank J. Brown, Ph.D., Professor Emeritus
Richard B. Chalecki, Ed.D., Adjunct Professor
James E. Cieckla, Ph.D., Professor
James I. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Dale S. Drum, Ph.D., Lecturer
William M. Dugger, Ph.D., Associate Professor
Robert W. Faulhaber, Ph.D., 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
Adolph E. Mark, Ph.D., Associate Professor
Michael S. Miller, Ph.D., Assistant Professor and Administrator,
Business Economics
Margaret A. Oppenheimer, Ph.D., Associate Professor
Barbara R. Reque, Director, Center for Economic Education
William H. Sander, Ph.D., Associate Professor
Richard M. Thornton, Ph.D., Associate Professor and Associate Director,
Center for Economics Education
Richard J. Wiltgen, Ph.D., Associate Professor

DEPARTMENTAL PROGRAM REQUIREMENTS

Economics: 305 Pricing and Distribution Analysis; 306 National Income Analysis; and four electives in addition to 103 Principles of Macroeconomics; 104 Principles of Microeconomics; and 215 Introduction to Money and Banking.

CAREER ORIENTATIONS

The student may be interested in taking the following economics courses to prepare for a particular career.

I. Pre-Law


II. International Trade


III. Urban Economics


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.

VI. Labor Economics

VII. Environmental or Resource Economics
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.

103 Principles of Macroeconomics. 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.) Offered Autumn, Winter, Spring, Summer.

104 Principles of Microeconomics. 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: None.) Offered Autumn, Winter, Spring, Summer.

213 Industrial Organization: Antitrust and Social Policy. Relationships between government, business, and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: Econ. 104.) Offered Autumn and Winter.

215 Introduction to Money and Banking. The structure of the American banking system; role of the Federal Reserve System; private financial markets and institutions; the effectiveness of monetary policy, and international finance. (Prerequisite: Econ. 103, 104, and Junior Standing.) Offered Autumn, Winter, Spring, Summer.

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

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

218 Labor Economics and Organization. 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. 103 or 104.) Offered Autumn, Winter.

230 The Economics of Socialism. Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economics in the various socialist nations. (Prerequisite: Econ. 104.) Not offered 1983-84.

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

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.) Offered Autumn, Spring.

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.) Offered Autumn, Winter.

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.) Offered Autumn, Winter, Summer.

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.) Offered Spring.
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.) Offered Spring.

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

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. 103 or 104.) Not offered 1983-84.

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.) Not offered 1983-84.

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.) Not offered 1983-84.

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.) Offered Spring.

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.) Offered Spring.

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.) Offered variably.

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. Offered variably.

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.) Offered Winter, Spring.

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.) Offered Autumn.

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. By Arrangement. (Consult Chairman for details.). Consult department.

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.) Not offered 1983-84.

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

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

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 business, government, and personal investments. It provides a strong foundation for students with career goals related to corporate financial management, securities management, real estate investment, banking and other financial institution administration.

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 Berry, Ph.D., Assistant Professor
Arthur A. Eubank, Ph.D., Adjunct Professor
Edward J. Farragher, Ph.D., Associate Professor
Michael D. Farrell, M.S., Assistant Professor
Richard T. Garrigan, Ph.D., Professor
George Gau, Ph.D., Visiting Research Professor
Adam Gehr, Ph.D., Visiting Assistant Professor
Gaylon E. Greer, Ph.D., Professor
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. Luft, 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 (On Leave)
William M. Poppei, M.B.A., Associate Professor
Alexandros Prezas, Ph.D., Assistant Professor
Marshall Reavis, Ph.D., C.P.C.U., A.R.M., Associate Professor
Harvey Rosenblum, Ph.D., Lecturer
Frederic Shipley, Ph.D., Associate Professor
DEPARTMENTAL PROGRAM REQUIREMENTS

Finance: 210 Corporate Finance; 220 Money and Banking; 330 Investments: Securities and Markets; 340 International Finance; and four electives.

CAREER ORIENTATIONS

The following career orientations are suggested by the faculty for students wishing to focus on a specific career area. Students are not required to follow a specific orientation.

I. Corporate Management


II. Securities Management

Finance: 333 Financial Statements and Security Analysis; 335 Portfolio Management; 337 Options; 339 Financial Futures.

III. Banking and Financial Institutions

Finance: 321 Monetary and Fiscal Policy I; 322 Monetary and Fiscal Policy II; 331 Money and Capital Markets.

IV. 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.

V. Insurance

Finance: 360 Principles of Insurance; 362 Risk Management.

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 Autumn 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.) Offered every term.

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 and goals. (Prerequisite: Declared Finance Major.) Offered every term.

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.) Offered Autumn, Winter, Spring.

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

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 or equivalent.) Offered Winter.

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: 210) Offered every term.

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.) Offered Autumn, Spring.

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) Offered Autumn, Spring.

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.) Offered Autumn, Winter, Spring.

337 **Options.** Development and application of the theory of option pricing. Emphasis is placed on the valuation of stock options using current valuation models. Significant empirical studies of option pricing are also reviewed. (Prerequisite: 330.) Offered variably.

339 **Financial Futures.** Financial futures offer a market participant a means for hedging against interest rate risk. As interest rate volatility has increased in recent years, the financial futures markets have become a major factor in the financial market spectrum. This course develops a fundamental understanding of the futures markets; including (1) the mechanics of the market, (2) hedging applications, (3) theory of futures market pricing, and (4) the relation between interest rate movements in the underlying markets and the associated futures markets. (Prerequisites: 220, 330.) Offered variably.

340 **International Finance.** 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.) Offered every term.
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.) Offered Winter, Spring.

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.) Offered Autumn, Winter, Spring.

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.) Offered Autumn, Winter, Spring.

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.) Offered Winter, Spring.

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

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.) Offered Autumn, Winter, Spring.

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: 210.) Offered Autumn.

399 **Finance Seminar.** A seminar for senior finance majors. This course has a flexible format and specific content is at the discretion of the professor. Advance notice of subject matter is indicated in the course schedule. (Prerequisite: Senior standing.) Offered Spring.
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 managerial skills that are used in various administrative positions.

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, productivity improvement, 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 personnel officers, while others become supervisors, section managers, and administrators for the Internal Revenue Service, or 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 career orientations outlined below. Each career orientation has two or three courses considered by the Management faculty to be basic to that area. A student should consult his or her department advisor regarding both the content of each career orientation and the courses taken outside that area. The student should be aware that Commerce electives can be taken within the major field or used to develop a double major.

FACULTY

Adnan J. Almaney, Ph.D., Professor
Abdul J. Alwan, Ph.D., Professor
Charles A. Aubrey, M.B.A., Lecturer
David K. Banner, Ph.D., Associate 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
Thomas Coens, M.S., J.D., Lecturer
Dean C. Dauw, Ph.D., Associate Professor
Alexander Devience, J.D., Assistant Professor
Charles F. Doubs, Ph.D., Associate Professor
David E. Drehmer, Ph.D., Assistant Professor
Douglas Drenk, J.D., Lecturer
John E. Ettlie, Ph.D., Associate Professor
Samuel B. Garber, J.D., Assistant Professor
Karen Giddens-Ernig, M.B.A., Assistant Professor
Edwin A. Giemak, M.B.A., C.A.S., Lecturer
Jack H. Grossman, Ph.D., Associate Professor
Barbara J. Guenther, Ph.D., Lecturer
Timothy Helton, Ed.D., Lecturer
John Hillery, LL.B., Lecturer
Roy E. Horton, Ph.D., Associate Professor

Loretto Hoyt, Ph.B., A.M., Professor Emeritus
Melvin Jaffe, M.B.A., Lecturer
Nathan LaPlaca, M.S., 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
Clarence Maxwell, M.S., Lecturer
Robert C. Morris, Ph.D., Associate Professor
Michael A. Murray, Ph.D., Professor
Dominic G. Parisi, Ph.D., Professor
George J. Polli, M.B.A., Lecturer
Leo V. Ryan, C.S.V., Ph.D., Professor
James E. Staruck, J.D., Assistant Professor
F. James Staszak, Ph.D., Associate 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
Ramanathan Venkataraman, M.B.A., Instructor
Harold P. Welsch, Ph.D., Professor
Thomas J. Wynn, J.D., Professor
Earl C. Young, Ph.D., Assistant Professor
DEPARTMENTAL PROGRAM REQUIREMENTS

I. Human Resource Career Orientation

Management: 202 Human Resources Management; 320 Training and Development; 330 Recruitment and Selection; 339 Human Resources Management: Policy and Practices; and two from among 332 Human Resources Planning; 333 Labor Law and Legislation or 334 Collective Bargaining; 335 Compensation Administration.

Supporting Fields: four courses in Commerce. (The following courses are recommended: 231 Communications; 303 Organizations; Management 312 Fundamentals of Industrial Psychology; 313 Human Relations in Administration; and Economics 218 Labor Economics and Organization.)

The following courses are recommended to satisfy the BSS requirement. Psychology 105 General Psychology I; 106 General Psychology II; 210 Psychology of Business and Industry; Sociology 101 General Sociology; 206 Work and Society; 208 Law and Society; 210 The Computerized Society; Economics 218 Labor Economics and Organization.

II. Operations Management Career Orientation

Management: 202 Human Resources Management; 211 Operations Management II; 351 Operations Research for Management; and three from among the following: 323 Procurement; 334 Collective Bargaining; 335 Compensation Administration; 353 Administrative Practices.

Supporting Fields: four courses in Commerce. (The following courses are recommended: Management 305 Systems and Procedures I; 312 Fundamentals of Industrial Psychology; Accounting 104 Principles of Cost and Managerial Accounting; Economics 307 Managerial Economics.

**Courses**

All courses carry four hours of credit unless otherwise stated.

**MANAGEMENT**

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.) Offered every term.

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: Junior Standing.) Offered every term.

202 Human Resources Management. Concepts, theories, principles, and techniques of personnel administration. Job analysis, labor law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations. (Prerequisite: 200.) Offered every term.
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. (Prerequisite: 200.) Offered Winter.

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.) Offered Winter, Spring.

228 Business, Ethics, and Society. This course is designed to examine some of the way in which moral decisions are made in the marketplace. Acquainting the student with the historical development of the corporation, providing the tools for ethical analysis, evaluating potential sources of tension between society and the corporation, and defining corporate social responsibility are basic objectives. Topics such as preferential hiring, corporate legitimacy, moral accountability, and corporate advocacy will be discussed. (Cross-listed with Philosophy 228 and Religious Studies 228.) Offered every term.

230 Managerial Communications: Oral and Interpersonal (cross-listed as Communications 222). This course is designed to help develop communication skills important for successful managers. It will focus on communication between two persons as well as communication in groups. Offered variably.

231 Communications. This course is designed to aid the student in improving communications for business purposes. Students will study the theory, practical problems, and effective patterns of written, oral and interpersonal communication. Students will be given the opportunity for ample practice in order to develop skills in these areas. Offered Autumn, Winter, Spring.

233 Interpersonal and Small Group Communication (cross-listed as Communications 210). Introduction to communication strategies used by two parties or by an individual within a group situation. Offered variably.

234 Public Speaking (cross-listed as Communications 220). Introduction to the research, structure, and delivery of an oral presentation for an audience. Offered variably.

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.) Offered Winter.

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: Senior standing.) Offered every term.

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.) Not offered 1983-84.

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.) Not offered 1983-84.

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.) Not offered 1983-84.

312 Fundamentals of Industrial Psychology (formerly Mgt. 210). The theoretical and methodological foundations of psychology applied to industry will be presented. Topics will include psychometric measurement and scaling, personnel placement and selection, performance evaluation, human learning, leadership, motivation, job satisfaction, human factors engineering, safety, and organizational socialization and intervention. (Prerequisite: 200 and BMS 142.) Offered Autumn, Winter, Spring.

60
313 **Human Relations in Administration.** Human relations and organizational behavior from the viewpoint of integrating behavioral sciences with the principles of professional management. Basic concepts, theory, and principles are interwoven into a managerial philosophy applicable within complex institutions and organizations of today's urban, industrialized society, including public sections of our economy as well as private enterprise. (Prerequisite: 200.) Offered every term.

320 **Training and Career Development.** A study of the training and management development practices of organizations. Emphasis is placed on the identification of training needs, program design, choice of training methods and the evaluation of results. The practices and legislation affecting promotion of employees are also discussed. (Prerequisite: 202.) Offered Spring.

323 **Procurement.** 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.) Offered Spring 1984.

330 **Recruitment and Selection.** An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed. (Prerequisite: 202 and 142.) Offered Winter.

331 **Report Writing in Organizations.** This course focuses on the principles of report writing and the principles of effective writing. While studying report writing is an important aspect of this course, the emphasis is on developing and refining one's ability to write business reports through practical experience. Offered Autumn, Winter, Spring.

332 **Human Resource Planning.** A study of the techniques and systems required to plan for people requirements of the organization. The course will cover the latest forecasting techniques and laws related to human resource planning (HRP), as well as programs in use by various organizations. The integration of the HRP function with business planning is also discussed. (Prerequisite: 202.) Offered Autumn.

333 **Labor Law and Legislation.** Impact of labor law upon labor-management relations. Origin and development of labor law in the common law, statutory law, and Supreme Court decisions. (Prerequisite: 202.) Offered Autumn.

334 **Collective Bargaining.** Role played by management and labor representatives in the collective bargaining process. Analysis of actual cases, films, and outside speakers. (Prerequisite: 202.) Offered Winter.

335 **Compensation Administration.** Wage practices, including job evaluation, wage surveys and financial wage incentive plans. Theory and practice are combined in practical projects. (Prerequisite: 202.) Offered Spring.

339 **Human Resource Policy and Practices** (formerly Mgt. 212). This is a capstone course that integrates the material presented in other courses dealing with human resources. The relationship of the human resource management area to live management and other functional specialties is explored through cases and real-life experiences. Emphasis is placed on the need for a systematic approach to dealing with human resource matters. (Prerequisite: Senior Standing.) Offered Winter, Spring.

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

353 **Administrative Practices.** Attitudes, methods of thinking, and approaches necessary to undertake successfully management responsibilities. A more complete understanding of the management process is stressed. Case materials used extensively. (Prerequisite: 200.) Offered Autumn, Winter, Spring, Summer.
357 **International Business Management.** The nature of the international business environment and the role and behavior of multinational companies in home countries as well as abroad. Emphasizes an awareness of the pervasive influences of culture on management practices, and a conceptual framework necessary to deal with cross-cultural management problems. (Prerequisite: Senior Standing.) Offered Spring.

399 **Independent Study.** (Students should consult appropriate faculty member and obtain written permission of Chairman.)

**BUSINESS LAW**

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.) Offered variably.

201 **Legal Environment of Business.** History of law from the Common Law down to the present Uniform Commercial Code: including ethical considerations and social responsibilities; fundamental principles of law pertaining to business and persons, including contracts and the principal-agent relationship. (Prerequisite: Sophomore Standing.) Offered every term.

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 Sophomore Standing.) Offered variably.

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.) Offered variably.

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 statutes and agency such as Sherman Anti-Trust Act, Clayton Act, Federal Trade Commission, and Environmental Laws are discussed. (Prerequisite: 201 and Junior Standing.) Offered variably.
Marketing

Hilda C. Wasson, D.B.A., Professor and Chairman

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 (Introduction to 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

Bruce H. Allen, Ph.D., Associate Professor
Julian Andorka, Ph.D., Associate Professor
August Aquila, Ph.D., Lecturer
Roger J. Baran, Ph.D., Associate Professor
Robert J. Boewadt, Ph.D., Associate Professor
Sue Bass, M.S., Lecturer
Petr G. Chadraba, Ph.D., Associate Professor
Stephen C. Cosmas, Ph.D., Associate Professor
Helena M. Czepiec, Ph.D., Assistant Professor
Mary Lynn Dickman, M.S., Lecturer

James Heatherly, M.B.A., Lecturer
James Jenness, M.B.A., Lecturer
J. Steven Kelly, D.B.A., Associate Professor
Philip Kemp, M.B.A., Lecturer
Michael Myers, M.B.A., Lecturer
Ron Nahser, M.B.A., M.A., Lecturer and Executive-in-Residence
Robert D. O'Keefe, Ph.D., Professor
J. Irwin Peters, Ph.D., Associate Professor
Anthony C. Petto, Ph.D., Associate Professor
Leonard Rosenstein, M.B.A., Lecturer
Daniel Seiden, M.B.A., Lecturer
William Walsh, M.B.A., Lecturer
David Wixon, M.S.B.A., Lecturer
DEPARTMENTAL PROGRAM REQUIREMENTS

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

CAREER ORIENTATIONS

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

I. Marketing Communications

II. Marketing Research
Marketing: 368 Industrial and Commercial Location; 375 Sales Forecasting; 381 Marketing Research Methods.

III. Marketing Management
Marketing: 331 Retail Management; 352 Product Management; 355 Channels Management; 360 International Marketing.

IV. Sales Management
Marketing: 365 Industrial Marketing (Recommended); 370 Personal Selling.

V. Industrial Marketing
Marketing: 355 Channels Management; 365 Industrial Marketing; 368 Industrial and Commercial Location; 370 Personal Selling.

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.) Offered every term.

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.) Offered every term.

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 BSM 142.) Offered every term.
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.) Offered every term.

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.) Offered Autumn, Winter.

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.) Offered variably.

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

352 Product Management. The evolution of products and product lines serving the consumer and product management as a competitive strategy. Responsibilities and organization of the product manager system in different industry settings. (Prerequisite: 202.) Offered variably.

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.) Offered variably.

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.) Offered Autumn, Winter, Spring.

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

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.) Offered variably.

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

370 Personal Selling. Application of the behavioral sciences to personal selling; new perspectives to the personal selling process. (Prerequisite: 202.) Offered Autumn, Winter, Spring.

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 assumed not to have any special mathematical or statistical background. Students will learn to use the interactive computer package. (Prerequisite: Marketing 202.) Not offered 1983-84.

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.) Offered variably.

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. By arrangement. (Prerequisite: Senior Standing; Permission.) Only one MKT. 399 granted per student.
Business Mathematics and Statistics

Roger Jones, Ph.D., Associate Professor and Chairman

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 Business Mathematics and Statistics are offered only as supporting studies and electives.

FACULTY

Roger Jones, Ph.D., Associate Professor and Chairman
J. Marshall Ash, Ph.D., Professor
Louis Aquila, M.S., Adjunct Associate Professor
Jeffrey Bergen, Ph.D., Assistant Professor
William Black, Ph.D., 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
Jeanne LaDuke, Ph.D., Associate Professor

Everett McClane, M.S., Professor Emeritus
Effat Moussa-Hamouda, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Associate Professor
Walter A. Pranger, Ph.D., Professor
George Royce, M.S., Adjunct Associate Professor
Daniel Seiden, M.B.A., Adjunct Associate Professor
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
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.) Offered every term.

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

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.) Offered every term.

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.) Offered Autumn.


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

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.) Offered variably.
COLLEGE
OF
LIBERAL ARTS
AND
SCIENCES
ADMINISTRATION
Richard J. Meister, Ph.D.
Dean

LINCOLN PARK CAMPUS
UNDERGRADUATE DAY DIVISION
Michael L. Mezey, Ph.D.
Associate Dean
Ben Richardson, B.A., S.T.D.
Assistant to the Dean
Gerald Paetsch
Administrative Assistant to the Dean
Office Manager
MariAnn R. Curta, B.S.
Administrative Assistant to the Dean
Linda Greco, B.A.
Administrative Assistant to the Dean

LOOP CAMPUS
UNDERGRADUATE EVENING/GRADUATE DIVISION
Robert E. Brewer, Ph.D.
Associate Dean
Therese M. Zimmerman, B.S.
Administrative Assistant to the Dean
Office Manager
David A. White, Ph.D.
Administrative Assistant to the Dean
William H. Hunt, M.A.
Administrative Assistant to the Dean
Sharon R. Dixon, B.A.
Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

ACADEMIC DEPARTMENTS AND PROGRAMS
Art
Biological Sciences
Chemistry
Communication
Computer Science
Economics
English
Geography
History
Honors Programs
Interdisciplinary Studies
Jewish Studies
Latin American Studies
Mathematical Sciences
Medical Technology
Military Science
Modern Languages
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 a collection of facts or conventional responses. Knowledge is perceived as vital, evolving as important questions evolve, tentatively, 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, and a clear understanding of the search for scholarly excellence as a humanizing and satisfying experience.

Richard J. Meister, Dean
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. However, courses in both divisions are available to all students, and they may adjust their academic schedules 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 coherent curriculum and a well-prepared and dedicated faculty. All students have the opportunity to work closely with faculty and staff in their major field. Although students must make their own judgments concerning their personal values and career goals, faculty, through the advisement process, will assist students in reaching academic decisions commensurate with a high quality education.

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 289 of the Bulletin.

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 295 of the Bulletin.

COMPETENCE IN EXPRESSION, READING, AND MATHEMATICS

In addition to meeting the general admissions requirements, the College expects all entering students to demonstrate competence in mathematics, reading, and composition in English. 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 130 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 offer degree programs in Communication, Medical Technology, and Radiologic Technology as well as pre-professional training for careers in medicine, dentistry, law and engineering. 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 degrees. The College also offers interdisciplinary programs in Jewish Studies, Latin-American Studies, and the Social Sciences. For specific information on the various degree requirements 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 internships and independent study and research courses. Permission to pursue these options must be obtained from department chairs.

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. However, there are some courses, particularly those that involve group activities such as laboratory and discussion, in which attendance is required.

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 liberal education of the student which is the common purpose of all study in the College. 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. The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation from closely allied departments, students are 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 vary 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 9 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). Normally, these courses are to be taken in the student’s freshman year; in any case, they must be 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 and two Level II courses. Unless a student chooses an introductory sequence in a single department, the 3 Level I courses must be from different departments.
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 language sequence for three Level II courses. However, the three Level II courses for which the language will substitute must come from three different 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.

Course Reduction

While the equivalent of 21 courses is listed in the Liberal Studies section (above), only 19 are required because students must reduce, by two, the number of courses in the division in which their major field falls. For example, a Political Science major must take three rather than five courses in the Behavioral and Social Sciences Division.

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 an academic advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary for integrating the program with the requirements of the student’s major field.

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. Therefore, 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 the faculty advisor assigned by their 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 advice and consent of an 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. 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 a major field, the student should consult an academic advisor in the College.
William Conger, M.F.A., Professor and Chairman

The Department of Art offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage.

The educational aim of the department is 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 designed 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

Hugo N. Amico, J.C.D., S.T.D., Lecturer
Deborah Bright, M.F.A., Lecturer
Sally Kitt Chappell, Ph.D., Professor
Robert Donley, M.F.A., Associate Professor
Emily Haliziw, M.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
Lenore Pressman, M.A., Lecturer
Simone Zurawski, Ph.D., Assistant Professor
Bachelor of Arts

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 9 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).

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 are 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 are 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.

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. A stylistic and thematic survey of major art forms in an historic context.
104 Creating Art. 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.
107 Drawing. (Especially for DePaul/Goodman students, 2 credit hours.)
206 Intermediate Drawing.
207 Advanced Drawing.
208 Drawing. (Especially for DePaul/Goodman students, 2 credit hours.)
209 Drawing. (Especially for DePaul/Goodman students, 2 credit hours.)
312, 313, 314 Drawing. (Especially for DePaul/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 $15.00, 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.

Advertising Art and Design

260 Advertising Art & Design I.
261 Advertising Art & Design II.

ADVANCED STUDIO PRACTICE TOPICS

395 Special Topics in Studio Practice. See current schedule for specific topics. Credit: 2 or 4 hours.
396 Internship. Arranges fieldwork or employment in field of study. Up to 12 hours credit. Prerequisites.
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.
327 African and Oceanic Art.
340 Renaissance, Baroque and Rococo Art. Core course.
346 19th & 20th Century Art. Core course.
347 The Artist as Humanist (Honors).
348 Kinship of the Arts (Honors)

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.
400 History of Architecture in Chicago.
Biological Sciences

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

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 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 at a different institution.
FACULTY

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

Mary A. Murray, Ph.D., Associate Professor Emeritus
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

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 14 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 9 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).

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: 1 Level II Liberal Studies course in Chemistry, Computer Science, Mathematics or Physics.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Biological Sciences: 101 General Biology I; 102 General Biology II; 103 General Biology III; 250 Cell Biology; 260 Genetics; 309 Plant Physiology or 310 Vertebrate Physiology; 330 Developmental Biology; and five additional Biology courses, two of which must include a laboratory. (Bio. 110, 111, 112, 202, 205, 206 and 225 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.

Note: 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: 150 Calculus I; 151 Calculus II; 152 Calculus III (or Math 160, 161 and 162 or Math 170, 171 and 172); one computer course: Computer Science 149 Introduction to Computer Sciences using BASIC, or Psychology 368 Computer Programming; and one statistics course: Mathematics 242 Elements of Statistics I; 348 Applied Statistical Theory and Methods I; 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 Diagnostic Test to take one of more pre-calculus courses.)

II. Teacher of Biology Secondary Level

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

SEQUENCING

Since programs in the Biological Sciences are highly structured, it is important that students take courses in their proper sequence. Students should begin with the General Biology and Basic Chemistry sequences (including Quantitative Chemistry). These are prerequisite to Cell Biology, Genetics, and Organic Chemistry, which should preferably be taken in the Sophomore year. Since calculus is required, students should also begin their study of mathematics as soon as possible, preferably in the Freshman year, so that they can be adequately prepared for the General Physics sequence in the Junior year.

The predominance of chemistry and biology sequences in the Freshman and Sophomore years requires that the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisites to upper division courses.
Courses

All courses carry 4 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. Special topics such as energy relations of cells/organisms, reproduction, development, physiology, genetics, evolution and ecology. 4 quarter hours.

111 Biology I. A study and discussion of the major organismal groups and their phylogenetic relationships; chemical, structural, functional and reproductive aspects of cells and their organelles; energy relations of cells, organisms, and populations; genetics (with special emphasis on humans); genetic engineering; and evolutionary biology. (Prerequisite: Business Mathematics 125 or Mathematics 130 or equivalent.)

112 Biology II. A study and discussion of such organismal level and organ-system physiological topics as homeostasis; nutrition and digestion; circulation; water balance and excretion; immunology; neuro- and endocrinology; embryology and development; reproduction; biological rhythms; and biomedical ethics. (Prerequisite: Biology 111.)

SPECIAL TOPICS

205 Plant Biology: Social and Economic Implications (formerly Plants and Man). The economic significance of plants from the standpoint of food, beverages, medicinal substances, textiles, wood and wood products; the aesthetic role of plants. 4 quarter hours. (Prerequisite: Two Level I courses in different NSM departments.)

206 Brain and Behavior. Basic concepts in the biological science of neuroendocrinology, its interface with other disciplines (Psychiatry, Psychology, Health-care Sciences, Pharmacology, Philosophy) and its regulation of behavior. 4 quarter hours. (Prerequisite: One Level I Biology and one additional NSM course.)

225 Science and Ethics (Honors). 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 a Philosopher, Biologist and Physicist or Chemist. Cross-listed with Chem. 208, Phil. 345, Physics 225 and Rel. Studies 345. (Prerequisite: Any two NSM Level I courses and two P&R Level I courses.)

MAJOR FIELD COURSES

101 General Biology I. Phylogenetic trends and diversity of living organisms, their life styles and life cycles. Lecture-Laboratory.

102 General Biology II. Structural organization of living organisms at the cellular level; cellular metabolism; photosynthesis; molecular and organismal genetics. 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; evolution; ecology. Lecture-Laboratory. (Prerequisite: 102 or consent of department.)

201 Mammalian Anatomy. Structure of the mammalian vertebrate. Lecture-laboratory.

202 Mammalian Physiology. Function of the vertebrate organ systems with special emphasis on mammals. Lecture-Laboratory.
210 Microbiology. Biology of microorganisms with special emphasis on bacteria. Lecture-Laboratory.

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.)

300 Psychobiology and Behavior. Fundamental concepts of the structure and function of the nervous and endocrine systems, and their interplay with genetics, nutrition and the external environment in the expression of overt behavior. Lecture-Laboratory. (Prerequisite: Biology 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: Biology 250 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-Laboratory or Lecture only. (Prerequisite: 103 or consent of instructor.)

316 Phycology. Introduction to algae with emphasis on freshwater forms: taxonomy, morphology, ultrastructure, physiology, life histories. Lecture-Laboratory or Lecture only. (Prerequisite: Biology 103.)

317 Aquatic Biology. The study of biological, physical and chemical phenomena in fresh water environments. Emphasis on organisms and their interactions. Lecture-Laboratory or Lecture only. (Prerequisite: Biology 103.)

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

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. (Prerequisite: Junior/Senior Biology standing.)

340 Neurobiology. Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture only. (Prerequisite: Biology 250, 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-Laboratory or Lecture only. (Prerequisite: 250 or consent of instructor.)

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

386 Introduction to Endocrinology. Study of hormonal regulation in animals. Lecture-Laboratory or Lecture only. (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

Jurgis A. Anysas, Ph.D., Associate Professor and Chairman

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 who continue their studies in chemistry towards advanced degrees choose this concentration.

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).

A pre-engineering program in chemical and petroleum engineering is also offered by the department.

FACULTY

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., 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
Bachelor of 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 Chemistry. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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; 2 courses at Level II except Chemistry.

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. The three required German language courses may be substituted for one Level II course in each of the Divisions of Humanities, Philosophy and Religion, and Behavioral and Social Sciences. (For further information on the Modern Language Option of the Liberal Studies Program, consult page 75 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 must take seven courses selected in consultation with the chairman.
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 Quantum Chemistry; 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.) Students can receive Liberal Studies credit for these courses.

Pre-Engineering Curricula in Chemical and Petroleum Engineering

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 program including two years at DePaul and completion of the degree at the engineering school. With the latter action, the student does not get a degree from DePaul University but does benefit from the high faculty/student ratio in the science departments.

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.

The pre-engineering programs in Chemical and in Petroleum Engineering are administered by the Chemistry Department while all others are offered through the Physics Department.

Further information and counselling for entering students can be obtained from the Chemistry Department chairman.

II. Biochemistry Concentration

Common Core in Chemistry 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 chairmen of the Departments of Biological Sciences and Chemistry.

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

Electives: To be 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
Interpretation.

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

Computer Science: 149 Introduction to Computer Science Using BASIC or 205 FORTRAN
Programming or equivalent.

Electives: To be 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 concent-
ration 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.

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
Master's 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 36 quarter hours (9 courses) in which to develop an allied specialty or to earn a
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.

SEQUENCING

Students should begin their General Chemistry, Physics, and Calculus sequences in their
Freshman year, provided they have an adequate mathematics background. The Organic
Chemistry sequence should be taken in the Sophomore year and the Physical Chemistry
sequence together with Chemistry 192 in the Junior year. Students with weaker mathematics
backgrounds should remove their deficiencies in the first year and take Calculus and General
Physics one year later than suggested above. Advanced courses in Chemistry may be taken as
soon as students have met the appropriate prerequisites.

Students in Biochemistry should take General Biology (Bio. 101, 102, 103) in their Freshman
or Sophomore years and Biochemistry after they have completed both the General Biology and
Organic Chemistry sequences (Chem. 175 or 125).
Since the Common Core in Chemistry, Calculus, and Physics is particularly demanding in the first two years, students should take the majority of their Liberal Studies courses in their Junior and Senior years. This is necessary so that students have the necessary prerequisites for advanced courses. Only Common Studies should be expected to be completed in the Freshman year.

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.

GENERAL TOPICS

102 Atoms and Molecules. Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. For non-science majors. (Students who have had a year of chemistry in high school should consider taking Chemistry 117 instead of Chemistry 102 for Level I NSM credit.)

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: Business Mathematics 125 or Mathematics 130 or placement by the Mathematics Diagnostic Test.)

106 Modern Chemistry II. Continuation of Chemistry 104.

117 Basic Chemistry I. Introductory course for science majors emphasizing inorganic chemistry and chemical principles governing behavior of matter. (Prerequisite: Mathematics 101.)

119 Basic Chemistry II. Continuation of 117 including the 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: Environment and Pollution. A discussion from the technological point of view of the origins, the effects, and the control of environmental pollutants. (Prerequisite: Any Level I NSM course.)

204 Drugs, Chemicals, and Living Systems (formerly Molecules and Man). A discussion of the molecular basis of the interaction of specific chemical compounds with living organisms. (Prerequisite: Any Level I Chemistry or Biology course.)

206 Resources in a Technological Society (formerly Resources and Man, cross-listed as Physics 207). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of Level I NSM requirements.)
208 Science and Ethics (Honors). Study of selected scientific-technological problems affecting the person and society in an ethical context. (Prerequisite: Any two Level I NSM courses and two Level I P&R courses, or permission.)

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

222 Natural Science, Technology, and Arms Control (cross-listed as Physics 222). A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any level I NSM course.)

224 The Atmosphere and the Oceans (cross-listed as Physics 201). A study of the atmosphere, the earth, and the oceans; their interactions; ecology and pollution. (Prerequisite: Either Physics 101 or 150 or a Level I Biology or Chemistry course.)

300 Forensic Science. 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. Carbanions 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.** 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 **Quantum Chemistry.** Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211 or consent.)

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**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.)

267 **Aqueous Chemistry.** Chemical interactions of water pollutants and our natural aqueous environment. Laboratory: analysis of contiguous waterways. (Prerequisite: 127 or 147.)

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.)

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.)

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**BIOCHEMISTRY**

228 **Medical Biochemistry.** 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.) Two quarter hours.

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.) Two quarter hours.

344 **Biochemistry III.** Continuation of course 342. Cross-listed with Chem. 440. (Prerequisite: 342.)

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**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.)

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 knowledge in chemistry on an informal basis by individual consultation with department faculty. Variable credit (Prerequisite: consent.)
Communication

The College of Liberal Arts and Sciences offers a course of studies leading to the degrees of Bachelor of Arts in Communication and Bachelor of Arts in English and Communication. Both programs are administered through the English Department. Some of the goals of the communication program are 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; to understand the nature and cultural uses of the mass media; to provide knowledge of and experience in the performance of literature; and to acquaint students with various kinds of business and professional communication.

The communication program serves students whose professional goals are in various media, writing, and public relations or research fields, and those who plan to pursue advanced study in communication, English, law, journalism, and related fields.

The program offers a joint major in English and Communication and a major in communication that contains six different concentrations. There is also a minor in communication, as well as minors in literature and in writing offered through the English Department.

For information about the joint major in communication and English, see the Bulletin section headed “English.”

FACULTY

James S. Malek, Ph.D., Professor and Chairman
Kristin Brady, Ph.D., Associate Professor
Jerry Carlson, M.A., Instructor
Stanley L. Damberger, M.A., Assistant Professor
Judith Kaplan, M.A., Instructor
Thomas R. Liszka, Ph.D. Assistant Professor

Donald Martin, Ph.D., Assistant Professor
Jill O'Brien, Ph.D., Assistant Professor
Lavon Rasco, Ph.D., Associate Professor
Jacqueline Taylor, Ph.D., Assistant Professor
Bachelor of Arts

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 Communication. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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

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

PROGRAM REQUIREMENTS

Common Core

Seven core courses are required in Communication. Four core courses must be completed prior to taking any advanced coursework in the major: 202 Introductory Language Studies; 210 Interpersonal and Small Group Communication; 220 Public Speaking; and 230 Performance of Literature. Two additional core courses may be taken at any time after finishing the introductory foursome: 360 Communication Theory and 346 Culture and Media. One course, 390 Senior Seminar in Research and Writing, must be taken only after completing most class requirements in one's chosen concentration.

I. Language and Symbol Systems Concentration

Common Core plus three courses from 301 Language Acquisition; 302 Grammar and Usage; 303 Semiotics; 304 Language and Social Structures; 305 Sociolinguistics. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

II. Interpersonal and Small Group Communication Concentration

Common Core plus three courses from 305 Sociolinguistics; 311 Advanced Interpersonal; 312 Advanced Group Dynamics; 313 Verbal and Nonverbal Communication; 351 Organizational Communication. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

III. Rhetoric and Public Communication Concentration

Common Core plus three courses from 313 Verbal and Nonverbal Communication; 321 Rhetorical Criticism; 322 Advanced Public Speaking; 323 Rhetoric of Social Movements; 324 Popular Criticism; 325 Rhetoric and the Arts. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.
IV. Performance of Literature Concentration

Common Core plus three courses from 331 Performance of Poetry; 332 Performance of Fiction; 333 Performance of Drama and Nonfiction; 334 Group Performance; 336 Film and Literature. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

V. Media: History, Theory, and Criticism Concentration

Common Core plus three courses from 303 Semiotics; 336 Film and Literature; 341 Mass Media: Film; 342 Mass Media: Radio and Television; 343 Mass Media: Newspapers and Periodicals; 344 Advertising; 345 Editing; 391 Special Topics. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

VI. Business and Professional Communication Concentration

Common Core plus three courses from 302 Grammar and Usage; 312 Advanced Group Dynamics; 313 Verbal and Nonverbal Communication; 322 Advanced Public Speaking; 344 Advertising; 351 Organizational Communication; and English 204 Technical Writing. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

SUPPORTING FIELDS

All Communication majors are required to take English 300 Composition and Style. A total of six courses elected by the student in consultation with an advisor comprises the allied fields requirement. Students should select courses related to career or disciplinary interests. For example, students preparing for professions in business-related communication fields might elect a series of six to ten courses in business. The specific courses as approved by the advisor should aim for breadth and general knowledge about the world of business. Students preparing for a law career should choose courses in the prelaw program. Students interested in journalism or media-careers could take coursework in English, History, Art, or Philosophy in order to develop a broad understanding of culture, society, and aesthetics. Students planning to teach at the elementary or secondary level should investigate the certification requirements operative in the city, township, district or state in which they wish to work. Courses should be selected with specific certification criteria in mind.

SPECIAL PROGRAMS OR REQUIREMENTS

Modern Language Requirement

Majors must demonstrate competence in a foreign language, either by two years of study at the high school level or by twelve (12) quarter hours credit at the college level.
Internship Credit

An active internship program in which students gain academic credit and practicum experience exists in Communication. Students may enroll in CMN 392, Communication Internship, only after receiving approval from a departmental advisor and after applying and being accepted for an internship. An individual may participate in several internship experiences by repeating the application procedure in subsequent terms; however, only four quarter hours of internship credit may apply toward fulfillment of requirements in the major.

Minor in Communication

A total of six courses constitutes a minor in Communication. The six courses sequence may be structured in two ways: (1) complete six core courses: CMN 210, CMN 202, CMN 200, CMN 230, CMN 360, CMN 346 or (2) choose three courses from the core and three courses from one concentration.

Courses

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

- **210 Interpersonal and Small Group Communication** (formerly 302 and 305). Introduction to communication strategies used by two parties or by an individual within a group situation.
- **220 Public Speaking** (formerly 201). Introduction to the research, structure, and delivery of an oral presentation for an audience.
- **222 Managerial Communications: Oral and Interpersonal** (cross-listed as Management 230). This course is designed to help develop communication skills important for successful managers. It will focus on communication between two persons as well as communication in groups. Will not fulfill electives or departmental requirement for Communications majors.
- **230 Performance of Literature** (formerly 203). Introduction to the study of poetry and fiction through performance.
- **301 Language Acquisition** (formerly 335). The processes of first and second language development. (Prerequisite: 202 or instructor's permission.)
- **302 Grammar and Usage** (cross-listed as Eng. 302). Review of the history of correctness in language and of grammatical terms, with emphasis on improving mastery of rules of usage.
- **303 Semiotics** (formerly 350). Nonverbal codes and their implications for understanding cultures. (Prerequisites: Eng. 120; cross-listed Eng. 303.)
- **304 Language and Social Structures.**
- **305 Sociolinguistics** (formerly 317). The study of language use in a social context. (Prerequisite: 202 or instructor's permission.)
311 **Advanced Interpersonal Communication.** Current theories and research concerning the development of communicative relationships between people. (Prerequisite: 210.)

312 **Advanced Group Dynamics.** Analysis of phases and problems affecting small group interaction. (Prerequisite: 210.)

313 **Verbal and Nonverbal Communication.** Exploration of the code systems that facilitate or inhibit transmission of messages.

321 **Rhetorical Criticism** (formerly 300). Selected approaches to the study and practice of rhetorical theory and criticism.

322 **Advanced Public Speaking.** Examination of additional strategies of organization, argument, and delivery for a student with prior public speaking instruction. (Prerequisite: 220.)

323 **Rhetoric of Social Movements** (formerly 306). Analysis of representative discourse from distinct social-historical movements.

324 **Popular Criticism** (formerly 318). Analysis of rhetorical strategies used in contemporary criticism. (Prerequisite: 321.)

325 **Rhetoric and the Arts.** Examination of persuasion in art and interaction with guest artists.

331 **Performance of Poetry** (formerly 320). Advanced work in the study of poetry through performance. (Prerequisite: 230.)

332 **Performance of Fiction** (formerly 319). Advanced work in the study of short stories through performance. (Prerequisite: 230.)

333 **Performance of Drama and Nonfiction** (formerly 321). Advanced work in the study of selected plays, letters, diaries, journals, and letters through performance. Specific types of nonfiction used varies each term. (Prerequisite: 230.)

334 **Group Performance** (formerly 322). Student adapted, directed, and produced performances of literature with emphasis on Chamber Theatre. (Prerequisite: 230.)

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

341 **Mass Media: Film** (formerly 316). Introduction to film history, criticism, and aesthetics.

342 **Mass Media: Radio and Television** (formerly 314). History of broadcasting in America; analysis and criticism of past and present programming.

343 **Mass Media: Newspapers and Periodicals** (formerly 312). History, theory, and criticism of newspapers and periodicals.

344 **Advertising.**

345 **Editing.**

346 **Culture and Media** (formerly 310). An examination of advertising in the mass media.

351 **Organizational Communication.** Explores methods for diagnosing and managing organizational communication problems. (Prerequisite: 360 or permission of the instructor.)

360 **Communication Theory** (formerly 207). Primer for theory construction; examines and evaluates theories of communication behavior.

390 **Senior Seminar in Research and Writing.**

391 **Special Topics** (formerly 307 or 309). (See schedules for current offerings, including topics in journalism).

392 **Communication Internship.** Selective placement of students in work-study situations to prepare for communication-related careers. (Prerequisites: Junior standing, GPA 3.0 or above, communication advisor approval.)

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

Henry Harr, M.S., *Director of Undergraduate Studies*

Gary Andrus, Ph.D., *Associate Professor*
Ronald Benjamin, M.S., *Adjunct Associate Professor*
Dale Buchholz, M.S., *Instructor*
I-Ping Chu, Ph.D., *Assistant Professor*
Richard Courtheoux, M.S., *Lecturer*
Lawrence Dribin, Ph.D., *Lecturer*
Robert Fisher, Ph.D., *Associate Professor*
Gerald Gordon, Ph.D., *Associate Professor*
Henry Harr, M.S., *Instructor*
Richard Johnsonbaugh, Ph.D., *Professor*

Martin Kalin, Ph.D., *Professor*
George Knafl, Ph.D., *Associate Professor*
Glenn Lancaster, Ph.D., *Associate Professor*
Kam-Chan Lo, Ph.D., *Assistant Professor*
Peter Logothetis, M.B.A., *Lecturer*
David Miller, Ph.D., *Assistant Professor*
Bertha Mount, Ph.D., *Lecturer*
Dean Mouzakiotis, M.S., *Lecturer*
Stephen Samuels, M.A., *Lecturer*
Thomas Sheridan, M.S., *Instructor*
Edward Wegryzn, J.D., *Lecturer*
Bachelor of 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 9 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).

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, one or more at Level II, to be chosen from Biological Sciences, Chemistry and Physics. Courses outside these three departments may not be applied toward this requirement.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Computer Science: 203 COBOL Programming; 210 Programming with PL/1; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembly Language and Computer Organization; 343 Introduction to Operating Systems; 394 Software Projects.

English: 204 Technical Writing; or 300 Composition and Style; or equivalent.

Mathematics: 140 Discrete Mathematics; 150 Calculus I; 151 Calculus II (Math 150-151 may be replaced by Math 160-161 or Math 170-171).

1. Computer Science Concentration

Common Core in Computer Science, Communication, and Mathematics plus 320 Discrete Structures; 342 Introduction to File Processing; 345 Computer Architecture; 347 Concepts of Programming Languages; 350 Design and Analysis of Algorithms; Math 215 Introduction to Mathematics, Methods, Logic and Reasoning; two of the following three courses; Math 220 Linear Algebra with Applications I; Math 348 Applied Statistical Theory and Methods I; 332 Computer and Information Systems Modeling and two Computer Science electives approved by a Computer Science advisor. The Math 351-352 sequence may be taken instead of Math 348.

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

Common Core in Computer Science, Communications, and Mathematics plus 204 Advanced Topics in COBOL; 349 Data Base and Data Management; 373 Computer Information Systems; 374 Information Systems Analysis and Design I; one course from: Math 215 Introduction to Mathematics, Methods, Logic and Reasoning; Math 348 Applied Statistical Methods and Theory I; 323 Data Analysis and Statistical Software I; and two computer science electives approved by a computer science counselor. The Math 351-352 sequence may be taken instead of Math 348.

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

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics.

Organizational Behavior: Management 200 Management and Organization Principles and Practice or Psychology 380 Industrial and Organizational Psychology.

Supporting Fields: Four courses to be chosen in consultation with the departmental advisor. A student who intends to enter an 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. Other courses strongly recommended are Economics 307 Managerial Economics; Economics 311 Business and Economic Forecasting; Marketing 310 Consumer Behavior; and Marketing 375 Sales Forecasting.

SPECIAL PROGRAMS

Microelectronics Minor

Physics: 111 Analog Electronics I; 211 Analog Electronics II; 112 Digital Electronics I; 212 Digital Electronics II; 397 Interfacing.

Computer Science: 396 Microprocessors.

For course descriptions consult the Physics and Computer Science sections of this Bulletin

Double Major with Mathematics

A computer science major can also earn a major in mathematics. The following is an example of a sequence of courses that would satisfy the mathematics and computer science requirements for a double major.

Computer Science: 203; 210; 310; 311; 312; 320; 342; 343; 345; 347; 350; 385; 386; and 394.

Mathematics: 140; 150; 151; 152; 210; 215; 220; 351; 352; 310; 311; and 370.

Since other sequences of courses would also satisfy the requirements, a student should consult an advisor in both departments when planning a program of study.

Computer Science Minor

Computer Science: 203 COBOL Programming; 210 Programming with PL/I; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembly Language and Organization; 342 Data Structures and File Processing; 343 Introduction to Operating Systems.
Information Systems Minor

Computer Science: 203 COBOL Programming; 204 Advanced Topics in COBOL; 210 Programming with PL/1; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembly Language and Computer Organization; 349 Data Bases and Data Management; 373 Computer Information Systems.

Advanced undergraduates may take certain graduate Computer Science courses with the Chairman's approval.

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. 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.) Laboratory fee.

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 Programming with BASIC. Algorithms, programming in BASIC. Data manipulation and string processing. (Prerequisite: Math. 101, placement by the Mathematics Diagnostic Test, or equivalent.) Laboratory fee.


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

204 Advanced Topics in COBOL. File management, tape and direct access storage devices. Access methods. Data base applications. Subprograms, sort/merge feature. Indexed sequential, relative and direct files. (Prerequisite: 204.) Laboratory fee.

205 FORTRAN 77 Programming. An introduction to programming in the scientific language FORTRAN. Input and output including format, branching, looping, subscripted variables, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. The language Fortran 77 will be used. (Prerequisite: Math. 101, placement by the Mathematics Diagnostic Test, or equivalent.) Laboratory fee.

210 Programming with PL/1. An introduction to structured computer programming using the language PL/I. Topics include: simple data types, control structures, character string processing, array processing, procedures and functions. Laboratory fee. (Prerequisite: Math 101, placement by the Mathematics Diagnostic Test, or equivalent.)
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. Laboratory fee.

225 **Programming in C.** Introduction to the programming language C. Data types, pointers, structures. Function and block structures. Preprocessors. Input and output. UNIX operating system. Laboratory fee.

230 **Programming in Ada.** Data types, control structures, subprograms, overloading. Packages and libraries. Private types, generics. Tasking implementation issues. This is an intensive course and good programming skills are assumed. Laboratory fee.

250 **Computers and Human Intelligence.** Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. (Prerequisite: 110 or previous acquaintance with a programming language.) Laboratory fee.

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

311 **Principles of Computer Science II.** Basic data structures, stacks, queues, linked lists. Trees, tree searches and string processing. (Prerequisite: 310 or consent.) Laboratory fee.

312 **Assembly Language and Computer Organization.** Data presentation, addressing schemes and instruction charts for the VAX/MACRO assembly language. A comparative study of past and present computers. Introduction to computer organization. (Prerequisite: 311 or equivalent.) Laboratory Fee.


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 SAS. The emphasis will be on actual experience with both on-line and batch processing packages. Cross-listed with Math. 323. Laboratory fee.

324 **Data Analysis and Statistical Software II.** Continuation of 323. Analysis of variance. Multivariate statistical methods including stepwise discriminant analysis, principal component analysis, factor analysis, and multivariate analysis of variance. (Prerequisite 323.) Cross-listed with Math. 324. Laboratory fee.


342 **Introduction to File Processing.** File processing environment and file manipulation techniques using PL/1. Algorithms and techniques for implementing stream files, sequential files, direct files, indexed sequential files. ISAM, VSAM, inverted lists, multilists, and database structures will be discussed. (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. (Prerequisite: CSC 204, 312, 342 or knowledge of an Assembler language.)

344 **IBM 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 continuation of CSC 312. Introduction to digital logic; micro-programming; further topics. (Prerequisite: 312, 344, 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.) Laboratory fee.

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

353 **VAX Assembly Language Programming.** A continuation of CSC 312. Further study of the VAX/MACRO assembly language. The complete instruction set, macros, interrupts, I/O programming and other topics. (Prerequisite: 312 or equivalent.) Laboratory Fee.

354 **IBM Assembly Language Programming II.** A continuation of CSC 344. A completion of the study of the IBM 360/370 instruction set. Interrupt and I/O programming. Macros. (Prerequisite: 344 or consent.) Laboratory Fee.

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

362 **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: CSC 311 and course in statistics.)

364 **Advanced Programming Techniques.** Functional decomposition. Software tools. The student will design, implement and document a medium size project using a variety of software tools and system utilities. (Prerequisite: 204 or 342.) Laboratory fee.

365 **Software Engineering.** Project management fundamentals, Software design and development. Software life cycle. Software tools. Verification and validation of software. Software measurement. (Prerequisite: 311.)

369 **Computer Graphics.** A survey of hardware used for computer graphic displays. Mathematical software including projections and other transformations. Display file and data structure. Hidden-line and surface algorithms. Real time displays. (Prerequisites: Math 220, CSC 311.)

373 **Computer Information Systems.** An overview of computer-based information systems. Database design and management concepts. Teleprocessing and distributed systems. Design and analysis of information systems with particular emphasis in business information needs. (Prerequisites: CSC 201 or 203.)

374 **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: 204 and 373 or consent.)

375 **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.)
382 Legal Aspects of Data Processing. Practical legal considerations arising in a data processing environment are discussed. Areas include legislation, contracts, copyrights, patents and fraud.


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

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

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

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

396 Microprocessors. An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, programming, interfacing. Laboratory work will involve hands-on work with microprocessor systems. (Prerequisite: 312 or consent of instructor.) Cross-listed with Physics 396. Laboratory fee.

397 Computer Career Program. A course of study designed to facilitate a career change into the computer professions. The course provides an integrated format covering the contents of COBOL, Advanced COBOL, Computer Technology and Data Base. (20 hours, admission is restricted.)

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

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

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

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, and similar topics.

FACULTY

David Allardice, Ph.D., Lecturer
Bala Batavia, Ph.D., Associate Professor and Administrator, International Business Programs
Frank J. Brown, Ph.D., Professor Emeritus
Richard B. Chalecki, Ed.D., Adjunct Professor
James E. Ciecka, Ph.D., Associate Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
Dale S. Drum, Ph.D., Lecturer
Robert W. Faulhaber, Ph.D., 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
Adolph E. Mark, Ph.D., Associate Professor
Michael S. Miller, Ph.D., Assistant Professor and Administrator, Business Economics
Margaret A. Oppenheimer, Ph.D., Associate Professor
Barbara R. Reque, Director, Center for Economic Education
William H. Sander, Ph.D., Assistant Professor
Richard M. Thornton, Ph.D., Associate Professor
Richard J. Wiltgen, Ph.D., Associate Professor
Bachelor of Arts

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. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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 of Macroeconomics; 104 Principles of Microeconomics; 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.)
II. Urban Studies Concentration

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics; 242 Statistics for Economics or another elementary statistics course; 305 Pricing and Distribution Analysis; 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

The student may be interested in taking the following economics courses to prepare for a particular career:

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 Applications 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; 395 Seminar in Selected Economic topics.


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.

Courses

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

PRINCIPLES AND THEORY

103 Principles of Macroeconomics. 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 of Microeconomics. 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, private financial markets and institutions, the effectiveness of monetary policy and international finance are 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

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

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

240 Development of Economic Thought. 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

213 Industrial Organization: Antitrust and Social Policy. 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. 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: 103 and 104.)

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

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: 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.)

380 Mathematics for Economics and Business I. Following topics are treated: sets, functions, limit derivatives, optimization, some fundamentals of linear algebra. Students are required to have a high school algebra background. (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 communication; and third, to serve the literary interests and communication 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, 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 these majors, the Department offers an interdisciplinary major in Communication and English that provides study appropriate to many careers and professional schools. The Bulletin section headed "Communication" explains other majors in specific communication fields.

Finally, the Department also offers minors in literature and in writing for students wishing to pursue interests in these areas while majoring in other disciplines.
FACULTY

Kristin Brady, Ph.D., Associate Professor
Bernard A. Brunner, Ph.D., Professor
Jerry Carlson, M.A., Instructor
Stanley J. Damberger, M.A., Assistant Professor
Patricia Ewers, Ph.D., Professor
William Fahrenbach, Ph.D., Assistant Professor
William J. Feeney, Ph.D., Professor
Kristine Garrigan, Ph.D., Assistant Professor
Hugh J. Ingrasci, Ph.D., Associate Professor
Judith Kaplan, M.A., Instructor
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
Donald Martin, Ph.D., Assistant Professor
Zahava McKeon, Ph.D., Associate Professor
Margaret M. Neville, Ph.D., Professor Emeritus
Jill O'Brien, Ph.D., Assistant Professor
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Rachel M. Romano, M.A., Professor Emeritus
Frank Sherman, Ph.D., Associate Professor
Rev. John Smith, C.M., M.A., Professor Emeritus
Jacqueline Taylor, Ph.D., Assistant Professor
Fredrick I. Tietze, Ph.D., Professor Emeritus
Bachelor of Arts

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 or Bachelor of Arts in English and Communication. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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 the 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: 202 Introductory Language Studies; 220 Reading Poetry (120 is prerequisite to 220); 300 Composition and Style; 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; and three 300 level electives in English, one of which must be a Topics course.

Supporting Fields: Cmn. 230 Performance of Literature; two courses in History; and three additional courses in History, Philosophy, Art, Religious Studies, Modern Languages, Communication, or other departments with advisor’s approval.

II. American Studies Concentration

English: 202 Introductory Language Studies; 220 Reading Poetry (120 is prerequisite to 220); 300 Composition and Style; 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; and two 300 level electives in American literature or American Studies.
III. Teacher of English: Secondary Level

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

English: 202 Introductory Language Studies; 220 Reading Poetry (120 is prerequisite to 220); 300 Composition and Style; 302 Grammar and Usage; 391 Teaching of English; 328 Shakespeare; Cmn. 230 Performance of Literature; 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; three courses from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; 364 American Genre Studies; 365 Modern American Fiction; 366 Modern Poetry; 369 Topics in American Literature.

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

IV. Joint Major in English and Communication

English: 202 Introductory Language Studies; 208 Introduction to Reasoned Discourse; 223 The Oral Tradition in Literature; 300 Composition and Style; 376 Stylistics; Communication 390 Senior Seminar in Research and Writing; four Communication courses; and four 300 level English courses in literature, selected with advisor’s approval. For descriptions of Communication courses, see the “Communication” section of this Bulletin.

Supporting Fields: Five courses, selected with advisor’s approval; may include courses in Communication and in English.

SPECIAL PROGRAMS OR REQUIREMENTS

Modern Language Requirement

Majors in the Standard English, American Studies, and joint English and Communication 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 00 of the Bulletin.)

Minor in Literature

Eng. 220 Reading Poetry (strongly recommended, but not required). Five courses from Eng. 310 (or 311 or 319), 320 (or 329), 328, 330 (or 339), 340 (or 349), 350 (or 359), 360, 361, 362. (No more than two from Eng. 360, 361, 362.) If Eng. 220 is not taken, one 300 level literature elective.

Minor in Writing

SEQUENCING

English 120 should be taken early in the freshman year, since it is a prerequisite for English 220 and all 300 level literature courses. The allied fields requirements may be begun at any time; the modern language requirement should be completed by the end of the sophomore year. Majors should anticipate registering for at least one 300 level English class (English or Communication class in the case of majors in the joint English/Communication program) in each quarter of the junior and senior years, but 300 level courses in the major should be started much earlier, certainly in the sophomore year.

Courses

Unless otherwise noted, 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 is a required Liberal Studies course to be taken in conjunction with History 101.)

113 College Writing and Research II. Development of skills in library research and exposition with reference to research papers. 2 quarter hours credit. (English 113 is a required Liberal Studies course to be taken in conjunction with History 102.)

202 Introductory Language Studies (cross-listed as Cmn 202). Topics in language and linguistics.

204 Technical Writing.

205 Business Writing.

206 Writing for Advertising.

208 Introduction to Reasoned Discourse. Study of interpretation of texts and of principles and theory of rhetoric, that is, of argument. (Prerequisite: 113.)

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

302 Grammar and Usage (cross-listed as Cmn. 302). 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. Study of practical problems of reasoned discourse, emphasizing invention and construction of arguments. (Prerequisite: 208.)

376 Stylistics.

LITERATURE

120 Understanding Literature. Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. (120 or equivalent is a prerequisite to all 300-level English courses in literature.)
220 Reading Poetry. A comprehensive introduction to English and American poetry, poetic forms and meters, and the vocabulary of poetic study. (Prerequisite: 120 or permission of instructor.)

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

223 The Oral Tradition in Literature.

303 Semiotics (cross-listed as Cmn. 303). Nonverbal codes and their implications for understanding cultures.

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.


339 Topics in Restoration and Eighteenth Century English Literature.

340 Nineteenth Century English Literature.

349 Topics in Nineteenth Century English Literature. Survey of English literature from 1780 to 1900.


356 Topics in Irish Studies: Authors.

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.


379 Topics in Literature. (See schedules for current offerings.)

380 Masterpieces of World Literature. Selected works in translation from Homer to the present.

382 Major Authors. Study of one or two major writers. (See schedules for current offerings.)

385 Mythology and the Dramatic Arts. Classical mythology in drama.

386 Popular Literature. Studies in selected forms of popular literature.

387 Opera and Drama. Comparative study of forms of theater.

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 department chairman required before registration.)
Geography

Donald R. Dewey, Ph.D., Professor and Chairman

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 four other areas of concentration: metropolitan landuse planning, travel and tourism, environmental studies, and geography education.

FACULTY
Lorin Contescu, Ph.D., Lecturer
Richard J. Houk, Ph.D., Professor

Vernon E. Prinzing, Ed.D., Assistant Professor
Gerald W. Ropka, Ph.D., Associate Professor
Bachelor of Arts

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 9 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).

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; 106 Food and Famine; 107 The Geography of Manufacturing; 110 Earth's Cultural Landscape; 201 Issues and Areas of Global Tension; 341 Cartography; 342 Computer Graphics; 391 Seminar: Research Techniques; 395 Seminar in Selected Topics.

All majors are required to attend four seminars each year during their junior and senior years and must take an active role in the general research project during those years. Majors will register for Geography 391 during the last quarter of their Senior Year and upon successful completion will receive four credit hours.
I. Standard Concentration

Geography: Common Core plus six additional courses.

Supporting Fields: Six 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; 368 Industrial & Commercial Location Analysis; 376 Population and Urban Demographics, and two additional geography courses.

Supporting Fields: Six courses to be selected from the following: Econ. 103 Principles of Macroeconomics; Econ. 104 Principles of Microeconomics; 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; Pol. Sci. 323 Chicago Government and Politics; Soc. 101 General Sociology; Soc. 203 Minority Studies; and Soc. 230 The City.

III. Travel and Tourism Concentration

Liberal Studies Program: Regular requirement but Econ. 103 and 104 as BSS lower level courses and a three course sequence in any modern language to substitute for one Level II course in any three divisions of the Program. Art 102 should be one of the lower level courses in the Fine Arts and Literature Division.

Geography: Common Core but students must take three sections of 395 Seminar in Selected Topics plus four regional courses.

Supporting Fields: Accounting 103 and 104, Marketing 101 and 103, Management (Business Law) 201, Computer Science 149 plus 5 courses selected from Communication, History (in addition to Common Studies) or Modern Languages (beyond the three course option in the Liberal Studies Program).

IV. Environmental Studies Concentration

Geography: Common Core plus, 125 Elements of Geology; 210 Conservation; 225 Weather, Climate and Man; 301 Introduction to Oceanography; two additional geography courses.

Supporting Fields: Six 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 Air Chemistry; Chem. 267 Aqueous Chemistry; Chem. 278 Environmental Chemistry; Econ. 103 Principles of Macroeconomics; 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; two courses from 125, 225 and 301; one course from 133, 333, and 370; and three courses from 124 and 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 240 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.

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 Minerals and Manufacturing. Geography of manufacturing describes, analyzes, and interprets the distribution of manufacturing to provide bases for educated projections about the future. Emphasizes the relationship between manufacturing resources, transportation systems, and the distribution of manufacturing on a global, continental, national, or regional scale.
110 Earth’s Cultural Landscape. Survey of mankind’s distribution and the characteristics of cultures examined at the local, regional and world scale.
120 Urban Environmental Problems. Survey and analysis of urban environmental problems, their geographic arrangement and impact on the quality of life.
133 Urban Geography. Elementary concepts and principles of spatial analyses necessary for an understanding of the physical and social structure of American cities.
201 Issues and Areas of Global Tension. Develops a basic understanding of the international problems of today based upon analyses of their geographic backgrounds.
216 Medical Geography. An introduction to epidemiology, and a survey of the spatial aspects of human health problems and the structure of the health systems designed to prevent and treat human health problems.

230 Problems of Modern Transportation. An overview of the development of transportation systems with major emphasis on current transportation problems on local and national scales.

333 City Problems and Planning. An introduction to the development of Urban design and futuristic models of cities emphasizing the role of city planning in preventing or solving urban problems.

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

240 Maps and Man. An introduction to basic elements of map reading and interpretation. Students will become acquainted with an extensive variety of maps, their sources and components, and their different uses.

341 Cartography. Introduction and practice in the proper design and production of thematic maps. Conventional cartographic techniques, drafting with pen and ink, used for displaying and communicating spatial data are discussed, demonstrated and practiced.


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.)

391 Seminar: Research Techniques. Introduces students to geographic research methods through a series of seminars and a research project.

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.

210 Conservation. This course examines Man’s uses of the natural physical environment and his impact on it in creating the human habitat.

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.

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.


218 The Iberian Impact.

311 Patterns of the Pacific.

312 Arab Africa and the Middle East.

313 Black Africa, A Continent in Transition.

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

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

316 Physical, Economic and Cultural Contrasts in Western Europe.

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

320 Illinois, Upstate, downstate.

321 Metropolitan Chicago: Survey and Reconnaissance. 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.

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

327 The Environments of South America.
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 within 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 judgment, 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**

Donald J. Abramoske, Ph.D., Associate Professor
Thomas Croak, C.M., S.T.D., Ph.D., Assistant 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
James P. Krokar, Ph.D., Assistant Professor

Joseph H. Lehmann, Ph.D., Professor Emeritus
Ralph J. Mailliard, Ph.D., Professor Emeritus
Sandra F. Mcgee, Ph.D., Assistant Professor
Richard J. Meister, Ph.D., Professor
Ben Richardson, B.A., S.T.B., Assistant Professor
Sholom S. Singer, Ph.D., Associate Professor
Cornelius Sippel, Ph.D., Associate Professor
Arthur W. Thurner, Ph.D., Professor
Bachelor of Arts

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 9 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.)

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 (2 Level I courses in different departments and 1 Level II course, excluding History).

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: 4 courses are required in the Departments of Sociology, Psychology, Economics, Political Science, or Geography or other departments designated by the Division (2 Level I courses in different departments and 2 Level II courses, excluding History).

Natural Sciences and Mathematics: 4 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, Physics, or Mathematics or other departments designated by the Division (2 Level I courses in different departments and 2 Level II courses).

In addition, two other courses must be taken in different divisions (1 Level I course and 1 Level II course).

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

History: 104 The One World of the Twentieth Century; 140 Historical Concepts and Methods (taken before senior year); three courses from the Thematic category; 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 three additional courses from any of the Integrative 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 student’s departmental advisor in accordance with the particular interest of the student.
II. Pre-Law Concentration

History: 104 The One World of the Twentieth Century; 140 Historical Concepts and Methods (should be taken before senior year); 328 English Constitutional History; 385 United States Constitutional History to 1865; 386 United States Constitutional History Since 1865; 394 The Law, The State and Freedom in America; 395 Historical Sources and Evidence: Nuremberg to El Salvador; 396 History of American Legislation; 397 Coordinating Seminar (which may be taken only during the senior year); and three other courses from either the Thematic or Integrative categories.

Supporting Fields: 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: 104 The One World of the Twentieth Century; 140 Historical Concepts and Methods (should be taken before senior year); 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 three courses in each geographical area. At least three courses must be in United States History.

SPECIAL PROGRAMS

History Minor

Twenty-four hours of history to be distributed as follows: 104 The One World of the Twentieth Century; 140 Historical Concepts and Methods (should be taken before senior year). Two courses from the Thematic category and two courses from the Integrative category with no more than one from a single area.
Courses

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

FOUNDATION

101 World Civilization I. This course will examine the phenomenon of civilization as experienced by Mesopotamian, Egyptian, Islamic, Indian, Sub-Saharan African, Chinese, Japanese, and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 112. (Four quarter hours credit.)

102 World Civilizations II. This course will examine the evolution of civilization in modern Europe and the Western Hemisphere and the global integration of all societies since 1500. To be taken concurrently with English 113. (Four quarter hours credit; prerequisite: 101.) Students who began their Common Studies sequence in the 1981-82 academic year or before must take History 103.

103 World Civilization III.
104 The One World of the Twentieth Century.
140 Historical Concepts and Methods.

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.
265 Themes in Afro-American History.
266 Themes in the History of Imperialism.
267 Themes in the History of Asia.
268 Revolution in Asian History.
271 Man and Ideas in History.

272 Fascism and Counterrevolution. An analysis of the various ideological trends that form the mature fascism of the period 1920 to the present. (Prerequisite: Political Science 130 or 150).

273 The Greek Experience. A study of Hellenic history to Alexander, concentrating on the fifth century B.C. and utilizing primary sources such as Herodotus, Thucydides, Xenophon, Plato, Aristotle, Euripides, and Sophocles. Texts are in translation. (Prerequisite: English 120.)

274 Themes in the History of Work and Unemployment.
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 at 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 Kievian 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.

358 Eastern Europe to 1800. A survey of the area's settlement by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, and the growth and structure of multi-national empires.

359 Eastern Europe, 1800 to present. A survey of the decline of empires and the rise of nation states; the destruction of traditional, agrarian societies; the impact of World War II; and the establishment of Communist regimes.
Afro-American and Non-Western

339 Scholars and Samurai: Traditional Chinese and Japanese Civilizations. An examination of the major elements of traditional Chinese and Japanese civilization, emphasizing religion, philosophy, ethics, and political and social structures.

340 Revolutionary China and Modern Japan. An examination of the coming of the Europeans, the transformation of traditional Chinese and Japanese civilizations, the rise of nationalism and revolution in China, the modernization and militarization of Japan, and post-World War II developments in East Asia.

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 is on the origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent.

351 Africa: The Age of Revolution; African History 1900 to the Present. 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


362 Independence and Neo-Colonialism in Latin America. A survey of 19th century Latin America, emphasizing the independence wars, nation building, ideological struggle and the rise of export economies.

363 Latin America: Struggle Between Left and Right. A survey of 20th century Latin America from the Mexican Revolution to the present, emphasizing populism, revolution and counterrevolution.

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


366 United States/Latin American Relations. A survey of political relationships between the United States and the Latin American nations.
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.

368 Hispanics in the United States. A study of Spanish speaking people in the United States and their relations with other Americans. The course will concentrate on Mexican Americans since the Mexican-American War, Puerto Ricans since 1898, and Cuban Americans since Castro.

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.

385 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.

386 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

392 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.

393 Teaching, History, and the Social Sciences.

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

395 Sources and Evidence: Nuremburg to El Salvador. (Pre-law.)

396 History of American Legislation. (Pre-law.)

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

398 Study Tour. A in-depth, on-sight overview of the historical, political, social and economic reality of a foreign country.

399 Independent Study. (Prerequisite: Junior standing, approval of instructor and chairman.)
Honors Program

The Honors Program offers interdisciplinary courses for the student with unusual ability, striving to develop in the individual the capacity to comparatively analyze, synthesize, and evaluate man's cultural heritage. The Program enables the student to achieve an understanding of various academic methodologies and an appreciation of their interrelationships. A student completing the Honors Program will be exceptionally well prepared for graduate and professional study.

Students are encouraged to apply for entrance into the program at the beginning of the freshman year. Sophomores and transfer students who wish to enter should contact the Director. Students of above average ability, not in the program, may elect honors courses but must have the consent of the Director. The successful completion of the Program and the major field of study within a Department leads to the B.A. or B.S. "Honors Program."

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

Stanley J. Damberger, Director

Requirements

The Honors Program is a modification of the Liberal Studies Program. Nineteen courses or 76 quarter hours are required, distributed in the following manner:

3 Honors courses in Common Studies.

4 Level I Honors courses, one each in the divisions of Fine Arts and Literature, Philosophy and Religion, Behavioral and Social Sciences, and Natural Sciences and Mathematics. In addition, 4 other Level I courses are required in these divisions in departments specified by the student's academic advisor.

4 Level II Honors Symposia, one each in the divisions of Fine Arts and Literature, Philosophy and Religion, Behavioral and Social Sciences, Natural Sciences and Mathematics.

Senior Thesis

In addition to the Honors courses required as part of the Liberal Studies Program, Honors students are expected to complete an integrative essay in their major field in their senior year for which they will earn four quarter hours credit.

Modern Language Requirement

A minimum of 3 courses in a modern language is required. Students should enter at their language competency level. (See page 75 of the bulletin.) Students are expected to acquire a working knowledge of the language.
Interdisciplinary Studies

Interdisciplinary studies is the designation for a special set of Liberal Studies courses offered within the divisions. These courses offer alternatives to the normal departmental offerings for fulfilling the requirements of the division in which they are located.

These courses differ from most departmental offerings in that they employ and compare the methods and concepts of several disciplines. Like departmental offerings, they apply these methods and concepts to an analysis of subject matter appropriate to the division in which they are located. Generally these courses are more demanding than most Liberal Studies courses and frequently they use classic writings from several disciplines. Such courses do not merely transcend the intellectual boundaries of various disciplines; they create and explore new, wider fields of study.

Courses

100 The Nature of Science. The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality. May be taken for BSS Level I credit, but may not be used as a prerequisite for Level II courses. (Cross-listed with Physics 100.)

210-211-212 Great Ideas, Behavior and Society. 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. Students in the College of Commerce may take one or more of these courses to satisfy their BSS Liberal Studies requirements. Junior standing is not required. Each course of the sequence, IDS 210, 211 and 212, counts for one Level I Economics course, one Level II Economics course, and one Level I course in any other department in the BSS Division.
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, a Bachelor of Arts with a major in Jewish Studies is awarded by DePaul University. For students majoring in other fields, various courses are offered to enable them to broaden and enrich their field of concentration through the added dimension of Jewish heritage and culture.

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

Through its interdisciplinary framework, the Latin American Studies Program addresses problems of an historical, 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. It is designed for the student who plans a career in a government agency or private enterprise concerned with Latin America. It would also greatly benefit those who plan to enter teaching or community work by providing them with an understanding of Latin American cultural background. Finally, another goal of the program is to acquaint Hispanic students with their rich heritage, particularly through the minor in Latin American Studies.

FACULTY

Sandra McGee, Ph.D., Assistant Professor (History), Co-director
Rose Spaulding, Ph.D., Assistant Professor (Political Science), Co-director
Hugh Amico, S.T.D., Associate Professor (Religious Studies)
Mirza Gonzalez, Ph.D., Associate Professor (Spanish)

Richard Houk, Ph.D., Professor (Geography)
Dennis P. McCann, Ph.D., Assistant Professor (Religious Studies)
Susan Ramirez, Ph.D., Assistant Professor (History)
Robert Rotenberg, Ph.D., Assistant Professor (Sociology)
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are expected 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 9 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).

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, not to include Sociology 202, Cultural Anthropology).

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

Since the Latin American Studies major 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.

PROGRAM REQUIREMENTS

Standard Concentration

History: 262 Themes in Latin American History and one of the following: 361 Conquest and Colonial Rule in Latin America; 362 Independence and Neo-Colonialism in Latin America; 363 Latin America: Struggle Between Left and Right.

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

Political Science: 244 Foreign Policy of Third World Nations; or 252 Politics of Developing Areas: Latin America.

Religious Studies: 256 Theology of Liberation (or equivalent to be determined in consultation with the director.)

Sociology: 202 Cultural Anthropology (to be taken during the Spring Quarter, when it concentrates on Latin America. Does not fulfill BSS requirement.)

Spanish: Students must achieve proficiency in the language. A student beginning the language might take as many as eight courses, Spanish 101-106, 201, and 203. (The number of courses required will vary depending upon experience and motivation.) Standing to be determined by Director and Modern Language Department faculty members.
Supporting Fields: In addition to fulfilling the Spanish requirement, the student must take at least 40 hours in Latin American Studies. 24 hours will be spent fulfilling the core requirements described above. The other 16 hours requirement can be filled by taking additional courses in the core area or by taking courses in supporting fields. Recommended courses will be chosen in consultation with the program Director from the following fields: Economics, Education, Geography, History, Management, Marketing, Political Science, Religious Studies, Sociology, and Spanish.

SPECIAL PROGRAMS

Latin American Studies Minor

The purpose of the minor is to enable the student to develop an understanding of Latin American cultures and societies. The minor would enrich the program of many students, particularly those who seek a career with a Latin American dimension or those who are interested in Hispanic Americans in this country. It would be particularly attractive to students who want to work in a Latin American country or Hispanic community in the United States following graduation. Hispanic students who want to explore their ethnic heritage but who do not want it to be the focus of their academic work would also find this minor attractive.

The minor is composed of six courses, one of which may be counted for Liberal Studies credit in the Behavioral and Social Sciences Division. Students who enroll in the program will work with the Director of Latin American Studies, who will assist them in selecting courses. The requirements of the minor are as follow:

History: 262 Themes in Latin American History; one of the following: 361 Conquest and Colonial Rule in Latin America; 362 Independence and Neo-Colonialism in Latin America; 363 Latin America: Struggle Between Left and Right.

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

Political Science: One of the following: 244 Foreign Policy of Third World Nations, 252 Politics of Developing Areas: Latin America.

Religious Studies: 256 Theology of Liberation (or equivalent, to be determined by the Director).

Sociology: 202 Cultural Anthropology (to be taken during Spring Quarter when it concentrates on Latin America. It also serves as Level II Behavioral and Social Sciences requirement).
Mathematical Sciences

Roger Jones, Ph.D., Associate Professor and Chairman

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

The mathematics major may choose one of five areas of concentration: (1) pure mathematics, (2) quantitative analysis and operations research, (3) statistics, (4) actuarial science, and (5) teaching of mathematics. Students may also select a program of courses according to their interests.

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.

FACULTY

Louis Aquila, M.S., Adjunct Associate Professor
Marshall J. Ash, Ph.D., Professor
Jeffrey Bergen, Ph.D., Assistant Professor
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
Jeanne LaDuke, Ph.D., Associate Professor
Thomas Meik, C.M., M.S., Lecturer
Effat Moussa-Hamouda, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Associate Professor
Rochelle Plager, M.S., Lecturer
Walter Pranger, Ph.D., Professor
George L. Royce, M.S. Adjunct Associate Professor
Daniel Seiden, M.B.A., Adjunct Associate Professor
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Michael Wichman, Ph.D., Associate Professor
Janice Wise, M.S., Lecturer
Yuen-Fat Wong, Ph.D., Professor
Bachelor of Arts

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 9 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).

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, Education, or Physics (Computer Science courses must be at Level II). At least one course must be at Level II.

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 or 170, 171, 172 Calculus for Honors); 210 Calculus IV; 215 Introduction to Mathematical Methods, Logic and Reasoning; 220 Linear Algebra with Application I.

Computer Science: 210 Programming with PL/1.

I. Standard Concentration

Common Core in Mathematics and Computer Science plus seven additional mathematics courses from among the following: any from Actuarial Science, Algebra, Mathematical Analysis, Mathematical Physics, Operations Research; any from 301, 320, 321, 378; and any from Probability and Statistics numbered 348 or above.

II. Quantitative Analysis and Operations Research Concentration


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

Computer Science: 203 COBOL Programming.

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics.

Finance: 330 Investments: Securities and Markets; 335 Portfolio Management.


Supporting Fields: To be determined in consultation with an advisor.
III. Statistics Concentration


Recommended course in Computer Science: 311 Principles of Computer Science II.

Supporting Fields: Recommended courses in Mathematics: 326 Sample Survey Methods; 328 Design of Experiments; 335 Introductory Real Analysis; 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.

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.

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


Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics; 215 Introduction to Money and Banking.

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

Supporting Fields: To be determined in consultation with an 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: 210 Programming with PL/1 or 220 Programming with Pascal.

Standard Concentration: B.S. Degree.


Computer Science: 220 Programming with Pascal; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembler Language and Computer Organization; 342 Data Structures and File Processing; and 343 Introduction to Operating Systems.
SPECIAL PROGRAMS

Bachelor of Science Degree

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.

Double Major

A mathematics major can double major in other departments such as Economics, Computer Science, and Physics. Various mathematics courses are cross-listed with courses in other departments. A double major must complete the requirements of both departments.

Mathematics Minor

Students in other departments may earn a minor in Mathematical Sciences. Mathematics Minor: 150, 151, 152, 215, and two 300 level mathematics courses. Statistics Minor: Any five courses from the probability and statistics area numbered 242 or above.

Courses

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

GENERAL TOPICS

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 the 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 Euclidian Geometry and its Consequences. A review of Euclidian Geometry with an emphasis on proofs; non-euclidian geometries; four dimensional Euclidian geometry.

SPECIAL TOPICS

206 Development of Mathematics to the Renaissance. A study of the development of numbers, geometry, and algebra from Babylonian times to the Renaissance. (Prerequisite: any Level one Mathematics course, or 101, or a high enough score on the Mathematics Diagnostic test to place out of 101.)

207 History of Probability and Statistics. (Prerequisite: 112 or 113 or any two or three hundred level course in probability and statistics.)
208 Mathematics in Life Decisions. This course develops mathematics which is useful in everyday life. Topics include theory of compound interest, annuities, stocks, bonds, and life insurance. (Prerequisite: 112 or 113 or 101 or a high enough score on the Mathematics Diagnostic Test to place out of 101. Not available for Liberal Studies credit for Commerce students.)

209 Explorations in Mathematics. Develops problem solving skills and illustrates mathematics through a study of structures. (Prerequisite: any Level I Mathematics course, or 101, or a high enough score on the Mathematics Diagnostic Test to place out of 101.)

301 History of Mathematics. Topics in the history of Mathematics. (Prerequisite: 151.)

ELEMENTARY

For other elementary mathematics courses see the Assessment and Advisement Center section of this Bulletin. Students who are unsure of where to begin in their study of mathematics should contact the Assessment and Advisement Center.

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. (Prerequisite: Placement by the Mathematics Diagnostic Test.)

130 College Algebra. Linear, quadratic, polynomial and rational functions, graphing, equation of a circle, systems of linear equations, planar inequalities. (Prerequisite: 101 or placement by the Mathematics Diagnostic Test.)

131 Trigonometry and Elementary Functions. Rational, exponential, logarithmic, and trigonometric functions; introduction to planar analytic geometry. (Prerequisite: 130 or placement by the Mathematics Diagnostic Test.)

FOUNDATION

140 Discrete Mathematics I. Boolean Algebra, graph theory, and combinatorial analysis with computer applications. (Prerequisite: 131 or placement by Mathematics Diagnostic Test.)

141 Discrete Mathematics II. (Prerequisite: 140.)

150 Calculus I. Limit and derivative; extrema; curve sketching; convexity; inverse functions; continuity; applications. (Prerequisite: 131 or placement by Mathematics Diagnostic Test.)

151 Calculus II. Introduction to infinite series, definite and indefinite integrals, applications of the integral, exponential and logarithm functions, some techniques of integration. (Prerequisite: 150.)

152 Calculus III. Methods of integration, L’Hospital’s rule and improper integrals, convergence and divergence of series, Taylor’s formula and power series. (Prerequisite: 151.)

160 Calculus for Science Majors I. (5 quarter hours) Calculus I with emphasis on applications. (Prerequisite: 130 or placement by Mathematics Diagnostic Test.)

161 Calculus for Science Majors II. (5 quarter hours) Calculus II with emphasis on applications. (Prerequisite: 160.)

162 Calculus for Science Majors III. (5 quarter hours) Calculus III with emphasis on applications. (Prerequisite: 161.)

170 Calculus I for Honors. This sequence 170, 171, 172 has the same content as the sequence 150, 151, 152 but has an additional emphasis on mathematical proof and is available to the well prepared and highly motivated student. Registration for the sequence is by invitation only.
171 Calculus II. For Honors.
172 Calculus III. For Honors.
200 Calculus Practicum. (2 quarter hours). This course develops problem solving strategies in Calculus. Since a knowledge of Calculus is presumed, the emphasis is on the form of the problems. The study of exams such as the Actuarial exams and the GRE is a part of the course. (Prerequisite: MAT 210.)
210 Calculus IV. Analytic geometry of three dimensional space; partial differentiation; maxima and minima; Taylor series in several variables; double integration. (Prerequisite: 152, or 162, or 172.)
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 or 161 or 171.) 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. The Theory of Interest. Theory and applications of compound interest, annuities; mortization loans, sinking funds, bonds, and consumer loans. (Prerequisite: 152.)
362 Actuarial Science II. Single Life Contingencies. Theory and application of single-life contingencies; introduction to mortality tables; premiums for life annuities and insurance; analysis of reserves. (Prerequisite: 152.)
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 & NUMBER THEORY

230 Theory of Numbers. A study of properties of whole numbers: divisibility; congruences; distribution of primes; representation of integers; and Diophantine equations. (Prerequisite: 215 or consent.)
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: 101 or placement by the Mathematics Diagnostic Test.)

126 Calculus with Applications to Business. 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.)

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: 101 or sufficient score on the Mathematics Diagnostic Test.)

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


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 Introductory Real Analysis. Least upper bounds, continuity, intermediate-value theorem, extreme value theorem, topology of the real line, infinite series, uniform convergence, power series. (Prerequisite: 210, 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. Cross-listed with Physics 393. (Corequisite: 210 or 220 and Physics 276.)
394 Methods of Theoretical Physics II. Cross-listed with Physics 394. (Corequisite: 211; Prerequisite: Math. 393.)
395 Methods of Theoretical Physics III. Cross-listed with Physics 395. (Prerequisite: 394.)

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.). Cross-listed with Computer Science 387.
388 Operations Research II: Optimization Theory. Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 387.) Cross-listed with Computer Science 388.
389 Operations Research III. Advanced Topics. (Prerequisite: 388.)

STATISTICS AND PROBABILITY

201 Probability and Statistics Practicum. (2 quarter hours). This course is a continuation of Mathematics 200 with an emphasis on problems in probability and statistics. Study of Actuarial exams is a part of the course. (Prerequisite: MAT 352.)
242 Elements of Statistics. Descriptive statistics; elements of probability; the binomial and normal probability models; large and small sample hypothesis testing, correlation and regression analysis. Use of Computer packages. Cross-listed with Sociology 240. (Prerequisite: 101 or a sufficient score on the Mathematics Diagnostic Test. Students who have taken calculus are advised to take MAT 348 or MAT 351 rather than MAT 242.)
323 Data Analysis and Statistical Software I (cross-listed as Computer Science 323). A thorough introduction to computer packages for general statistical applications. Packages covered include BMDP, IDA, SPSS. 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 II (cross-listed as Computer Science 324.) 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 and regression estimation; cluster, systematic, multi-stage sampling and sampling from wild life. (Prerequisite: 242 or equivalent.)
328 Design of Experiments. The completely randomized and the randomized block designs; Latin, Greco-Latin and Youden squares designs. Fixed, random and mixed models. Nested and split-plot designs. Confounding in blocks and fractional factorial experiments. Covariance analysis and response-surface methodology. (Prerequisite: 242 or consent.)
329 Computer Assisted Statistical Analysis. Statistical analysis of univariate and multivariate data using statistical software. (Prerequisite: 242 or equivalent.)
348 Applied Statistical Methods I. Introduction to statistical software; (To be used throughout the course) Descriptive statistics; Elementary Probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and Correlation Analysis. (Prerequisite: 151.)
349 Applied Statistical Methods II. A continuation of Mathematics 348. Multiple regression; analysis of frequency data, ANOVA and some experimental designs; nonparametric inference and time series analysis. Use of statistical software. (Prerequisite: 348.)

350 Modern Data Analysis. Exploratory data analysis with emphasis on data expression and reexpression; model building; computer graphical displays such as stem-and-leaf letter value displays; boxplots; resistant lines; data smoothing and transformations. Use of computer languages and IDA and/or MINITAB software. (Prerequisite: 242 or 348.)

351 Probability and Statistics I. Probability spaces; random variables; discrete and continuous probability distributions. Laws of large numbers; and the central limit theorem. (Prerequisites: 152; 215 is recommended.)

352 Probability and Statistics II. Joint probability distributions; covariance and correlation; sampling distributions and 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 multivariate Normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis. (Prerequisite: 353 and 220 or by consent.)

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.)

358 Applied Time Series and Forecasting. Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time series data analysis using such computer packages as Sybil/Runner and BMD, and application to economic, business, and industrial forecasting. (Prerequisite: 353 or 349.)

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.

480 Topology
489 Queueing 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

LIBERAL STUDIES PROGRAM

In addition to the 12 quarter hours required in Common Studies, all students are required to complete 14 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 00 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).

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: 1 Level II Liberal Studies course in Chemistry, Computer Science, Mathematics or Physics.
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 three additional Biology courses, one of which must include a laboratory. (Biology 110, 111, 112, 202, 205, 206 and 225 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.

Note: 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 or Math 170, 171 and 172.); 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; 348 Applied Statistical Theory and Methods I; 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 Diagnostic test to take one or more pre-calculus courses.

SEQUENCING

Since programs in the Biological Sciences are highly structured, it is important that students take courses in their proper sequence. Students should begin with the General Biology and Basic Chemistry sequences (including Quantitative Chemistry). These are prerequisite to Cell Biology, Genetics, and Organic Chemistry, which should preferably be taken in the Sophomore year. Since calculus is required, students should also begin their study of mathematics as soon as possible, preferably in the Freshman year, so that they can be adequately prepared for the General Physics sequence in the Junior year.

The predominance of chemistry and biology sequences in the Freshman and Sophomore years requires that the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisites to upper division courses. Students will complete their post-graduate (fifth year) 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 Officers' 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 may compete for ROTC 2 year and 3 year scholarships during their freshman or sophomore year, which pay all tuition, books, laboratory fees, and $100 monthly during the remainder of the winner's undergraduate education.

A basic camp summer program (MSC 116/6 units) is available to selected students who have been unable to complete the normal two year progression of Military Science 116. Students attend a six week program at Fort Knox, Kentucky. This program, in conjunction with the normal two year advanced program of MSC 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. It involves instruction in map reading, marksmanship, first aid, tactics, and fundamentals of leadership, and basic military skills. MSC 116 is offered for credit or non-credit.

**FACULTY**

Lieutenant Colonel Arnold R. DuPont, *Chairman, Professor of Military Science*

Major William E. Hagedorn, *Assistant Professor, M.A.*

Captain Phillip R. Sterbling, *Assistant Professor, M.A.*

Captain Salvatore A. Moscarda, *Assistant Professor, M.A.*

Captain Ronald R. Burton, *Assistant Professor, M.S.*

Sergeant Major Lawrence Campbell, *Chief Instructor*

Master Sergeant Douglas R. Carnell, *Instructor*

Staff Sergeant David J. Watts, *Supply*
Courses

116 Leadership Development I. Analysis of the ideas and issues that have defined the role of the military in our larger American society. Emphasizes the implications of service as a professional Army Officer in the United States today.

117 Leadership Development II. An interdisciplinary approach to the study of organizational leadership. Management study of problem analysis, decision making, planning, organizing through the use of simulation exercises.

118 Leadership Development III. Continuation of 117 in the fields of leadership and management. Management study of problem analysis, decision making, planning, organizing, delegation, control, and interpersonal skills through the use of simulation exercises.

119 Applied Leadership I. Study of military map reading and land navigation techniques, ethics and professionalism in the military, and an overview of the present military and world situation. Students will also have the opportunity to practice newly-acquired leadership skills.

120 Applied Leadership II. Analysis of both the historical evolution of the American military profession and the ideas and issues that have defined the role of the military in our larger American society.

121 Applied Leadership III. Continuation of 120 in the study of the historical evolution of the American military profession. Emphasizes the implications of service as a professional Army officer in the United States today.

311 Theory and Methods of Leadership I. Psychological, physiological, sociological factors which affect human behavior and their application in accomplishing organizational goals. Situational studies 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

Andrew G. Suozzo, Jr., Ph.D., Associate Professor and Chairperson

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 and second years of Italian (101-106) and the first year of Russian (101-103).

FACULTY

Paulis J. Anstrats, Ph.D., Associate Professor
Alexander V. Davis, Doctor en Letras, Professor Emeritus
Mirza Gonzales, Ph.D., Associate Professor
William V. Hoffman, Ph.D., Professor Emeritus

Mauda Bregoli-Russo, Ph.D., Lecturer
Rose Lasher, M.A., Assistant Professor
Linda Hoff-Purviance, Ph.D., Lecturer
Carol Plyley James, Ph.D. Lecturer
Maritza Perez, M.A., Lecturer
Tina Raffaldini, M.A., Lecturer
Joseph W. Yedlicka, Ph.D., Professor Emeritus
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.

Bachelor of Arts

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 9 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).

Fine Arts and Literature: 2 courses in the Departments of Art and Music (Level I only in different departments).

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).

Students in the Department of Modern Languages may not exercise the Modern Language Option in fulfilling the requirements 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 Intermediate French; 105 Intermediate French; 106 Intermediate French; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; 220 Major French Writers; and five 300-level courses.
German: 104 Intermediate German; 105 Intermediate German; 106 Intermediate German; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern languages; 220 Major German Writers; and five 300-level courses.

Spanish: 104 Intermediate Spanish; 105 Intermediate Spanish; 106 Intermediate Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 346 Modern Languages; 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: 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, 220, and 349 plus five more courses at the 300-level. 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.

SEQUENCING

Modern Language 104, 105, and 106 should be taken in the Freshman year, provided that the student has taken the equivalent of one year of the chosen language at the College level. These courses are prerequisite to all 200 and 300 level courses, except those offered in the Liberal Studies Program.

Modern Language 201, 202, 203, and 220 should be taken in the Sophomore year. Modern Language 346 and 349, depending on the program, should be taken in the Junior year.

The student has to complete a total of five 300 level courses, which could be taken during the Junior and Senior years. Supporting fields may be started at any time.
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 I. Listening, understanding, speaking and writing French for the beginning student.
102 Basic French II. Emphasis on oral as well as written French.
103 Basic French III. Completion of the elements of the French language, spoken as well as written.
104 Intermediate (Progressive) French I. Further practice in the use of French through hearing, speaking, reading and writing.
105 Intermediate (Progressive) French II. Continuing practice in spoken French and development of reading ability.
106 Intermediate (Progressive) French III. 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. LaPleiaide, 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. Proust, Gide, Malraux, Camus, Sartre.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man, Ray and Bunuel.
Genres

309 The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.

310 French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.

311 French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Verlaine, 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 I. Listening, understanding, speaking and writing German for the beginning student.

102 Basic German II. Emphasis on oral as well as written German.

103 Basic German III. Completion of the elements of the German language, spoken as well as written.

104 Intermediate (Progressive) German I. Further practice in the use of German through hearing, speaking, reading and writing.

105 Intermediate (Progressive) German II. Continuing practice in spoken German and development of reading ability.

106 Intermediate (Progressive) German III. 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 Holderin; from Romanticism to the present.
308 Goethe's Faust. Part I and selected passages from Part II.

ITALIAN

Foundation

101 Basic Italian I. Listening, understanding, speaking and writing Italian for the beginning student.
102 Basic Italian II. Emphasis on oral as well as written Italian.
103 Basic Italian III. Completion of the elements of the Italian language, spoken as well as written.
104 Intermediate (Progressive) Italian I. Further practice in the use of Italian through hearing, speaking, reading and writing.
105 Intermediate (Progressive) Italian II. Continuing practice in spoken Italian and development of reading ability.
106 Intermediate (Progressive) Italian III. Developing fluency in speaking understanding and writing Italian as well as reading practice.

RUSSIAN

Foundation

101 Basic Russian I. Listening, understanding, speaking and writing Russian for the beginning student.
102 Basic Russian II. Emphasis on oral as well as written Russian.
103 Basic Russian III. Completion of the elements of the Russian language, spoken as well as written.

SPANISH

Foundation

101 Basic Spanish I. Listening, understanding, speaking and writing Spanish for the beginning student.
102 Basic Spanish II. Emphasis on oral as well as written Spanish.
103 Basic Spanish III. Completion of the elements of the Spanish language, spoken as well as written.
104 Intermediate (Progressive) Spanish I. Further practice in the use of Spanish through hearing, speaking, reading and writing.
105 Intermediate (Progressive) Spanish II. Continuing practice of spoken Spanish and development of reading ability.
106 Intermediate (Progressive) Spanish III. Developing fluency in speaking, understanding and writing Spanish as well as reading practice.
107 Intermediate Spanish for Business I. Further practice in the use of Spanish through hearing, speaking, reading and writing.
108 Intermediate Spanish for Business II. Developing fluency in speaking, understanding and writing Spanish as well as reading practice. Intensifying the use of the practical vocabulary applied in the world of business and finance.
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. 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, Calderón.
314 Contemporary Spanish Literature. Jorge Guillen, Rafael Alberti, Camilio José Cela.
315 Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present-day writers.
Genres

305 Latin American Novel. From 18th Century to Present.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes. Don Quijote, Novelas Ejemplares.
312 The Spanish Novel.* Topics include: Nineteenth Century Novel; La Novela Picaresca.
317 The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish-American Short Story.
318 The Twentieth Century Theater. Valle Inclán, Benavente, García Lorca, Villaurrutia, Usigli.

Seminar

319 Integrating Seminar.

SPECIALIZED

204 Grammar for the Hispanic.
205 Composition for the Hispanic.
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, Pre-World War I*. Zola, Balzac; Blasco Ibáñez, Pereda; Goethe, Lermontov, Fontane.
225 Man in Twentieth Century European Literature, Pre-World War II*. Kafka, Solzhenitsyn, Thomas Mann; Cela, Unamuno, Matute; Svevo, Malraux, Gide.
226 Man in Twentieth Century European Literature, Post-World War II.* (Bachmann, Voznesensky, Dürrenmatt, Grass, Boell, Frisch, Brecht, Solzhenitsyn.
270 World of the Cinema. Critical analysis of cinematic development.
271 Contemporary Cinema. Films of innovation in relation to the heritage of the cinema.
309 Modern Languages: The Novelist's World.* Topics include: Balzac and Dostoiewski; Flaubert and Turgenev; Stendhal and Tolstoy; Portraits of Women; Ambitious Young Men; Revolutions and Revolutionaries.

LINGUISTICS AND TEACHING

204 Language (Honors). 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.
Nursing

Sister Mary Jeremy Buckman, M.S.N., Ph.D., Associate Professor and Chairman

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 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. Registered nurses 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 into the University, they are required 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

Sally Ballenger, M.S.N., Associate Professor
Donald Bille, M.S.N., Ph.D., Associate Professor
Sally Bleeks, M.S.N., Assistant Professor
Connie Clemens, M.S.N., Instructor
Elaine Fila, M.A., Associate Professor
Sandra Gaynor, M.S.N., Assistant Professor
Luisita Graff, M.S.N., Assistant Professor
Rosan Hepko, M.S.N., Assistant Professor
Glenda Kaufman-Kantor, M.S.N., Assistant Professor
Marilyn Kuzel, M.S.N., Ph.D., Associate Professor
Anne Lacey, M.S.N., Instructor
Sister Merici Maher, M.S.P.H., Assistant Professor
Jeanne Panuncialman, M.S.N., Assistant Professor
Grace Peterson, M.N.A., Associate Professor
Carol Pribula, M.S.N., Instructor
Patricia Ruttikay, M.S.N., Assistant Professor
Madeline Ryan, M.S.N., Assistant Professor
Sandra Sayles, M.S.N., Assistant Professor
Patricia Wagner, M.S.N., Associate Professor

Bachelor of 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 Nursing. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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 (3 Level I and Prerequisite course; Psych. 302 satisfies BSS Level II Requirement).

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

The following courses are prerequisites to Junior Level nursing courses. Students must complete all of the Standard Concentration requirements (with a grade of “C” or better) and most of the Liberal Studies requirements before beginning their upper division nursing courses. The only exception is the statistics requirement.

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.

Mathematics: 242 Elements of Statistics or Psychology 240 Introductory Statistics for the Behavioral Sciences. (Statistics must be taken before Senior Level Nursing courses.)

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. 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 in a nursing course 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 D and/or F grades in nursing courses cannot continue in the program. In addition to achieving a grade of C in nursing courses, students must maintain an overall grade point average of 2.0 to remain in the program.

Students who drop or withdraw from 300 level courses in nursing are required to see the appropriate level coordinator the quarter prior to registering to repeat the course so that clinical placement can be planned. Students who are out of the program for more than one (1) year cannot be guaranteed a clinical placement unless they have re-established counseling within the Nursing Department.

Fees and Responsibilities

Students are expected to purchase the student uniform (in conformance with the student dress code), name badge, patch, stethoscope, bandage scissors, and malpractice insurance. (Contact the Department of Nursing for advisement before purchase of items.) 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. Transportation to cooperating agencies is the responsibility of the student.

Courses

The nursing courses are designed to assist the student in developing skills in the area of 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. This course is designed to deepen the student's awareness of the health needs of individuals, families and the community. Emphasis is placed on how these needs are currently being met, the historical perspective through which current methods were developed, and the strengths, weaknesses and conflicts in the current system; how culture affects both health needs and the means by which individuals seek to meet these needs; trends in the provision of health care, changing roles of health care providers; and increasing consumer awareness and advocacy. (Open to non-nursing students.)
251 **Interpersonal Relationships in Health Care.** The course is designed to increase the health practitioner’s sensitivity to the dynamics of the communication process. It is not seen as therapeutic training but rather as a means of identifying factors that enhance and/or inhibit the communication processes. (Open to non-nursing students.)

290 **Dimensions of Professional Nursing and Nursing Practice.** This course is designed to introduce the student to the philosophical and conceptual framework of the Department of Nursing. Additionally professional nursing is explored in relation to the developmental, socialization, and adaptation processes. Emphasis is on the nursing process as a basis for professional practice. (Prerequisites: Nursing 250 and 251.)

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 Registered Nurse student to the philosophy, purposes, and conceptual framework of the nursing program at DePaul. The focus is concept formation and utilization in nursing, and the expansion of the nursing process. (6 quarter hours.) An assessment of clinical skills is a part of this course.

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**

Admission Requirements to Upper Division Nursing Courses:

1) All students must have completed at least 88 quarter hours, 2) all prerequisite courses must be completed with a grade of C or better, 3) student achievement in relation to prerequisite courses and satisfactory GPA will be reassessed prior to admission to Junior level nursing courses, 4) students will need a physical examination to document sufficient health to meet the objectives of the clinical courses, 5) certification as a basic-rescuer in Cardiopulmonary Resuscitation and 6) purchase of items listed under fees.

330 **Nursing I.** This course emphasizes the developmental/socialization process as it pertains to and affects man and society. Man is viewed across the lifespan with professional nursing intervening in relation to health promotion and maintenance. (Prerequisites: All allied fields, Nursing 250, 251 and 290.)

331 **Clinical Nursing I.** This course requires clinical application of the theoretical base of development/socialization processes in episodic and distributive settings, using the nursing process as the organizing framework for nursing practice. (Concurrent registration in Nursing 330.) Fee: $15.00.

332 **Nursing II.** Emphasis is on the socialization and adaptation processes as they pertain to man’s quest for health. Professional Nursing and the Health Care System are both viewed within the socialization process. The adaptation process is introduced through the exploration of the concepts of stress, inflammation and other broad concepts that apply throughout the life-span. (Prerequisites: Nursing 330, 331.)

333 **Clinical Nursing II.** Clinical application of theoretical base of the socialization and adaptation process in episodic and distributive setting with clients throughout the life-span. (Concurrent registration in Nursing 332.) Fee: $15.00.

334 **Nursing III.** The adaptation process is the third process studied relative to assisting individuals and families attain and maintain optimum health. Focus is on man and his homeostatic mechanisms, while identifying the professional nurse’s role in the process. (Prerequisites: Nursing 332 and 333.)

335 **Clinical Nursing III.** This course requires clinical application of the theoretical base of all three processes — developmental, socialization, and adaptation — in episodic settings. The nursing process serves as the organizing framework for nursing practice. (Concurrent registration with Nursing 334.) Fee: $15.00.
SENIOR NURSING

Before enrolling in Senior Level Nursing Courses all students must have completed at least 131 quarter hours and all prerequisite courses, and must be currently certified as a basic resuer in Cardiopulmonary Resuscitation.

336 Nursing IV. Emphasizes the nurses' process skills of scientific inquiry in the care of individuals and families with acute health problems. The concepts presented through the 3 processes — developmental, socialization, and adaptation — during the junior year are expanded and enlarged with new major concepts identified. (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.) Fee: $10.00.

338 Nursing V. This course is a continuation of Nursing 336 with chronic disruptions in health as the focus. Concepts previously explored in the three processes are now studied with a significant increase in the numbers and complexity of variables encountered relative to the student, the client(s) and the setting. (Prerequisites: Nursing 336, 337.)

339 Clinical Nursing V. Clinical application of the nursing process in episodic and distributive settings with clients as described in Nursing 338. (Concurrent registration in Nursing 339.) Fee: $10.00.

340 Nursing VI. This course is designed to provide greater depth in a selected area of nursing practice. Students pursue more independent learning activities, participate in decision making, engage in learning experiences that investigate certain phenomena that occur within the health care setting in an effort to analyze and synthesize knowledge, skills, and attitudes gained throughout their education experience. (Prerequisites: Nursing 338, 339.)

341 Practicum in Clinical Nursing. Clinical application of the nursing process in selected settings with clients as described in Nursing 340. (Concurrent registration in Nursing 340.) Fee: $10.00.

346 Nursing VII Integrating Nursing Concepts. This course is designed to help the student synthesize all nursing experiences in the program. (Prerequisite: open to senior generic students only.)

ELECTIVE COURSES

347 Seminar. Selected topics in Nursing.

349 Health History and Physical Assessment. (Prerequisite: Completion of a program for registered nurses or consent of instructor.) A survey course which will provide an enhancement of basic skills in taking and recording a health history and performing physical assessment to differentiate normal from abnormal health status. (4 quarter hours). Lab fee $20.00.

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.)
Philosophy

Thomas N. Munson, S.T.L., Ph.D., Professor and Chairman

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, a grounding in the classical problems of the discipline, and a general knowledge of the several directions philosophy is moving in the world today.

FACULTY

Edward L. Allemand, Ph.D., 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 G. Kalin, Ph.D., Professor
Gerald F. Kreyche, 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
Bruno Switalski, S.T.D., Ph.D., Professor Emeritus
David White, Ph.D., Adjunct Associate Professor
Bachelor of Arts

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 9 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).

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 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 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 (II 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 an 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.

Courses

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

I. COGNITIVE SKILLS

301 Basic Logic.
302 Symbolic Logic (301 recommended, but not required).
303 Critical Thinking.
304 Introduction to Analytic Philosophy.
305 Philosophy of Language.

II. HISTORY, TRADITIONS AND FOUNDATIONS

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.
313 Contemporary Thought: the Human Condition.
314 Existentialism.
315 American Philosophy: Political Ideals and Pragmatism.
320 Systems of Metaphysics.
321 Theories of Knowledge.
325 Basic Concepts of Phenomenology.
III. VALUE STUDIES

200 Ethical Theories.
202 Philosophy of God.
204 Philosophy and Existential Themes.
208 Values and the Person.
228 Business, Ethics, and Society.
229 Biomedical Ethics. A study of moral and ethical issues arising in contemporary biomedical advances and health care. (Cross-listed with Religious Studies. Prerequisite: Religious Studies 100 and Philosophy 100.)
340 Philosophy of Religion.
341 Philosophy of the Arts.
342 Philosophy of Law.
343 Philosophy of Work and Play.
345 Science and Ethics (Honors).

IV. TOPICS AND CONTROVERSIES

206 Topics and Controversies.
210 Philosophy of Social Issues.
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.
380 Ethics: Selected Problems (e.g., Medical Ethics, Business Ethics).
382 Insights From Myth.
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

Zuhair M. El Saffar, Ph.D., Professor and Chairman

The Department of Physics offers courses to meet a broad spectrum of student needs. In the Standard Concentration (I) it provides a curriculum designed to prepare majors for graduate study in physics or such applied sciences as acoustics, optics, engineering and bio-physics. In Concentration II the department offers a curriculum in microelectronics designed for students seeking careers in computer fields such as automation, hardware design, and systems maintenance.

The Physics Department also offers a course of study designed to provide the students with the scientific basis for careers in engineering. This Pre-engineering Program is an important component of the Physics department curriculum. The general and special courses offered enable the students to compete successfully in engineering or engineering related fields.

Finally, the Department of Physics offers a less mathematical curriculum for students who require familiarity with the concepts, methodology, and instrumentation of physics as part of their preparation for careers in fields such as health, law, journalism, etc. Programs in Radiologic Technology (see special pages in this Bulletin) and Secondary Teacher Education (in cooperation with the School of Education) are also available.

FACULTY

Anthony F. Behof, Ph.D., Associate Professor
Mary L. Boas, Ph.D., Professor
Eric D. Carlson, Ph.D., Adjunct Assistant Professor (Adler Planetarium)
Miller Clarkson, Ph.D., Lecturer
Martin J. Durbin, M.S., Instructor
Margaret S. Greenwood, Ph.D., Associate Professor
Albert J. Hatch, M.S., Lecturer
Judith A. Hostick, M.Ed., R.T., Radiologic Technology Program Director & Assistant Professor
Julius J. Hupert, Ph.D., Professor Emeritus
Nicholas Lembares, M.S., Adjunct Assistant Professor (Christ Hospital)
Gerard P. Lietz, Ph.D., Associate Professor
Edwin J. Schillinger, Ph.D., Professor
Thomas G. Stinchcomb, Ph.D., Professor
James S. Sweitzer, Ph.D., Lecturer
Donald O. Van Ostenburg, Ph.D., Professor
Pon-Nyong Yi, Ph.D., Associate Professor
Bachelor of 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 Physics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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: 2 courses at Level II (not in Physics).

DEPARTMENTAL PROGRAM REQUIREMENTS

1. Standard Concentration

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; 370 Experimental Physics or 380 Experimental Physics I; 381 Experimental Physics II; 382 Experimental Physics III.

Chemistry: 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 these courses.

The Physics department administers the Pre-Engineering program in all fields except for Chemical or Petroleum Engineering, which are 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 two year “cooperative work/study” engineering program.

Further information can be obtained from Dr. El Saffar, the department chairman, or Dr. Schillinger, the department’s engineering advisor. Physics and Pre-Engineering majors should be advised by faculty in the Physics department as they enter DePaul.

II. Microelectronics

Physics: 170 General Physics I; 171 General Physics II; 172 General Physics III; 111 Analog Electronics I; 211 Analog Electronics II; 311 Analog Electronics III; 121 Digital Electronics I; 221 Digital Electronics II; 321 Digital Electronics III; 396 Microprocessors; 397 Computer Interfacing.


Mathematics: 160 Calculus for Science Majors I; 161 Calculus for Science Majors II; 162 Calculus for Science Majors III; 210 Calculus IV; (Math 150, 151, 152 or 170, 171, 172 may be substituted for Math 160, 161, 162)

Supporting Fields: eight courses which must include one or more Physics courses. These courses can be selected from the following: Physics 270, 271, 272, 310, 320, 340, 360, 361, 362, 393, 394; Computer Science 343, 360, 362, 385; Chemistry 117; Mathematics 211. Electing courses other than those listed above can only be done with Advisor’s consent.

III. Descriptive Physics

Physics: Ten courses which must include General Physics 150, 151, 152 or 170, 171, 172.

Supporting Fields: Ten courses which must include Calculus 150, 151, 152 or 160, 161, 162 or 170, 171, 172 as well as General Chemistry 117 and 119.

IV. 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. Two programs are available.

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 III; Chemistry 117 Chemistry I and 119 Basic 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 III; Chemistry 117 Basic Chemistry I and 119 Basic 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 as many of the required courses as possible by the end of the junior year and should take additional courses (395 Methods of Theoretical Physics III and graduate courses in Theoretical Physics, 410, 411, 412) during their senior year. All departmental majors are encouraged to participate in research.

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 or computer science 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.

Microelectronics Minor: A student majoring in another field may obtain a minor in Microelectronics by taking Physics 111 Analog Electronics I; 211 Analog Electronics II; 121 Digital Electronics I; 221 Digital Electronics II; 396 Microprocessors; 397 Computer Interfacing.

SEQUENCING

Physics, Microelectronics and Pre-engineering majors should begin with the General Physics, Calculus, and Chemistry sequences, provided they are adequately prepared in mathematics. (Pre-Engineering students should also take statics in their freshman year.) These courses are prerequisites to General Physics IV and Intermediate Physics, which should be taken in the Sophomore year together with Calculus IV and Differential Equations. All remaining courses are determined by the requirements of the concentration. Pre-Engineering students are urged to choose courses in consultation with their faculty advisor, Dr. Edwin Schillinger, since transfer requirements differ among schools of engineering.

The predominance of physics, mathematics, and chemistry sequences in the Freshman and Sophomore years requires that the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisite to upper division courses.
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 (except Physics 206, 223, 370, 380, 381, 382, 384) require the payment of a lab fee of $15 per course with the exception of Physics 155 and 156 which require $22.50 per course.

FOUNDATIONS

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

101 The Atomic and Nuclear Universe. 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.

104 Astronomy. Descriptive physical astronomy with emphasis upon the solar system and stellar models.

SPECIAL TOPICS

201 The Atmosphere and the Oceans (cross-listed as Chemistry 224). A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. (Prerequisite: Either Physics 101 or 150, or a Level I Biology or Chemistry course.)

202 Nuclear Energy. The basis of fission and fusion; the nature of radiation, its effects and uses; nuclear power. (Prerequisite: Two Level I NSM courses.)

205 History of Physical Science (cross-listed as History 259). 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. (Prerequisite: Two Level I NSM courses.)

206 Sound and Acoustics. Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab. (Prerequisite: Any Level I NSM course.)

207 Resources in a Technological Society (formerly Resources and Man, cross-listed as Chemistry 206). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of Level I NSM requirements.)

Courses 212 through 216 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. Any two of the courses 212-216 count for one Level II NSM course.

212 The Solar System. Planets, satellites, past and future of solar system, solar wind, Van Allen belts, interplanetary conditions. 2 quarter hours. (Prerequisite: Physics 104.)

213 Stars and Stellar Evolution. Stellar evolution, pulsation, explosion, collapse, cosmic rays, interstellar conditions. 2 quarter hours credit. (Prerequisite: Physics 104.)

171
214 *Galaxies and Cosmology.* 2 quarter hours credit. (Prerequisite: Physics 104.)
215 *Exploring the Universe.* From constellations to quasars. 2 quarter hours credit. (Prerequisite: Physics 104.)
216 *Great Discoveries in Astronomy.* Ancient to modern. 2 quarter hours credit. (Prerequisite: Physics 104.)
222 *Natural Science, Technology, and Arms Control* (cross-listed as Chemistry 222). A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any Level I NSM course.)
223 *Light, Color, and Photography.* Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Laboratory. Cross-listed with Art 223. (Prerequisite: Any Level I NSM course.)
225 *Science and Ethics* (Honors. Cross-listed as Bio. 225, Chem. 208, Phil. 345 and Rel. Studies 345). 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 a philosopher or theologian, biologist, and physicist or chemist. (Prerequisite: Any two Level I NSM courses and two Level I P&R courses or equivalent.)

**GENERAL PHYSICS**

Courses 130 and 131 are suggested particularly for commerce majors.

130 *Introduction to Physics I.* Mechanics, vibrations, sound, heat, and thermodynamics. (Prerequisite: BMS. 126 or equivalent.)
131 *Introduction to Physics II.* Light, optics, electricity, magnetism, and modern physics. (Prerequisite: 130.)
150 *General Physics.* Mechanics, vibrations and fluids. (Prerequisite: Math. 130 or placement by the Mathematics Diagnostic Test.) Laboratory.
151 *General Physics.* Heat, thermodynamics, 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. While they are designed to be taken in sequence, concurrently with Mathematics 160, 161, 162 and 210, the first three courses may be taken with Math 150, 151, and 152, or 170, 171, and 172.

170 *General Physics I.* Mechanics and fluids. (Corequisite: 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 162.) Laboratory.
270 *General Physics IV.* Twentieth century physics. (Prerequisite: 172 and Corequisite: Mathematics 210.) Laboratory.
CONCENTRATION III AND RADIOLOGIC TECHNOLOGY

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: 111, 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.

CONCENTRATIONS I, II, AND PRE-ENGINEERING

111 Analog Electronics I (formerly Physics 110). Principles and techniques of basic analog electronics. Laboratory.

121 Digital Electronics I. Principles of combinational & sequential logic circuits. SSI and MSI devices. Simple logic design techniques. Laboratory.

211 Analog Electronics II. Electronic instrumentation, circuits, and devices. Equivalent circuits, feedback, modulation, noise, information theory. Laboratory. (Prerequisite: 111 or 272.)

221 Digital Electronics II. Special devices: A/D and D/A converters, PLL’s, clock and phase generators. LSI communication devices and techniques. Laboratory. (Prerequisite 112.)

271 Intermediate Physics I. Mechanics and heat. This course may be taken by pre-engineering students for the Dynamics requirement. (Prerequisite: 270 and 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. (Prerequisite: 271, Corequisite 393.)

311 Analog Electronics III. Modern circuit theory. Network analysis in the complex frequency domain, principal network theorems, transfer functions. (Prerequisite: Physics 211.)

320 Electricity and Magnetism. Electrostatics and magnetostatics in vacuum and in materials; nature of the electric current; time-varying fields and Maxwell’s equations. (Prerequisite 272, Corequisite 394.)

321 Digital Electronics III. Design, analysis and construction of intelligent logic circuits. (Prerequisite: 212.)

340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Prerequisite: 271 and 393.)

350 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 393.)
360 Twentieth Century Physics I. Relativity; historical and Schrödinger quantum theory. (Prerequisite: 270; Corequisite: 393).
361 Twentieth Century Physics II. Atomic physics, nuclear and particle physics. (Prerequisite: 270; Corequisite: 393).
362 Twentieth Century Physics III. Quantum statistics; molecules; solid state devices, e.g. the JFET, MOSFETS, charge coupled devices, Gunn oscillators, the solar cell, etc. (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 and interfacing. Laboratory work will involve hands-on work with microprocessor systems. Cross-listed with CSC 396. (Prerequisite to CSC 345)
397 Computer Interfacing (formerly Physics 312 Introduction to Computer Interfacing). Microcomputer-based laboratory treats the design of interfacing peripherals and driver programs, networking, digital signal processing and stepping motion control. (Prerequisite: 112, or Consent).
Political Science

Larry Bennett, Ph.D., Associate Professor and Acting Chairman

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

David Barnum, Ph.D., Associate Professor
James Block, J.D., Instructor
Patrick Callahan, Ph.D., Associate Professor
Minkyu Cho, Ph.D., Assistant Professor
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., Associate Professor
Bachelor of Arts

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 9 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).

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 is 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.

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, lab work, 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. 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. Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues.

220 The American Presidency. An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

221 Legislative Process. An analysis of the structure of the legislature, the behavior of its members, and its relationship with nonlegislative institutions and actors.

222 American Political Parties. The nature and function of political parties in the United States, and the electoral process of which they are a part.

224 Public Administration. Primary attention is devoted to the organizational behavior, structural characteristics, and public policy significance of American public bureaucracy.

225 State Politics. The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

226 Political Culture and Socialization. An examination of the development of fundamental political orientations in individuals. Emphasis upon the political role of major social institutions such as the family, schools, and workplace, as well as upon the political impact of diffuse cultural influences.

320 Dynamics of Public Policy. Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered.

321 Public Opinion and Mass Media. The rise, fall, and manipulation of public opinion and voting behavior, with special attention given to the mass media.

322 Urban Policymaking. Major U.S. urban policy initiatives serve to exemplify the varying functional orientations of programs, the mechanics of their evaluation, and the barriers to their effective implementation.

323 Chicago Government and Politics. The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

324 Inequality in American Society. This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

328 Topics in American Politics.
329 Topics in Public Policy.

POLITICAL THOUGHT

130 Political Issues and Ideas. Discussion of the enduring issues of political life, social justice, political and economic equality, the rights and duties of citizens, individual freedoms, legitimacy, elites, and other problems pondered by political philosophers in the past and which still are critical problems of contemporary political systems.

230 Classical Political Thought. Political thought of the ancient, medieval, and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

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.
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.

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.

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.

Marxism. An in-depth analysis of Marxist social and political thought as represented by the writings of Marx, Lenin, Stalin, Trotsky, Gramsci, Lukacs, Carrillo.

Topics in Political Thought.

INTERNATIONAL RELATIONS

Conflict and Cooperation Among Nations. Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance such as the likelihood of global war, conflict between rich and poor nations, and East-West relations provide the substantive material to illuminate these main themes.

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.

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.

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.

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.

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.

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.

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.

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. 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.**

395 **Travel/Study.** By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments.

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. Banman (Sociology), Dr. Block (Political Science), Dr. Tracy (Psychology), Dr. Erlebacher (History), Dr. Fahrenbach (English), Dr. Larrabee (Philosophy), and Mr. Van Linden (Assoc. Dean of Students).

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 Introduction 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 of Macroeconomics; Eco. 104 Principles of Microeconomics; Eco. 213 Industrial Organization: Anti-trust and Social Policy.

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.
The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology. The primary means of attaining this goal is classroom instruction. Some of our courses include laboratories consisting of 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, Independent Study, and Internships. Our internship program consists of supervised work placements in human services and industrial settings for which students earn academic credit.

The department offers five concentrations. The B.S. concentration is appropriate for students interested in psychology as a scientific endeavor, and/or for students planning to pursue graduate work in psychology. The four B.A. concentrations (Standard, Human Development, Human Services, and Industrial/Organizational) provide alternative programs for students with a variety of interests. Selection of the appropriate program should be made in consultation with an advisor, taking into account the student's specific interests and needs.

After completing any of the programs, a student should be able to read and understand behavioral science data, should be able to design and conduct rudimentary psychological research studies, and should be able to apply research findings to everyday situations. Further, the student should have a broad grasp of psychology as a behavioral science in both its research and applied aspects.

Psychology as a major provides excellent opportunities for students planning to go to graduate or professional school. Our B.S. concentration can provide preparation for the medical and dental fields, and our Human Services concentration can be very compatible with a pre-law curriculum. The Industrial/Organizational concentration is directly related to careers in business and fits well with M.B.A. programs.
FACULTY

Robert E. Brewer, Ph.D., Associate Professor
Mari J.K. Brown, Ph.D., Associate Professor
Thomas S. Brown, Ph.D., Professor
Linda A. Camras, 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
Joseph A. Orban, Ph.D., Assistant Professor
John M. Reisman, Ph.D., Professor
Sheila C. Ribordy, Ph.D., Associate 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

Bachelor of Arts

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 9 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).

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). With the exception of 105 and 106, 100 and 200 level courses in the BSS division will not be applied to a major in Psychology. 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 Introductory Psychology I; 106 Introductory Psychology II; 240 Introductory Statistics for the Behavioral Sciences; and 275 Experimental Psychology I.

Introductory psychology A and B are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order. Also, either one may be taken for Liberal Studies Level I requirements.

I. Standard Concentration

Psychology: Common Core plus 276 Experimental Psychology II; 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 or 385 Applied Behavioral Research Methods; and three additional psychology courses. Students can receive academic credit for field placement during their senior year.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.
Bachelor of Science

LIBERAL STUDIES PROGRAM (See Requirements Above)

DEPARTMENTAL PROGRAM REQUIREMENTS

Psychology: 105 Introductory Psychology I; 106 Introductory Psychology II; 240 Introductory Statistics for the Behavioral Sciences; 275 Experimental Psychology I; 276 Experimental Psychology II; 356 Introduction to Psychological Measurement; 360 Theories of Learning; 361 History and Systems of Psychology; 377 Physiological Psychology; and three 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.

PSYCHOLOGY MINOR

For students who are majoring in another department, the Psychology Department offers three minors, each requiring six courses: the Experimental minor in psychology (105, 106, at least 2 courses in Experimental/Biological foundations, and the remaining courses selected in consultation with the advisor); Industrial/Organizational minor (105, 106, at least two courses in Industrial/Organizational psychology, and the remaining courses selected in consultation with the advisor); and an Applied minor (105, 106, at least two courses in Social and Personality, and the remaining courses selected in consultation with the advisor).

Courses

All courses, except 395 and 398, carry four hours credit. The titles of courses offered in the Liberal Studies Program are italicized.

INTRODUCTORY

105 Introductory Psychology I. History and present status of psychology; statistics as a research tool; human development; learning, memory, and intelligence; personality, stress, and coping; social psychology. 105 and 106 will include a research participation requirement of no more than six hours. (No prerequisite.)
106 **Introductory Psychology II.** Methods of psychology; biological basis of behavior; sensation and perception; altered states of awareness; language and thought; motivation and emotion; abnormal psychology and psychotherapy. 105 and 106 will include a research participation requirement of no more than six hours. (No prerequisite.)

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 ontogenetic 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 or 106.)

334 **Developmental Psychology II.** Adolescence through Maturity. Continuation of 333 covering development, personality organization, and adjustment. (Prerequisite: 105 or 106.)

370 **Research Methods in Developmental Psychology.** (Prerequisite: 334.)

**Development and Adjustment**

366 **Behavior Problems of Children.** Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. (Prerequisite: 333.)

367 **Psychology of Exceptional Children.** (Prerequisite: 105 or 106.) Comprehensive introduction to the study of special children — those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors.

**SOCIAL AND PERSONALITY**

**Social**

347 **Social Psychology.** Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: 105 or 106.)

352 **Psychology of Prejudice.** (Prerequisite: 105 or 106.)

355 **Small Groups and Leadership.** (Prerequisite: 347.)

372 **Research Methods in Social Psychology.** (Prerequisite: 275.) Laboratory fee: $5.00
Personality and Adjustment

302 *Personal Adjustment and Mental Health.* Psychological principles involved in personality and interpersonal adjustments. May not be taken for credit by psychology majors. (Prerequisite: 105 or 106.)

351 *Theories of Personality.* Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories. (Prerequisite: 105 or 106.)

353 *Abnormal Psychology.* Description of the nature, symptoms, treatment applications, and etiology of psychological disorders. (Prerequisite: 105 or 106.)

357 *Applied Psychology I.* Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. (Prerequisites: Permission of instructor.)

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: 105 or 106.)

**BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS**

360 *Theories of Learning.* Classical and modern theories of learning. (Prerequisite: 106.)

361 *History and Systems of Psychology.* Historical development of psychology and its fields. (Prerequisite: 105 or 106 or consent.)

362 *Cognitive Processes.* A survey of modern cognitive psychology with major emphasis on Information Processing theory. (Prerequisite: 106.)

375 *Perception.* Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 105 or 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 or 106.)

393 *Psychology of Language.* Development of language in children; effects of language in thinking. (Prerequisite: 105 and 106.)

**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

380 *Industrial and Organizational Psychology.* Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisite: 105 or 106; consent of instructor.)

381 *Personnel Psychology.* Application of concepts from differential psychology and measurement to employee selection, counseling, placement and training in business and other organizations. (Prerequisite: 380 or consent.)

382 *Organizational Behavior.* Application of theories in leadership, work and motivation, and job satisfaction to employee and management behavior. Applied social psychology in an organizational context. (Prerequisite: 380 or consent.)

383 *Engineering Psychology.* Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisites: 380 or consent.)

384 *Consumer Behavior and Advertising.* Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380 or consent.)

385 *Applied Behavioral Research Methods.* (Prerequisite: Psy. 275.)
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. Introduction to word processing, writing computer programs in BASIC or FORTRAN, and use of statistical packages such as SPSS or BMDP. (Prerequisite: 240 or consent.) Laboratory fee: $15.00. (Cross-listed with Sociology 368.)

390 Statistics for the Behavioral Sciences. Applied inferential statistics. (Prerequisite: 240.)

Measurement

356 Introduction to Psychological Measurement. Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisite: 105 or 106, and 240.) Materials fee: $5.00.

Methods and Design

275 Experimental Psychology I. Design, execution, analysis and interpretation of psychology research. (Prerequisite: 105 or 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; psycho-physical techniques. (Prerequisite: 275 or 276 or consent.) Laboratory fee: $7.00.

370 Research Methods in Developmental Psychology. (Prerequisite: 275.)

372 Research Methods in Social Psychology. (Prerequisite: 275.) Laboratory fee: $5.00

SPECIAL TOPICS

280 Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 105 or 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.)

355 Small Groups and Leadership. (Prerequisite: Psy. 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

The Radiologic Technology program at DePaul University is designed to prepare students for any of a wide variety of careers in education, administration, radiation safety or technical consulting in hospitals, businesses, or governmental agencies.

DePaul's program is tailored for students who want to make a serious commitment to health care. DePaul's Radiologic Technology graduates demonstrate a superior theoretical and clinical knowledge of all aspects of their field. Graduates of the program demonstrate a strong individual dedication to the profession and the community and, in doing so, provide leadership in administration, education, research and government service.

The program consists of three years of collegiate study and fifteen months of internship involving all of the major aspects of Radiologic Technology. The practicing Radiologic Technologist wishing to complete a baccalaureate degree is not required to complete the clinical internship and will receive forty (40) quarter hours of credit for the A.R.R.T. registration.

FACULTY
Zuhair M. El Saffar, Ph.D., Department Chairman
Judith A. Hostick, M.Ed., R.T., Program Director

CLINICAL FACULTY
Barbara Reynolds, R.T.
Mary Snell, R.T.
Lisa Thurber, R.T.

PROGRAM ADVISORY COMMITTEE
James Bova, B.S.R.T.
Ray Dielman, M.A., R.T.
Judith Hostick, M.Ed., R.T.
Gerard Lietz, Ph.D.
Richard Marson, M.D.
Jack Melamad, M.D.
Jeff Papp, M.S., R.T.
Edwin J. Schillinger, Ph.D.
Mary Snell, R.T.
Thomas G. Stinchcomb, Ph.D.
Lisa Thurber, R.T.
William Wheeler, R.T.
Two Student Representatives
Bachelor of 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 Radiologic Technology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 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).

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 (One or more at Level II).

PROGRAM REQUIREMENTS

I. Standard Concentration

Radiologic Technology: 300 Introduction to Health Care in Radiologic Technology; 301 through 309 and 321 through 332, Clinical Studies in Radiologic Technology; 368 Pathophysiology I; 369 Pathophysiology II; 358 Management in Radiology; 359 Advanced Administration in Health Care; 333 Issues in Health Care; 334 Independent Study Project. 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.

Computer Science: 110 Elements of Computer and Information Science.

Mathematics: 242 Elements of Statistics.

Nursing: 245 Foundations of Client Care (in Radiology); 251 Interpersonal Relationships in Health Care.


II. Concentration for Registered Radiologic Technologists

The registered Radiologic Technologist who wishes to earn the B.S.R.T. degree should follow the Standard Program, deleting Clinical Studies—courses 300 through 309, 321 through 332, and Nursing 245. The student is required to take the seminar course, R.T. 333 and 334 Independent Study Project. Forty quarter hours of credit will be awarded for professional certification in lieu of the clinical component. The student will complete professional elective courses 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; 335 Small Groups and Leadership; 351 Theories of Personality.


SPECIAL REQUIREMENTS

Scholastic Conditions

Junior-Senior courses in Radiologic Technology 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 Radiologic Technology 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 for the American Society of Radiologic Technology and Illinois State Society of Radiologic Technology are required. In addition, fees for selected courses (301 and 321) and for the certification examination of the American Registry of Radiologic Technology are required.

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 Clinical Studies

Summer courses 301 and 321 will be assessed a laboratory fee of two hundred dollars each. No other fee is required for these summer sessions.

Affiliate Institutions

Grant Hospital, major affiliating institution
McGaw-Loyola Medical Center, major affiliating institution
Northwestern Medical Center, short term affiliating institution
Shriners Childrens Hospital, short term affiliating institution
St. Joseph Hospital, short term affiliating institution
SEQUENCING

Freshman Level
Liberal Studies: 12 courses including Computer Science 110

Junior Level
Radiologic Technology: 301, 302, 303
(summer), 304 through 309, and 369
Physics: 349, 377 and 378
Liberal Studies: 4 courses including Psychology 302

Sophomore Level
Biology: 201 and 202
Nursing: 245 and 251
Radiologic Technology: 300
Physics: 111, 160
Liberal Studies: 5 courses including Physics 223

Senior Level
Radiologic Technology: 321, 322, 323
(summer), 324 through 332 and Management in Health Care Courses 358, or 359, and 368 Pathophysiology in Radiology.

Notes
1 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 Denotes that there is a two hundred dollar laboratory fee—no tuition assessment.

Courses

SOPHOMORE LEVEL
300 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
301 Radiographic Film Production and Evaluation. The course emphasizes the imaging process and production to convey the maximum diagnostic information. (Non-credit, summer session only. Two hundred dollar lab fee.)
302 Medical Radiographic Procedures I. Study of the theory of chest, abdomen and I.V.P. radiographic procedures. (Non-credit, summer only.)
303 Clinical Education I. The completion of clinical objectives in the areas of chest, abdomen and I.V.P. The course calls for twenty-six hours of clinical experience per week. (Non-credit summer only.)
304 Image Principles. Technical factoring, film evaluation, producing the quality radiograph and interplay of accessory radiographic equipment. (2 hours credit.)

305 Medical Radiographic Procedure II. Study of the theory and practicum of radiographic procedure of the extremities. The course calls for eight hours of clinical experience per week. (2 hours credit.)

306 Image Production. Study, evaluation and development of ability to make technical changes and modifications dictated by the patient and/or clinical circumstances. (2 hours credit.)

307 Medical Radiographic Procedures III. Study of the theory and practicum of radiographic procedures of the cervical and thoracic spine. 8 hours of clinical experience per week. (2 hours credit.)

308 Imaging Analysis. Mathematical and technical evaluation of radiographic results, as well as technical conversions for various clinical circumstances encountered by the radiographer. (2 hours credit.)

309 Medical Radiographic Procedures IV. Study of the theory and practicum of radiographic procedures of the lumbar, sacrum and caccyx spine. The course calls for eight hours of clinical experience per week. (2 hours credit.)

368 Pathophysiology for the Radiographer I. Pathology of the respiratory, urinary and digestive systems and their effect on the diagnostic x-ray procedure.

SENIOR LEVEL

321 Image Modalities - Devices and Procedures. The course is designed to study radiographic equipment, its function and application. Two hundred dollar lab fee. (Non-credit summer only.)

322 Medical Radiographic Procedures V. Study of theory of skull radiography. (Non-credit summer only.)

323 Clinical Education II. The completion of clinical objectives in the area of skull radiography. The course calls for 32 hours of clinical experience weekly. (Non-credit, summer only.)

324 Quality Management. The course looks at quality assurance and establishes methods for managing and regulating the total radiology department with the Quality Assurance approach. (5 hours credit.)

325 Medical Radiographic Procedure VI. Designed to provide the advanced theory necessary for the more complicated radiographic examinations in special procedures. (5 hours credit.)

326 Clinical Education III. The completion of clinical objectives in the special procedures area. The course calls for 32 hours of clinical experience weekly. (5 hours.)

327 Senior Research Project. The course is designed to provide the student with an opportunity to do research and investigate new horizons in the profession. (5 hours credit.)

328 Medical Radiographic Procedures VII. Allows students to exercise their technical judgment levels, their ability to improvise and to produce quality radiographs in a trauma setting. (5 hours credit.)

329 Clinical Education IV. The completion of clinical objectives in the areas of trauma radiography. The course requires 32 clinical hours weekly. (5 hours credit.)

330 Advanced Radiographic Techniques. The course is to be used as a guide and resource enabling the student to better identify and complete all areas pertaining to mastery of the science of Radiologic Technology. (5 hours credit.)

331 Advanced Medical Radiographic Procedures VIII. Investigation of all areas necessary for student's complete understanding of the theory of radiographic positioning. (5 hours credit.)
332 Clinical Education V. The completion of clinical objectives in all advanced areas of radiographic positioning and technique. The course requires 32 clinical hours weekly. (5 hours credit.)

333 Issues in Health Care. A more advanced study of one or more current in health care topics. Critique of professional articles and research data as well as life experience will be emphasized. (4 hours credit.)

334 Independent Study Project. The course objective is to develop skills of written communication, developing awareness of issues current in the profession and producing a project or paper for possible publication. (Variable credit.)

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 II. The content consists of pathology of the skeletal system, skull, and the study of benign and malignant lesions and their effects on the diagnostic x-ray procedure. (4 hours.)
Religious Studies

F. Bruce Vawter, C.M., S.S.D., Professor and Chairman

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, worldviews, 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 132 of the Bulletin.)

FACULTY

Hugo N. Amico, S.T.D., M.S., Associate Professor
Walter T. Brennan, O.S.M., Ph.D., Associate Professor
Paul F. Camenisch, Ph.D., Associate Professor
Jeffery Carlson, M.A., Lecturer
John J. Collins, Ph.D., Professor
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., Adjunct Professor
Madeline Hamblin, Ph.D., Lecturer
John A. Keenan, S.S.S., Ph.D., Lecturer
John T. Leahy, S.T.D., M.Ed., Associate Professor, Director of Programs in Religion and Education
Dennis P. McCann, Assistant Professor
John L. McKenzie, S.T.D., Professor Emeritus
Joseph O’Brien, S.T.D., Lecturer
Patrick O’Brien, C.M., S.T.D., Professor Emeritus
Carl Pieber, C.M., 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

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 9 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).

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; 201 Religion and Ethics; 213 Christianity in Classical and Medieval Times; 214 Christianity in the Modern Age; either 220 Psychology and Religion or 221 Sociology of Religion; 232 Religion of Israel; 233 Jesus and Christian Origins; either 262 Religions of South Asia and the Far East or 263 Religions of the Middle East, and 390 Integrating Seminar. In addition, the major will elect four courses in Religious Studies, at least one of which must be a 300 level course.

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: 100 Introduction to Religion; 201 Religion and Ethics; 213 Christianity in Classical and Medieval Times; 214 Christianity in the Modern Age; either 220 Psychology and Religion or 221 Sociology of Religion; 232 Religion of Israel; 233 Jesus and Christian Origins; either 262 Religions of South Asia and the Far East or 263 Religions of the Middle East, and 390 Integrating Seminar. In addition, the major will elect four courses in Religious Studies, at least one of which must be a 300 level course.

English/Communication: 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

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.

SEQUENCING

Rel. 100 is prerequisite to all 200 and 300 level courses. The Department has specified certain courses as providing the social, philosophical, historical, and literary foundations of Religious Studies. These courses include 200, 201, 213, 214, 220, 221, 230, 232, 233, 262, and 263. Required and elective courses chosen from this list should be taken relatively early in the student’s program. Rel. 390 should be taken in the junior or senior year.

Courses

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

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. This course must be taken prior to any 200 or 300 level course. (Prerequisite: Successful completion of University requirements for entry level skills in reading and writing.)

World Religions

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.
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. Cross-listed with Sociology 343.

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: Latin America, Africa, or Asia.** A study of the primal religions, nativistic movements, and major traditions undergoing modernization. Specific sections focus variously upon Latin America, Africa, or Asia as noted in the current schedule.

**Biblical Literature**

230 **The Bible: An Introduction.** A study of the biblical texts which emphasizes how historical influences and literary structures interact with religious insights and ethical imperatives.

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 texts have been produced.

232 **Religion of Israel** (formerly Old Testament Studies). The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.


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.

**Christianity: History, Theology, Worship**

200 **God: Western Religious Approaches to the Sacred.** Comparative study of Catholic, Protestant, and Jewish concepts of God, their theoretical interpretations and practical consequences.

213 **Christian Thought in Classical and Medieval Times.** A study of the development of Christian Theologies in Western Civilization from post-New Testament times to the Renaissance, with emphasis on St. Augustine and St. Thomas Aquinas.

214 **Christianity in 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.

240 **Theological Themes in 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.

242 **Theological Themes in Modern Art.** Contemporary artists and movements expressing theological themes. Cross-listed with Art 243.

271 **Roman Catholicism in an Ecumenical Age.** 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. Development of New Testament Christology through the classic period and into modern times.

276 Ritual and Sacramental Life in Judaism and Christianity. An examination of the principal rituals of Judaism and Christianity with reference to their festal calendars. Special emphasis upon Passover and the Eucharist.

350 Issues in Contemporary Theology. A study of methods, issues, and movements in twentieth century theology. Specific topics vary and are noted in the current schedule.


Ethics, Values, and Morality

201 Religion and Ethics. Comparative study of traditional and contemporary ways of approaching a study of ethics in theology and philosophy.

222 Western Religious Traditions and Contemporary Moral Issues. 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.

228 Business, Society and Ethics. A disciplined, critical examination of various issues of values and ethics arising in the business sector.

229 Biomedical Ethics. Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy. Cross-listed with Philosophy. Prerequisites: Rel. 100 and Phil. 100.


257 Dying, Death, Afterlife. Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually, and ethically.

320 Special Topics in Religious Ethics. An upper level course in the methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.


345 Science and Ethics (Honors). 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 a philosopher, biologist and physicist or chemist. Cross-listed as Bio. 225, Chem. 208, Phy. 225 and Phil. 345. (Prerequisite: Any two Level I NSM courses and two Level I Philosophy and Religion courses, or equivalent.)

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 283. 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.

386 **Teaching Elementary Religion II: Method K-3.** Child development principles applied to religion teaching. Cross-listed with Education 386.

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.

388 **Teaching Religion II: High School.** Study and practice in course design, media and methods for teaching religion. Cross-listed with Education 388.


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**

390 **Integrating Seminar.** A seminar focusing upon the methods, classic texts and current issues in the study of religion. (Prerequisite: junior or senior standing.)

399 **Independent Study.** (Prerequisite: senior standing and permission of the chairperson).
Sociology

Therese Baker, Ph.D., Associate Professor and Chairperson

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 social work, health-related fields, education and counseling, the department offers a concentration of study in Health and Human Services focusing on the impact of social structures, institutions, and groups on the individual.

For students wanting to pursue a career in the area of law enforcement and services to youth, the Department offers a concentration in Juvenile Justice. In addition, the Department offers a concentration in Law and Society relevant to pre-legal training and careers in the criminal justice system.

Students interested in careers in organizations in either the private sector (business) or the public sector (government) will find the concentration in Organizations offered in the Evening Program a means for gaining a better understanding of how organizations function and developing knowledge and skills applicable to careers in business and public organizations.

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 number of Urban Studies courses providing knowledge and understanding of contemporary trends and processes in urban areas.

For students who are majoring in another department, a concentration in sociology, as described above, may be organized as a minor field.

Students who wish to learn more about the sociology program are invited to talk with the chairman and members of the department.
FACULTY
Rosemary S. Bannan, Ph.D., Professor
Noel Barker, M.A., Lecturer
Judith A. Bootcheck, Ph.D., Associate Professor
David Claerbaut, M.A., Lecturer
Grace DeSantis, Ph.D., Associate Professor
Kenneth Fidel, Ph.D., Associate Professor
Roberta Garner, Ph.D., Professor
Ray Hutchison, M.A., Lecturer
John P. Koval, Ph.D., Associate Professor
Patrick Murphy, J.D., Lecturer
Robert Rotenberg, Ph.D., Assistant Professor
Anthony Sorrentino, M.A., Lecturer
Charles Stevens, Ph.D., Assistant Professor
Carol Stocking, Ph.D., Lecturer
Charles 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
Lavinia C. Raymond, Ph.D., Professor Emeritus

Bachelor of Arts

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 9 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).

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, 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 Economics, Geography, Political Science, and Psychology (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

Sociology Major

The major consists of a five course Common Core and eight departmental courses. A student may largely select the eight courses from one concentration area or may choose from several areas to form a standard concentration. Five of the eight selected courses should be at the 300-level. In addition, fourteen supporting fields courses are to be elected in consultation with the student's academic advisor.

Sociology Minor

For students who are majoring in another department, the Sociology Department offers four minors: the General Minor in sociology, composed of six courses selected in consultation with the advisor, The Law and Society Minor, the Health and Human Services Minor, the Organizations Minor, and the Juvenile Justice minor each composed of six courses from the respective concentrations described below.

Common Core

Sociology: 101 General Sociology (105 Social Problems may be substituted with consent of chairman); 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

Common Core plus eight departmental courses, five of which must be 300-level courses.

II. Health and Human Services

Minor

Three Phase I Fundamental courses from Sociology 200 Introduction to Social Work; 219 Management of Health and Human Services; 306 Families; 352 Sociology of Health and Illness.

Three Phase II Theory and Application courses from Sociology 250 Introduction to Social Welfare Policy; 319 Medical Anthropology; 326 Life Cycle: Middle Age and the Aging; 353 Sociology of Mental Illness; 361 Techniques and Problems in Social Work Practice; 392 Internship.

Persons intending to follow advanced studies in professional social work are advised to select from the following suggested courses: Sociology 203 Minority Studies; 205 Social Psychology; 207 Youth and Society; 225 Socialization; 304 Social Deviation; 345 Urban Sociology.

Major

Common Core plus three Phase I; three Phase II; and two additional electives in Sociology.
III. Juvenile Justice

Minor

Three Phase I Fundamentals Courses from Sociology 207 Youth and Society; 220 Theories of Crime and Delinquency; 301 The Juvenile Court System: Its Operations.

Three Phase II Application Courses from Sociology 305 Institutional Response to Deviance; 322 The Treatment and Prevention of Delinquency; 349 Techniques and Strategies of Youth Work. (The prerequisite for courses in Phase II is the completion of at least two courses in Phase I).

One Phase III Practicum Course from Sociology 380 Research Methods I; 382 Qualitative Methods; 392 Internship.

Major

Common Core plus six courses in Phases I and II; and two electives in Sociology.

IV. Organizations

Minor

Three Phase I selective introductory courses from EITHER Sociology 206 Work and Society; 208 Law and Society; 210 The Computerized Society; 218 Women and Organizations; 219 Management of Health and Human Services; OR one of the above and Sociology 380-381 Research Methods I and II.

Three Phase II specialized required courses from Sociology 341 Occupations and Professions; 342 Organizational Dynamics; 350 Comparative Organizations

Major

Common Core plus three courses from Phase I; three courses from Phase II; and two additional 300-level courses in Sociology.

V. Law and Society

Minor

Two Phase I courses from Sociology 208 Law and Society; 214 Police and the Urban Community; 220 Theories of Crime and Delinquency; 226 Dynamics of Law and Social Control; 292 Protest: Violence and Non-violence.

Four Phase II courses from Sociology 301 The Juvenile Court System; 304 Social Deviation; 305 Institutional Response to Deviance; 310 Criminal Justice: The Courts and Corrections; 315 Sociology of Law; 322 The Treatment and Prevention of Delinquency.

SPECIAL PROGRAMS

Urban Studies

In addition to the four concentrations described above, the department offers the following set of courses relevant to students interested in urban studies: Sociology: 203 Minority Studies; 212 Community and Society; 214 Police and the Urban Community; 230 The City; 231 Ethnicity and Community; 270 Urban and Suburban Housing; 345 Urban Sociology; 346 Urban Anthropology; 347 Urban Decision-Making; 348 The City in the Future; 351 Urban Demography.
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 students 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 for additional information.

SEQUENCING

For majors, 101 should be taken in the freshman or sophomore year; 240 should precede 380-381. Sociology 331 and 380-381 should be taken in the junior or senior year. Minor concentrators should take Phase I courses prior to Phase II.

Courses

All courses carry 4 quarter hours credit unless otherwise specified. Titles of courses offered in the Liberal Studies Program are italicized. Courses are listed in numerical order. All 300-level courses have a prerequisite of Sociology 101 or 105 unless otherwise indicated.

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.

200 Introduction to Social Work. The nature of social work with a focus on the delivery of a variety of human services like health care, welfare, and education; emphasis on professional-client relationships; examination of government agencies and voluntary associations, especially in Chicago; evaluation of social services.

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. (Prerequisite: 101 or 105).

203 Minority Studies. Interpretation and understanding of relationships among religious, ethnic and racial groups. The course emphasizes racial conflict and its resolution as well as the exploration of the heritage of Chicago ethnics.

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.

206 Work and Society. 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. (Prerequisite: 101 or 105.)

207 Youth and Society. Using a historical and cross-cultural perspective, this course examines the social position of youth in today's society; youth subcultures; key institutions within which youth are socialized and controlled.
208 Law and Society. 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. (Prerequisite: 101 or 105.)

209 Sociology of Women. Cross-cultural analysis of women's roles. How various social institutions (the media, work, the family, education, religion) treat these distinctions and how the women's movement is attempting to confront them.

210 The Computerized Society. Examines the impact of computers on society and the causes of technological change, with a focus on new electronic technologies and computers. (Prerequisite: 101 or 105.)

211 Sex Roles. A consideration of the development of sex roles, gender identity and sexual behavior in a social context; how sex roles are shaped by families, youth culture, and the life cycle. (Prerequisite: 101 or 105.)

212 Community and Society. An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies. (Prerequisite: 101 or 105.)

214 Police and the Urban Community. (formerly 123). The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

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. (Prerequisite: 101 or 105.)

216 Biology and Culture. The interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, race and other aspects of human variation. (NSM Level II course, Prerequisite: Bio. 110.)

217 Anthropology of Communication. Examines the human capacity to symbolize. It surveys such topics as non-human communication, the history and geography of language, the analysis of symbolic systems.

218 Women and Organizations. An examination of women's changing roles in organizations including patterns of occupational mobility. Special consideration of tokenism, dual-careers, and changing organizational practices and policies related to women.

219 Management of Health and Human Services. Designed to examine the work of health and human service institutions. Topics include the origins and goals of these institutions; problems encountered in the process of achieving these goals by the agents as well as the clients.

220 Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquency subcultures, the study of the distribution of crime and juvenile delinquency.

225 Socialization. The effects of social institutions on the development of attitudes and behavior will be analyzed. Institutions that resocialize adults (e.g., concentration camps, mental hospitals) and socialize children (e.g., schools, kibbutz, mass media) will be examined.

226 Dynamics of Law and Social Control. 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.

230 The City. Using Chicago as a primary example, this course introduces the student to the field of urban sociology. Major topics 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 Ethnicity and Community. The social and cultural importance of the urban ethnic communities and their interrelationships are investigated through a study of neighborhood development and change. Special emphasis on the major ethnic communities of Chicago.
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.)

241 **Introduction to Computer Use in the Social Sciences.** A general introduction to computer packages for statistical applications in the social sciences. Analysis of survey data using SPSS, SCSS and BMD programs, graphic display techniques, on-line and batch experience.

250 **Introduction to Social Welfare Policy.** Introduces the policies and procedures used in the formulation of social services and social welfare programs. Focus will be on the following social welfare issues: income maintenance programs, health and mental health programs, social service delivery systems, public housing, changing conceptions of welfare.

270 **Urban and Suburban Housing.** Examination of housing as a social phenomenon. The following topics are addressed: housing density and crowding; federal, state, and city housing policies; public housing and alternative approaches to housing the poor; how changes in urban populations relate to housing demands and needs; the nature of the housing market; alternative forms of consumer housing finance policies.

280 **Mass Media and Culture.** Analysis of the relations between modern society and the mass media such as T.V., film, radio and the print media. (Prerequisite: 101 or 105.)

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 society; art and popular culture, sociology of sport. Topics may be initiated by students.

292 **Protest: Violence and Nonviolence.** The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphasizes social and historical indicators that precipitate violence; court response to civil disobedience.

301 **The Juvenile Court System: Its Operations.** An introduction to the juvenile court system. The interaction of police, judges, and court officers. The role of discretion in disposition. (Prerequisite: 220.)

304 **Social Deviation (formerly Soc. 204).** Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

305 **Institutional Response to Deviance.** The analysis of the social organization of the societal response to youth labeled as deviant. Examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals.

306 **Families.** Ideas, theories, and research on families. Topics include change and variety in family patterns, fertility and childrearing. (Prerequisites: 101, 105, 202 or Health and Human Services concentration.)

310 **Criminal Justice: The Courts and Corrections.** The response of the judiciary to crime and criminals. The study of corrections policies and practice and their effects.

315 **Sociology of Law.** The study of the role of law in society; emphasis on law as a profession and career. (Prerequisite: 101, 105, 208 or Law and Society concentration.)

318 **Culture Change and Applied Anthropology.** By examining cultural and social change, problems of policy implementation in ethnically diverse social settings are addressed. Field research included. (Prerequisites: 101 or 105 and 202.)

319 **Medical Anthropology.** Skills course for student in health care fields facing cultural diversity in the clinical context. Topics include culturally-based theories of disease and treatment expectations, ethnic differences in locating symptoms and responding to pain, and problems of intercultural communication. (Prerequisite: 202 or Health and Human Services concentration.)
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 or 105 or Juvenile Justice or Law and Society concentration.)

326 Life Cycle: Middle Age and the Aging. A look at the changing age composition of the population; meaning and societal definition of aging, the different types of responses to growing older, and the various social programs designed for the aged. (Prerequisite: 101 or 105 or Health and Human Services concentration.)

330 Themes in Social Thought. Consideration of the writings of social philosophers regarding the nature, origins and meanings of human society.

331 Sociological Theory. Exploration of the nature of theory and an analysis of selected social theorists.

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.

341 Occupations and Professions. Analysis of the characteristics and problems of a wide range of occupations including the professions (recruitment, ethics, associations and sources of authority). (Prerequisite: 101 or 105 or Organizations concentration.)

342 Organizational Dynamics. Examination of the structure and process of organizations in the public and private sectors, life in organizations and the interrelationship of individuals and organizations. (Prerequisite: 101 or 105 or Organizations concentration.)

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.

344 Political Sociology. Social and economic bases of the political system in a comparative perspective.

345 Urban Sociology. Study of urban growth and its impact. Topics explored include metropolitan development and change, population density, diversity and migration, urban life styles, urban institutions and important societal trends. Local, national, and cross-national cases are examined.

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 or 105 or 202.)


349 Techniques and Strategies of Youth Work. An introduction to youth-client-agency systems; techniques and strategies, processes and interaction within such systems, and their assessment. (Prerequisite: 101 or 105 or Juvenile Justice concentration.)

350 Comparative Organizations. Are modern, complex organizations the same the world over or are they influenced by the culture in which they exist? Non-western formal organizations both in the private sector and in public bureaucracies are compared to the western model of formal organization. Specific attention will be on Japan and a variety of other examples drawn from the Middle East, Eastern Europe and other areas. (Prerequisite: 101 or 105 or Organizations concentrations.)
351 **Urban Demography.** An introduction to the methods and materials of social demography with special emphasis upon their applications to urban studies. Demographic theory and variables are presented; use of census materials and other data for measuring social phenomena such as household formation, fertility rates, dependency ratios, measures of segregation and promotion pyramids are developed. Policy implications of stable and changing urban populations are considered.

352 **Sociology of Health and Illness.** Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care delivery system. (Prerequisite: 101 or 105 or Health and Human Services concentration.)

353 **Sociology of Mental Illness.** Examines the social history of, and societal reaction to, the mentally ill. Review of contemporary social perspectives on mental illness and social research on mental hospital institutionalization; the dynamics of the therapist-patient relationship. (Prerequisite: 101 or 105 or Health and Human Services concentration.)

360 **Social Services in Contemporary Societies.** Social services and welfare programs as developed in contemporary industrial societies. Comparison between European social services and the American social services provides a basis for considering the implications of social policy.

361 **Techniques and Problems in Social Work Practice** (formerly 260). Strategies used by caseworkers and group workers to establish a professional relationship with clients are examined along with techniques used in community organizations. The role of the client in the practice of social work and the major problems social workers encounter will be emphasized. (Prerequisite: 101 or 105 or Health and Human Services concentration.)

367 **Sociology and Philosophy.** Discusses the philosophical implications of sociological theory and the societal background of philosophical development. Cross-listed with Philosophy 367.

368 **Computer Programming.** Development of FORTRAN programs for computing statistics. (Prerequisite: 240 or consent of instructor.) Cross-listed with Psychology 368. Laboratory fee: $15.00

380 **Research Methods in Sociology I.** The logic of procedures of social science methodology. Initiation of student research project: formulation of problem, design of research, data collection. Presentation of the range of methods available for various types of social research. (Prerequisites: 101 and 240.)

381 **Research Methods in Sociology II.** Continuation of the research project begun in 380. Data manipulation and analysis with the use of computers; interpretation, write-up, and synthesis of the research experience. (Prerequisite: 380.)

382 **Qualitative Methods.** Introduction to qualitative methods in sociology and anthropology: data collection and analysis, field research, life histories, unobtrusive measures and visual methods employing video and film equipment. (Prerequisite: 101 or 105 or Juvenile Justice concentration.)

383 **Social Documentary Still Photography.** Examines the history of the still photograph as a document of social problems and conditions, a cultural artifact with a linguistic structure of its own. Methodological issues involved in using photographs as research tools are studied. Students conduct own documentary research project.

390 **Seminar in Sociology.** Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

392 **Internship.** Selective placement of students in work-study situations to prepare them for careers in health and human services, social work, juvenile justice, law and society, urban and community services. (Prerequisite: 101 or 105 or a concentration.)

395 **Seminar in Anthropology.** In-depth examination of selected topics in cultural diversity, often based on a geographical area. (Prerequisite: 202.)

399 **Independent Study.** (Prerequisites: Senior standing and permission of chairperson.) Two to four credit hours.
An interdisciplinary program in the Social Sciences seeks to provide a broad understanding and appreciation of contemporary society. It is designed for career-oriented students in a variety of fields including 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 the chairman or another representative of the social science faculty committee. For the student who wants to prepare for a career of teaching in junior high and secondary schools, a special program is 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., *Associate Professor (Political Science)*

**Bachelor of Arts**

**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 9 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, 13).

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.

PROGRAM REQUIREMENTS

I. Basic 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 detailed 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.
SCHOOL
OF
EDUCATION
ADMINISTRATION
Kenneth F. Sarubbi, D.P.E.
   Acting Dean
Charles P. Doyle, M.Ed.
   Administrative Assistant to the Dean
   Coordinator of Clinical Experiences
Linda Stewart, B.S.
   Program Counselor
Joan M. Lakebrink, Ph.D.
   Graduate Coordinator

DEGREE PROGRAMS

ACCREDITATION

ADMISSIONS

CURRICULUM
   Liberal Studies Program
   Course Reduction
   Academic Programs
      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 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. Located in a large metropolitan area, the School is especially committed to service in those fields that touch upon and affect the human development of people living in an urban environment.

The School of Education pursues the following goals: (1) to prepare undergraduate students to teach in elementary and secondary schools; (2) to prepare undergraduate students for professional service in a variety of community programs such as Early Child Care, Public Health, Recreation, Curriculum Development, Hospital Educational Programs, and other community services; and (3) to develop in all undergraduate students a broader, more complete understanding of education as it is personally and societally experienced.
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

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 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. Those students who wish to do so may work toward certification from the State of Illinois. 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 a 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., Acting Dean, Associate Professor of Education, and Division Director

John C. Bohan, Ed.Spec., Assistant Professor
William Edgell, M.S., Lecturer
Gerald Foster, Ph.D., Assistant Professor
Michael McCormick, M.S., Lecturer
Jean Nordberg, M.S.Ed., Associate Professor

Peter Pereira, A.M.T., Assistant Professor
James J. Seri, M.S., Associate Professor
Cecile Small, Ed.Spec., Associate Professor
Gloria P. Soiya, M.S., Assistant Professor
Kathryn C. Wiggins, M.S., Lecturer
Joseph Zeller, Ph.D., Lecturer
Division of Educational Policy, Studies, and Services

Andrew T. Kopan, Ph.D., Professor of Education and Division Director
Gilbert S. Derr, Ed.D., Adjunct Professor
Urban H. Fleoge, Ph.D., Professor Emeritus
John J. Lane, Ph.D., Associate Professor
Daria Markus, Ph.D., Lecturer
Alfred L. Papillon, Ph.D., Professor Emeritus
Joan M. Lakebrink, 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

Division of Human Development

Rafaela Weffer, Ph.D., Associate Professor of Education and Division Director
Linda Bliss, M.S., Lecturer
Edward Gordon, M.S., Lecturer
William E. Gorman, Ed.D., Associate Professor
Edward Ignas, Ed.D., Professor of Education
Fr. Daniel O'Grady, M.Ed., Lecturer
Sr. Frances Ryan, A.C.S.W., Ph. D., Assistant Professor
Carol T. Wren, Ph.D., Assistant Professor

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 June, 1982. 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 295 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 the program counselor 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. (optional)

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 9 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). 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 the program counselor in the School of Education 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.
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.

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 the education program counselor 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 or in 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 74 of the Bulletin for information concerning the Liberal Studies requirements of the College of Liberal Arts and Sciences.

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 095, CU 207, CU 209, CU 337, CU 338, and CU 380), R&L 201 Strategies in Mainstreaming I unless otherwise indicated in the description of the program, HSC 200 Communication Strategies for Effective Human Interaction, one theory course in HE or PE, and from (1) to (3) activity courses for a total of six (6) quarter hours.

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, Word Processing and the optional area of Shorthand/Transcription. The required program is as follows:

Business Education 110, 112, 114, 118, 119 (Stenography)\(^1\) (any 3 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, 120, 123
Business Education 150, 336, 346
Business Education 363, 367, 368, 369 (any 3 courses) and 393
Accounting 101, 103, 104
Business Law 201, 202
Economics 103 (104)\(^2\)
Management 200, 331; Marketing 200, 202
Electives: Business Education 124, 325, 326, and 370

\(^1\)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: LSE 201 or Sociology 212; 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 355, 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 CDG 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. (Taught by Modern Language Department)
EE 241 Bilingual/Bicultural Teaching Latin American II. (Taught by Modern Language Department)
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; ECC 298; Nursing 250

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, 185, 186 or 187.

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 five 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.
### EARLY CHILD CARE REQUIREMENTS FULFILLS ELEMENTARY REQUIREMENTS

<table>
<thead>
<tr>
<th>ECC 289</th>
<th>Study of Preschool Exceptional Child Growth and Development</th>
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<td>ECC 290</td>
<td>Child Growth and Development I</td>
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<td>ECC 274</td>
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<td>ECC 295</td>
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<td>ECC 270</td>
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<td>ECC 271</td>
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<td>ECC 272</td>
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<td>ECC 293</td>
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<td>ECC 292</td>
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<td>CU 337</td>
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<td>EE 342</td>
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<td>EE 319</td>
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<tr>
<td>CU 095</td>
<td>Clinical Experience</td>
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<td>(100 hours minimum only)</td>
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<td>School Health Programs</td>
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<td>SOC 230</td>
<td>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. (optional - 1982-83)

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 with the student concerning his or her academic program. However, it is important to note that the Program Counselor is responsible for following the student's 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

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.

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 Liberal Studies requirements or, in any case, be useful as electives. 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 in italics.
LIBERAL STUDIES IN EDUCATION (LSE)

These courses may be taken for Liberal Studies credit by students not enrolled in the School of Education.

LSE 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.

LSE 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 have led to the contemporary examination of culture, social organizations, and human behavior in the pursuit of education.

LSE 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 integral and complex parts of culture and society, and that the relationship of religion to education is reciprocal.

LSE 252 Intelligence, Learning, and Education. In this course, students will examine the contributions that 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.

LSE 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.
LSE 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 Physics, Biology, and Chemistry. Students will then apply these methods to areas of educational concern.

LSE 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.

LSE 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 underline educational practices. Particular emphasis will be placed on ideologies which have influenced, and still give direction to, contemporary education; 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.

LSE 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.

CORE UNIT (CU)

Social, Historical, Psychological and Philosophical Foundations of Education. Professional courses required in all degree programs which contain a field experience unit.

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 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 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 gain specific knowledge and understanding regarding communication skills in its broadest sense as a dynamic in human relations.

HSC 201 Introduction to Human Service Systems. This course provides an overview and general understanding of the conditions, stages, and skills involved in effective counseling and human services. It will introduce students to the specific roles and functions of professional counselors and guidance personnel in a variety of human service settings.

HSC 202 Introduction to Counseling. The objective for this course is to focus on specific counseling skills, primarily related to the individual. The course will also include main theories and models of personality and human relations development that are the basis for counseling. The models of counseling that will be used in the course will be the theories of Robert Carlhuff, Fritz Perls, Carl Rogers, and Bandler & Grinder. (3 quarter hours.)

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 on the children. It will explore the influence of language and culture on the interaction of teachers and parents.

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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.

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 Methods of Teaching Language Arts in the Elementary School. 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 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.

EE 319 Teaching Children Music Through Performing, Listening, and Creating. This course offers musical experiences designed for guiding children's musical growth. Students participate in a variety of activities useful for teaching music in the elementary school such as performing on classroom instruments and the recorder, singing and dancing to songs, learning to read notation, listening to musical compositions, and creating musical works. (Prerequisite: MUS 101.)

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. (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 324 or permission of instructor.) (Laboratory Fee $7.00.) (6 quarter hours.)

EE 327 Teaching Reading and Language Arts in the Elementary Schools with Emphasis on the Bilingual Child.

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

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.

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 355 **Methods: Contemporary Teaching of Social Studies.** Materials for program development and methods of teaching Social Studies. Disciplines included are history, economics, sociology, anthropology, geography and political science. Topics included are citizenship development and values education.

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.** (Materials fee: $7.00.) The teaching-learning process in programs for young children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (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.** (Materials fee: $7.00.) The teaching learning process in programs for older children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (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.
SECONDARY EDUCATION (SE)

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

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 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.

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 instruction 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.

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 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 125 Office Technology: Keyboarding. Designed to teach basic keyboarding skills to students entering a variety of fields such as computer science, Data Processing, Accounting, or occupations that utilize a keyboard as data entry media.

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 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 325 Word Processing I: Concepts and Systems. A study of the word processing concepts and of the systems used in word processing centers. (Prerequisite: BE 142 or consent of BE department.)

BE 326 Word Processing II: Skill Building and Document Preparation. The development of skill and production in preparing documents on word processing equipment. (Prerequisite: BE 142 or consent of the BE department.)

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 370  Methods of Word Processing and Curriculum Development. Methods of teaching word processing courses in the secondary schools. Methods of setting up and managing word processing centers in business and in education institutions. (Prerequisite: BE 142 or consent of the BE department.)

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 106  Personal Health. Common personal health problems and management. Open to all University students.

HE 206  Community Health. Community involvement in preventing disease, improving human efficiency and prolonging life. Open to all University students.

HE 273  Health and Nutrition of the Young Child. The preschool health program, nutritional needs and health problems of the young child, first aid and accident prevention. Methods of teaching health practices to young children.

HE 302  First Aid. The subjects covered under the basic and advanced (Red Cross) certification in first aid. (2 quarter hours.)

HE 304  The School Health Program. Discussion of health services, school environments and curriculum planning. Clinical experience will be provided. Suggested for all teacher certification students.

HE 305  Seminar in Selected Health Problems. Current health issues. Recommended for Elementary Education Majors. Topics to be announced. (Prerequisite: HE 206.)

HE 306  Family Life and Sexuality. Human sexuality in the context of dating, courtship, marriage, and family life. Open to all University students.
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 355 **Practicum in Methods and Materials in Health Education in the Secondary School.** Objectives, instructional methods and materials, organization and administration of health educaton programs in secondary school. Laboratory experiences. (Prerequisites: CU 207, 209, 337, 380 and PE 360.)

HE 361 **Instructional Methods in Allied Health Professions.** Development of effective methods for didactic and clinical teaching in the allied health professions. (Prerequisite: Certification or licensure in a recognized health occupation or profession.)

HE 362 **Educational Evaluation in Allied Health Professions.** Techniques for designing, administering, and interpreting tests and other evaluation tools in didactic and clinical settings. (Prerequisite: HE 361.)

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. (Prerequisite: HE 206.)

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 375 **Advanced Concepts in Health.** Historical, philosophical, sociological, and economic concepts of health, current problems and issues in health, and future prospects. (Prerequisite: Senior standing.)

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 397 **Senior Seminar,** Issues and problems in health education. Open to seniors majoring in Health Education only.

HE 398 **Practicum for Educators in Allied Health Professions.** Practical experience in allied health education. Emphasis on improvement of curriculum and teaching methods in the speciality of the student. (Prerequisite: HE 362.)

HE 399 **Independent Study—Health Education.** (Prerequisite: Permission by instructor). 1 or 2 quarter hours.
PHYSICAL EDUCATION (PE)

PE 053 **Swimming.** Instruction for beginners, intermediates, and advanced swimmers; fundamental diving and water safety. (2 quarter hours)

PE 054 **Skiing.** 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. (2 quarter hours)

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 use and care of missile weapons—bows and arrows. To include indoor shooting and tournament forms. (2 quarter hours.)

PE 060 **Dance-exercise.** Participation and instruction in the dynamics of body movement through a combination of dance and exercise. (2 quarter hours).

PE 063 **Karate I.** Instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (2 quarter hours.)

PE 064 **Karate II.** Advanced instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (2 quarter hours.) (Prerequisite: PE 063.)

PE 065 **Racquetball.** Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. (2 quarter hours.) Limited enrollment.

PE 066 **Beginning Weight Training.** This course provides the student with knowledge of safe free-weight training program, stretching exercises, background of various weight programs, individual analysis of personal needs in the opinion of an experienced instructor.

PE 067 **Recreational Sports.** Acquisition of skills in popular “carry over” 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 and diving skills, mask-fins-snorkel skills; safety skills as concerned with recreational swimming. (2 quarter hours.)

PE 122 **Life Saving.** Conditioning for swimming, life saving techniques leading to American Red Cross Life Saving certification. (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 Community Health. Community involvement in preventing disease, improving human efficiency and prolonging life. Open to all University students.

PE 211 Ballet-Modern Dance. Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography. (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. (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. (2 quarter hours.)

PE 233 Aquatic Instructors. Teaching of swimming, diving, life-saving, waterfront safety, leading to American Red Cross water safety instructors certification. (2 quarter hours) (Prerequisite: Physical Education 121 or 122 or 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 application of basic emergency first aid skills adapted to the needs of students and teachers. American Red Cross Standard Certificate awarded for successful completion of the 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. Suggested for all teacher certification students.

PE 305 Seminar in Selected Health Problems. Current health issues. Recommended for Elementary Education Students. Topics to be announced. (Prerequisite: PE 206)

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. Brief History of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs in elementary and secondary schools.

PE 345 Intramural and Interscholastic Sports. Organization and administration of intramural and interscholastic 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, and 337).

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. (Prerequisites: Anatomy and Physiology or consent of instructor.)

PE 378 Elementary Student Teaching in Physical 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 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 of 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 391 Theory and Techniques of Coaching. This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

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.
**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.)

**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 Lake Shore Nursery School. 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 in a preschool setting. (Prerequisite: Permission of Program Director.)

**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.

**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.

**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 to be arranged individually with the Early Child Care Program Director.

**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 288 Literature for the Young Child.** This course will familiarize the student with good children's literature for the toddler through age seven. Focus will be children's picture books, along with folk and fairy tale, poetry, "beginning to read" and animated stories. (2 quarter 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 maturation. 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.)

ECC 299 Practicum IV in Early Child Care and Development. Continuation of ECC 270, 271 and 272. (Prerequisites: ECC 270, 271, 272 and Permission of Program Director.) Open only to DePaul Students.
SCHOOL OF MUSIC
ADMINISTRATION
Frederick Miller, D.M.A.
   Dean
Robert S. C. Myers, Mus. M.
   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
   Bachelor of Arts
   Bachelor of Music
      Performance
      Composition
      Music Therapy
      Music Education
      Jazz Studies

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 eleven 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.

Frederick Miller, Dean
FACILITIES

The School of Music is housed in new facilities on DePaul’s Lincoln Park campus. The Fine Arts Building is a three-story facility built in 1968 and contains teaching studios, ensemble rehearsal rooms, classrooms, faculty offices and a 140-seat lecture-recital hall which provides a forum for master classes, faculty and student recitals, and guest artist appearances. New modular practice facilities are located in the adjacent McGaw Building.

The Concert Hall has a seating capacity of 500 and contains a three-manual 45 rank pipe organ. The Concert Hall is the performance home of the DePaul Symphony Orchestra, the Wind Ensemble, Concert Band, and University Chorus as well as many Lincoln Park cultural events.

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 musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are encouraged to audition as early as possible to allow sufficient time for housing, scholarship, and financial aid applications. For audition requirements and a list of scheduled audition dates, contact the Coordinator of Admissions, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 321-7760.

FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 25 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for several privately funded music scholarships in the annual Music Scholarship Contest. Since the number and amount of these music awards vary each year, contact the School of Music for further information.
FACULTY

Victor Aitay, Lecturer, Violin
Murray Allen, Mus.B., Lecturer, Jazz Studies
Ralph Ambrose, A.M., Associate Professor, Emeritus
Charles Argersinger, Ph.D. Associate Professor, Composition, Jazz Studies
Gilda Barston, Mus. M., Lecturer, Cello
Ross Beauchamp, Mus.B., Lecturer, Trumpet, Coordinator of Brass Program
Warren Benfield, Lecturer, String Bass
Robert Black, Mus.B., Lecturer, Saxophone
J. Lawrie Bloom, Lecturer, Clarinet
Leon Borkowski, Lecturer, Guitar
Thomas A. Brown, Ph.D., Professor, Musicianship, Coordinator of Graduate Studies
Jerome Butera, D.M.A., Lecturer, Organ
James Caldwell, Mus.M., Lecturer, Musicianship
Joseph Casey, Ph.D., Associate Professor, Music Education, Chairman of Music Education and Music Therapy
Bobby Christian, Lecturer, Percussion
Cliff Colnot, Ph.D., Lecturer, Jazz Studies
Larry Combs, Lecturer, Clarinet
Pamela Culley, Mus.M., Lecturer, Violin
Joe Daley, Mus.M., Lecturer, Jazz Improvisation
J. Stanley Davis, Lecturer, Musicianship
Donald DeRoche, Mus.M., Assistant Professor, Conducting, Music Education, Director of Band Organizations
Rene Dosogne, Mus.M., Associate Professor Emeritus
Diane Dressler, Ed.D., Associate Professor, Musicianship
Gladys Elliot, Mus.B., Lecturer, Oboe
Martha Farahat, Lecturer, Flute
Carolyn Fedderly, Mus.M., Lecturer, Music Education
David Fedderly, Lecturer, Tuba
Brian Ferguson, Lecturer, String Bass
George Flynn, D.M.A., Professor, Composition, Chair Musicianship Studies
Annemarie Gerts, Mus.B., Associate Professor Emeritus
Ellen Gold, Mus.B. Lecturer, Music Education
Eugene Gratovich, D.M.A., Associate Professor, Coordinator of String Program
Michael Green, Lecturer, Percussion, Coordinator of Percussion Program
Victoria Grenier, Mus.M., Assistant Professor, Flute, Woodwind Program, Acting Chair of Performance Studies
Hobart Grimes, Lecturer, Woodwinds
Viola Haas, Mus.M., Associate Professor Emeritus
B. Lynn Hebert, D.M.A., Assistant Professor, Musicianship
Patricia Hoover, D.M.A., Lecturer, Music Therapy, Class Piano
Ronald Housnell, Mus.M., Lecturer, Musicianship
Hilal Kagan, Lecturer, Violin
Marjorie G. Kenny, Mus.M., Associate Professor Emeritus
Edward Kleinhammer, Lecturer, Trombone
Thaddeus Kozuch, Mus.M., Associate Professor Emeritus
Philip Kraus, Mus.M., Lecturer, Opera
Julian Leviton, Mus.M., Lecturer, Piano
Melody Lord, Mus.M., Lecturer, Piano
Christina Lucia, Mus.M., RMT, Assistant Professor, Music Therapy, Coordinator of Music Therapy Program
Gregory Lyne, D.M.A., Associate Professor, Conducting, Music Education, Director of Choral Organizations
Marianela MacCammon, Mus.B., Lecturer, Music Education
Mark McDunn, Associate Professor, Trombone, Trumpet
Ethel Merker, Mus.M., Lecturer, French Horn
Frank Miller, Lecturer, Cello
Frederick Miller, D.M.A., Dean of the School of Music, Professor, Musicianship
John Miller, Mus.M., Lecturer, Musicianship
Gwynneth Moon, Mus.M. Lecturer, Clarinet, Coordinator of Woodwind Program
Robert S.C. Myers, Mus.M., Associate Dean, Associate Professor, Jazz Studies
Norbert Nieulobowski, Lecturer, Bassoon
Eloise Niwa, Lecturer, Piano
Dimitri Paperno, Associate Professor, Piano
Albert Payson, Mus.M., Lecturer, Percussion
Donald Peck, Lecturer, Flute
Herman Pedtke, Mus.M., Associate Professor Emeritus
Anne Perillo, Mus.M., Lecturer, Voice
Richard Pick, Mus.B., Lecturer, Guitar
Marilyn Pohlhammer, Mus.M., Lecturer, Music Education
Anne Porayko, Lecturer, Voice
Jacobeth Postl, Lecturer, Orff-Schulwerk
Milton Preves, Mus.B., Lecturer, Viola
Gerald Rizzer, Lecturer, Musicianship
Wayland Rogers, Mus.M., Lecturer, Voice
Mary Sauer, Mus.M., Lecturer, Piano, Coordinator of Piano Program
Joseph Sciaccitano, Lecturer, Cello
John Scoville, Lecturer, Musicianship
Clara Siegel, Mus.B., Lecturer, Chamber Music, Piano
Jane Sigel, Lecturer, Music Therapy
Jann Silverton, Mus.M., Lecturer, Music Education
Rami Solomonow, Lecturer, Viola
Leon Stein, Ph.D., Professor Emeritus, Dean Emeritus
Joseph Summerhill, Lecturer, Trumpet
Alan Swain, Mus.M., Lecturer, Musicianship
Charmian Tashjian, Mus.M., Lecturer, Musicianship
Ming-Tcherepnin, Lecturer Emeritus
Meng-Kong Tham, M.M., Assistant Professor, Conductor, DePaul University Symphony Orchestra
Mary Tower, Ed.D., Lecturer, Class Piano
Lynne Turner, Lecturer, Harp
Wesley Vos, Ph.D., Associate Professor, Musicianship
Kurt Westerberg, Mus.M., Lecturer, Musicianship
Raymond Wilding-White, D.M.A., Professor, Musicianship, Composition
Gail Williams, Mus.M., Lecturer, French Horn
Norma Williams, Mus.M., Associate Professor, Voice, Coordinator of Voice Program
Lilian Yaross, Mus.M., Lecturer, Orff-Schulwerk
John Bruce Yeh, Mus.B., Lecturer, Clarinet
Larisa Zhizhin, Lecturer, Suzuki Strings
Pearl Zukovsky, Lecturer, Piano

Curriculum

Four-year programs are offered leading to the degrees of Bachelor of Arts in Music, and Bachelor of Music with majors in Performance, Composition, Jazz Studies, Music Education, and Music Therapy. Programs leading to the Master of Music degree are described in the Graduate Bulletin of the School of Music.
Bachelor of Arts

The Bachelor of Arts in Music is a non-professional degree intended for students interested in incorporating the study of music into a broad course of humanistic study. The program contains emphasis on liberal studies, and is not directed at preparing students for careers in music as performers or teachers.

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 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

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

Unless a student chooses an introductory sequence in a single department, the three Level I courses must be from different departments.

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). A 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. Students cannot take Liberal Studies musicianship courses to fulfill their FA&L requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

1. Standard Concentration (Musicianship)

Applied Music: 16 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). 9 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. 2 quarter hours.

Music Electives (Non-Applied, Non-Ensemble): 9 quarter hours

Supporting Fields: 24 quarter hours of a modern language (a two year sequence or its equivalent) is required, as well as 12 quarter hours of non-music electives.
# SAMPLE PROGRAM - BACHELOR OF ARTS

## Freshman Year

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## Senior Year

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Bachelor of Music

Programs leading to the degree of Bachelor of Music include Requirements in Liberal Studies, Core Requirements (which are the same for all Bachelor of Music majors), Elective Requirements, and Requirements in the Major (specialization).

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 9 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).

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

Philosophy and Religion: 3 courses (2 Level I courses in different departments and 1 Level II course).

Behavioral and Social Sciences: 3 courses (2 Level I courses in different departments and 1 Level II course).

Natural Sciences and Mathematics: 3 courses (2 Level I courses in different departments and 1 Level II course or one three course sequence in a single department). Unless a student chooses an introductory sequence in a single department, the two Level I courses must be from different departments.

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 1, 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.

Music students who wish to study a modern language may substitute a three course sequence for the three Level II courses in the Liberal Studies program. This option replaces the Course Reduction option, and the student will therefore complete a minimum of 14 courses in the Liberal Studies area.
CORE REQUIREMENTS

Musicianship Studies consist of a two-year integrated sequence in music, history, and literature, theory and its creative use, aural training, and group piano. It consists of: Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (6 quarter hours).

In addition, students in the School of Music must complete 8 quarter hours of Free Electives: music or non-music courses chosen in consultation with a faculty advisor.

REQUIREMENTS IN THE MAJOR

Students are admitted to a major program (specialization) on the basis of a petition. This process normally occurs between the mid-freshman and mid-sophmore years. Major requirements for each of the programs total 45 quarter hours as follows:

I. Performance

Applied Music ................................................................. 24
(beyond the initial six quarters)
Large Ensemble ......................................................... 3
(beyond the initial nine quarters)
Small Ensemble (six quarters) ....................................... 6
Music electives ............................................................ 12

II. Composition

Composition (six quarters) ........................................... 21
Counterpoint (two quarters) .......................................... 8
Orchestration ............................................................... 4
Analytical Techniques .................................................. 4
Analytical Studies ......................................................... 4
Electronic Music .......................................................... 4

III. Music Therapy

Practicum (three quarters) ............................................. 6
Introduction to Music Therapy ...................................... 3
Recreational Music ....................................................... 2
Influence on Music of Behavior ...................................... 4
Music in Therapy (two quarters) .................................... 6
Psychology of Music (three quarters) ............................ 6
Music Movement Therapy ............................................ 2
Orff Workshop ............................................................ 2
Percussion Class .......................................................... 1
Psychology (General Psychology I,
  Psychology of Exceptional
  Children, Abnormal Psychology) .............................. 12
Internship in Music Therapy ...................................... 1
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) ......................................................... 12

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.

V. Jazz Studies

Essentials of Jazz I, II, III, ................................................................. 6
Improvisation, I, II, III, IV, V, VI ......................................................... 12
Jazz Chamber groups (concurrent with Improvisation courses) .............. 0
Jazz Arranging I for Jazz Ensemble ....................................................... 3
Jazz Arranging II for Studio Orchestra ................................................. 3
Jazz Arranging III for Jingle Writing ...................................................... 3
Jazz Arranging and Composition IV, V ................................................. 6
History of Jazz I, II .............................................................................. 4
Jazz Ensemble (6 quarters minimum) .................................................... 6
Business of Music ................................................................................. 2
Recital .................................................................................................. 0
**SAMPLE PROGRAM - BACHELOR OF MUSIC**

### Freshman Year

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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. (12 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 328 Orchestral Repertoire for Woodwinds. (4 hrs.) Study of standard orchestral repertoire, audition preparation, and those skills leading toward the professional orchestral environment.

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. Not offered 1983-84.

APM 353, 354, 355 Techniques of the Music Stage. (2 hrs. each.) Study, coaching, and rehearsal of music drama and opera.

APM 380, 381 Orchestral Literature for Strings I, II. (4 hrs. each.) Study of standard orchestral repertoire, audition preparation, and those skills leading toward the professional orchestral environment.

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. Musicianship Studies.

CHM 301 Music In Worship II. (4 hrs.) Continuation of CHM 300.

CHM 302 Music In Worship III. (4 hrs.) Continuation of CHM 301.

MUSICIANSHIP

101 The Enjoyment of Music. (4 hrs.) Developing an understanding of musical elements and forms, and how composers use them to create music. This course is not available to students in the School of Music. Scheduling: 1.2.3.DE.
270 Music in America. (4 hrs.) Survey of American music in its relation to the cultural setting from colonial times to the present. Scheduling: 2D.

271 Black American Music. (4 hrs.) The evolution of jazz from the 19th century to the 1960’s, including the study of ragtime, blues and gospel music. Scheduling: 1D.

272 Trends in 20th Century Art and Music. (4 hrs.) Appreciative approach to the stylistic growth of selected 20th-century artists and composers. Scheduling: 3D.

273 American Musical Theater. (4 hrs.) Evolution of a uniquely American genre. Scheduling: 1.3.E.

274 The Gospel Music Tradition in America. (4 hrs.) The origins, people, context, spirit and music. Scheduling: 1.2.E.

275 History of the Symphony. (4 hrs.) An examination of the development, literature and spirit of one of Man’s great artistic traditions. Scheduling: 3D.

276 The Western Tradition in Popular Music. (4 hrs.) An examination of popular music since 1830. Scheduling: 1D.2E.

277 Words and Music: 500 Years of Songs of Love and War. (4 hrs.) A survey of music styles and traditions as revealed in art songs and popular songs. Scheduling: 3E.

Musicianship Studies: The two-year program in Musicianship Studies provides both a common theoretical and historical background for all students and a foundation for specialized courses in the student's field of concentration. The history of Western music provides the chronology and framework for an integrated and comparative approach to the study of theoretical materials and their creative use, the acquisition of music reading, writing, ear and keyboard skills, and the development of analytical facility, stylistic awareness, and repertory experience.

Freshman Year


MUS 120 Musicianship II. (4 hrs.) (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part 1. (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 VI. (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. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Each quarter is a prerequisite for the next. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 300 Conducting I. (2 hrs.) An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301 Conducting II. (2 hrs.) A continuation of Conducting I; concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. (Prerequisite: MUS 300.)

MUS 314 Essentials of Jazz I. (2 hrs.) Basic and advanced chord constructions in written and keyboard applications.

MUS 315 Essentials of Jazz II. (2 hrs.) Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to play "by ear."

MUS 316 Essentials of Jazz III. (2 hrs.) Improvisation with particular emphasis on the "blues" arranging and accompanying techniques; a survey of recent trends in popular music.

MUS 317, 318 Jazz History and Style I, II. (2 hrs. each.) An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials.

MUS 327, 328, 329 Jazz Arranging I, II, III. (3 hrs. each.) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing.

MUS 330 The Business of Music. (2 hrs.) A study of contracts for artists, agents, managers, and producers, and an investigation of copyrights; BMI, ASCAP, and unions.

MUS 331, 332 Jazz Arranging and Composition IV, V. (3 hrs. each.) Further exploration of jazz harmony, substitutions, quartal voicings, modality, compositional devices, and third stream techniques.

MUS 334, 335, 336 Jazz Improvisation I, II, III. (2 hrs. each.) (Concurrent registration in Jazz Chamber Groups required) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

MUS 344-345-346 Jazz Improvisation IV, V, VI. (2 hrs. each.) (Concurrent registration in Jazz Chamber Groups required.) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.

MUS 380 Piano Literature. (2 hrs.) A history of piano literature from the baroque through the 20th-century; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381 History of Opera. (2 hrs.) A history of opera from the early 17th-century through the 20th-century; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings. Not offered 1983-84.

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 styles during the respective periods, with reference to significant compositions, musical examples, and recordings.

MUS 386 Music Since World War II. (2 hrs.) Recent stylistic and procedural trends in Western music are examined through discussion and analysis of selected works in a variety of media, including electronic music, written or realized since World War II. (Prerequisite: MUS 230.)

MUS 388 History of Musical Instruments. (2 hrs.) A survey of the development of musical instruments from pre-historic times to the present day, with special emphasis given to the period from the Renaissance to the twentieth century.

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 historical 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 283 Jazz Chamber Ensemble. (Non-Credit). Study, rehearsal, and performance of literature for jazz chamber groups.

MEN 291 Contemporary Ensemble. (1 hr.) Rehearsal and performance of a broad spectrum of contemporary music.

The following ensembles qualify as fulfilling the large ensemble requirement: MEN 101 Concert Band, MEN 121 University Chorus, MEN 131 Orchestra, MEN 221 Wind Ensemble.

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 Orchestral ensembles. (Prerequisite: MUS 230.)
COM 301 16th-Century Counterpoint. (4 hrs.) Species counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition in the style; analysis and in-class performances of Renaissance music and original student compositions.

COM 302 18th-Century Counterpoint. (4 hrs.) Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style.

COM 303 20th-Century Counterpoint. (4 hrs.) Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schoenberg, Webern, Bartok, Hindemith and others as well as music of very recent times. (Prerequisite: MUS 230.)

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.)

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 and Senior 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.)
MED 306 Introduction to Music Teaching. (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.)
MED 109 Woodwinds III. (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—trumpet and french horn; Woodwind I—clarinet; Woodwinds III—flute; 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.)
MED 110 Woodwinds IV. (1 hr.)

A continuation of Level I classes. Instruments studied are: Brass II—low brass and french horn; Woodwind II—double reeds; Strings II—cello and bass; Percussion II—mallet instruments; Woodwinds IV—saxophones.


MED 310 Music Education for the Exceptional Child. (2 hrs.) A survey course highlighting special education mandates which affect music educators, including profiles of various mildly handicapping conditions, alternative teaching strategies, and classroom management techniques.

MED 311 Contemporary Visual Marching Band. (2 hrs.) A study of the marching band. The specific areas of focus are: basic marching techniques and movements, selection and use of music, design and charting of shows.

MED 312 Choral Development. (2 hrs.) Choral Techniques and goal setting for the rehearsal. The aspect of historical accuracy as it relates to style will be stressed.

MED 313, 314 Choral Literature I, II. (2 hrs.) An examination of repertoire originally composed for chorus and adaptable to the high school singer. Students will explore appropriate topics and present evidence of suitable research.

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 psychophysics 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. (Prerequisite: 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 Eurhythmics, 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.)
ADMINISTRATION
John Ransford Watts, Ph.D.
Dean
Joseph Guastaferro, M.A.
Associate Dean
John Bridges, M.A.
Assistant to the Dean
Leslie Shook, M.A.
Theater Manager

FACULTY

ADMISSIONS

CURRICULUM
Acting
Costume Design
Lighting Design
Scene Design
Theatre Technology
Costume Construction

COURSES
DePaul/Goodman School of Drama

DePaul/Goodman’s program in the theatre arts is intensive and focused. As a leading drama school in the United States, the DePaul/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 program in production is also offered by invitation only. Graduate programs in acting, directing, scene design, and costume design are 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 DePaul/Goodman course builds and expands upon its predecessor. When the program is complete, the student, the most important element in the DePaul/Goodman program, will have been exposed to the necessary artistic tools and shown their proper usage in order to realize his goals.

John Ransford Watts, Dean
FACILITIES

DePaul/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 DePaul/Goodman School is situated in the center of Chicago’s theatre movement. Neighboring theatre and related performing arts companies include The Body Politic, Steppenwolf Theatre, Victory Gardens, The Organic Theatre, Apollo Theater Center, Chicago Moving Company, and MoMing. The DePaul/Goodman 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 AND STAFF

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.
In addition, visiting artists and professionals appear in our guest speakers series, Chicago Live: The Arts. Among them have been Pulitzer Prize-winning playwright Edward Albee; actress Dorothy Loudon; Broadway star Donna McKechnie (A Chorus Line); nationally known Chicago acting group The Steppenwolf Ensemble; actor and author Orson Bean; Shelly Winters; television journalist and anchorman Bill Kurtis; Chicago theatre critics Richard Christiansen and Glenna Syse; actress and playwright Gretchen Cryer (I'm Getting My Act Together And Taking It On The Road); members of the cast of Nicholas Nickleby.

Guest artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cariou and Zoe Caldwell. Recently, guest workshops have been given by professional clown Steve Smith (Ringling Bros. & Barnum and Bailey; NBC Television); stage combat expert David Boushey. Marie Higleman of The Guthrie Theatre recently conducted a dye and paint workshop on the latest techniques used in costuming. Playwright Pamela Blake previewed her play, Blackbird, in a new playwright-in-residence program with DePaul/Goodman's Subscription Series.

John Ransford Watts, Ph.D., Dean

Jane Alderman, B.A. .................................................. Audition
David Avcollie, M.F.A. .............................................. Voice and Speech
John Bridges, M.A. ................................................... Assistant Dean
Dennis Brozynski, B.F.A. .............................................. Drawing
Kate Burke, M.F.A. .................................................... Voice and Speech
Bill Burnett, M.F.A. .................................................... Voice and Speech
Beverly Coscarelli, B.S. .............................................. Group Sales Manager, Children's Theatre
Lynn Colburn, B.A. .................................................... Movement
Jim Clark ................................................................. Carpenter
Helen Davis .............................................................. Stitcher
Carol Delk, B.F.A. ...................................................... Movement
Joan Dry, B.A. ............................................................ Press Relations
Stacy Gonzalez .......................................................... Accounts Manager
Joseph Guastaferro, M.A. ........................................... Acting
Bella Itkin, Ph.D. ........................................................ Acting
Virgil Johnson, M.A. .................................................... Costume Design
Kathy Lehar, B.A. ........................................................ Drawing
Dan LeMonnier, M.F.A. .............................................. House Manager
James Maronek, M.F.A. .............................................. Scene Design
Dawn Mckesey .......................................................... Assistant to the Costume Shop Manager
Janet Messmer, M.F.A. ................................................ Costume Shop Manager
Stephen Michael ........................................................ Paint Shop Manager
Patrick Murphy, M.F.A. .............................................. Acting
Richard Nichols, Ph.D. .............................................. Movement
Joseph Nieminski, B.F.A. .......................................... Scene Design
John O'Malley, Ph.D. ................................................ Theatre History
James Ostholthoff, M.F.A. ................................ .......... Acting
Joe Roulie, B.A. ........................................................ Master Carpenter
Jeremy Rowe, B.A. ..................................................... Acting
Bob Shook, M.F.A. ..................................................... Lighting Design
Leslie Shook, M.A. ..................................................... Theatre Manager
Joseph Slowik, M.F.A. ............................................... Directing
Wayne Smith .......................................................... Property Master
Hedy Weiss, B.A. ....................................................... Movement
Frank Wukitsch, M.F.A. .............................................. Technical Director
Nan Zabriskie, M.F.A. ............................................... Make-up
ADMISSIONS

Candidates interested in admission to the DePaul/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 DePaul/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 DePaul/Goodman School of Drama looks for quality and is highly selective. A transfer student, regardless of hours accumulated, is placed in the DePaul/Goodman program by the faculty based on the audition/interview.

Students are admitted to the professional programs of the DePaul/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 or production assignments in the full-scale productions in both the Subscription Series and Children’s Theatre Series. Along with advanced directing students, most 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 DePaul/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. Certificate programs are offered only in acting and the technical area of costume construction. 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.

In addition to the theater arts courses, the degree program student must complete 3 courses in the Common Studies sequence (totaling 8 quarter hours) and an additional 10 courses (or 40 quarter hours) distributed through 4 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 9 of the Bulletin.) The particular requirements in each of the divisions are as follows:

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

Fine Arts and Literature: 3 courses 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 52 quarter hours are listed above, only 48 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.
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
Liberal Studies: 3 courses

Third Year
Voice and Speech III: 331, 332, 333
Movement III: 321, 322, 323
Acting III: 311, 312, 313
Technique: 316, 317, 318
Rehearsal and Performance I: 361, 362, 363
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: 261, 262, 263
Make-up: 214, 215, 216

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

II. Costume Design Concentration

First Year
History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Drawing I: Art 106, Art 207, Art 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101
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
Drawing II: Art 206
Costume Construction I: 254, 255, 256
Costume Design I: 244, 245, 246
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Fourth Year
Costume Design III: 444, 445, 446
Rendering II: 484, 485, 486
Design elective chosen from among Scene Design I: 241, 242, 243; Lighting Design I: 247, 248, 249; Scene Painting: 387, 388, 389; or other design/technical courses chosen with approval of advisor and instructor.
Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473
III. Lighting Design Concentration

First Year
History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Drawing I: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101
Liberal Studies: 3 courses

Third Year
Lighting Design II: 347, 348, 349
Design/Technical Elective chosen from among Rendering I: 384, 385, 386;
Scene Painting: 387, 388, 389; Costume Design I: 244, 245, 246;
Costume Construction I: 254, 255, 256;
Construction & Rigging I: 257, 258, 259 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
Scenographic Drafting: 251, 252, 253
Lighting Design I: 247, 248, 249
Lighting Lab: 240, 240, 240
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

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
Drawing I: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101
Liberal Studies: 3 courses

Third Year
Scene Design II: 341, 342, 343
Rendering I: 384, 385, 386
Scene Painting: 387, 388, 389
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Second Year
History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206
Drawing II: Art 206
Scenographic Drafting: 251, 252, 253
Scene Design I: 241, 242, 243
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Fourth Year
Scene Design III: 441, 442, 443
Rendering II: 484, 485, 486
Design/Technical Elective chosen from among Costume Design I: 244, 245, 246; Lighting Design I: 247, 248, 249; Costume Construction I: 254, 255, 256; Construction & Rigging I: 257, 258, 259 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
Drawing I: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101
Liberal Studies: 3 courses

Third Year
Construction and Rigging II: 357, 358, 359
Design/Technical Elective chosen from among Lighting I: 247, 248, 249; Scene Painting: 387, 388, 389; Rendering I: 384, 385, 386; 240, 240, 240
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

Second Year
History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206
Scenographic Drafting: 251, 252, 253
Construction and Rigging I: 257, 258, 259
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Fourth Year
Production Management Seminar: 457, 458, 459
Design/Technical Elective: same as 3rd year, upper level courses if approved: Lighting II 347, 348, 349 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. Production Concentration

Students are selected by the faculty for this program after a year of study. Design and Technical students invited into this program will be required to complete the first year core curriculum in Acting. An audition is required. Conversely, students in Acting invited into the program will be required to complete the first year core curriculum of the Design and Technical area. Except in very rare and exceptional cases, no student may transfer into this program from another school.

Second Year

History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206
Principles of Design: 141, 142, 143
Production Practice I: 271, 272, 273
Theatre Elective¹
Liberal Studies: 3 courses

Fourth Year

Costume Design I: 244, 245, 246
Production Practice III and/or Internship:
    471, 472, 473
Theatre Elective¹
Theatre Elective¹
Theatre Elective¹

¹Theatre Elective to be determined by consultation between student and faculty.

VII. Costume Construction Certificate

First Year

History of Dramatic Literature: Classical Greece through 17th Century: 104, 105, 106
Drawing I: Art 106
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101
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, armor making, elastic work, needlework, special pattern making, mask fabrication, wig making, and historical and period research.

Second Year

History of Dramatic Literature: 18th, 19th, & 20th Centuries: 204, 205, 206
Drawing II: Art 206
Costume Construction II: 354, 355, 356
Production Practice II: 371, 372, 373
Courses

With the possible exception of Independent Study and Rehearsal & Performance, De-Paul/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 Theatre Crafts. A one quarter course which introduces and exposes students placed in the first year to the various disciplines that combine to create theatre. This is a survey course designed to explore contemporary theatre production and practice. (2 quarter hours.)

104, 105, 106 History of Dramatic Literature: Classical Greece through 17th Century. 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.)

107, 108, 109 Theatre Crafts: Crew. All students placed in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the subscription, children's theatre and workshop series. (0 quarter 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 hour s.)
214, 215, 216 Make-up. Basic skills of two dimensional painting as well as basic prosthetic and skin texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up. (1 credit hour.)

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. Maintenance and repair of instruments, cable, and lamps are introduced along with stage electrician’s duties. Experimentation with colored lighting, lighting for texture, and the cueing process are covered. Students hang basic lighting plots. (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 silhouette, rendering, color layout and characterization are explored. Students will develop an approach to costume design through script interpretation, design projects and period research. (3 quarter hours.)

247, 248, 249 Lighting Design I. The historical background and functions of lighting are investigated. Color media are examined. The planning of stage lighting, use of scale drawings, execution of plans/cue sheets, and lighting rehearsals and performances are realized. (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 Drafting. 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. 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. (2 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, constructing, painting, and running crews. Technical area duties include practical work on productions in construction, rigging, and crewing sets; costumes; 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.)
317, 318, 319 Technique. An advanced level acting course which works through carefully selected exercises to give the actor a method of emotional and psychological preparation for a role. The specific techniques of physical scoring, sense memory, inner monologue, subtext and substitution are worked on throughout the course sequence. (1 quarter hour).

321, 322, 323 Movement III. Students explore specific techniques and styles drawn from ballet, jazz, ethnic, 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.)

341, 342, 343 Scene Design II. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theatre, and the development of a design concept, are studied 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 styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections. (3 quarter hours.)

347, 348, 349 Lighting Design II. The lighting design process is examined from script analysis to budgeting costs to design on paper to execution. Use of computer lighting controls is covered. Students design lighting for a drama and a multi-scene production. A professional al production is critiqued. (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 finish. (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.)

381, 382, 383 Survey: Art, Architecture, Fashion & Furniture. 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 diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, advanced rendering techniques, developing a professional portfolio, and discussions on career planning. (3 quarter hours.)

447, 448, 449 Lighting Design III. A lighting design for a musical, opera, and a ballet is executed. Repertory theatre physical considerations, personnel requirements, and problems in touring are discussed. Industrial and commercial lighting are explored and the lighting in a professional theatre is inspected. Marketing oneself as a designer is covered. (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, 363. (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.)
SCHOOL FOR NEW LEARNING
ADMINISTRATION
David O. Justice
  Dean
Fran Feinerman
  Development Coordinator
Deborah Lathan
  Curriculum Aid
Betta LoSardo
  Recruitment Coordinator
Fred Pearson
  Curriculum Coordinator
Pat Ryan
  New Learning Coordinator

PROCESS STEPS

COMPETENCE AREAS
School for New Learning

The School for New Learning is DePaul's alternative college for adult students 24 years of age or older. It features self-directed learning, a system of credits for past learning, and a process for earning the 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 School for New Learning Course Guide, published yearly. School offices are open 8:00 a.m. to 6:00 p.m., Monday through Friday, at 23 East Jackson, Chicago, Illinois 60604; telephone: 321-7901.

The SNL curriculum is based on a set of defined competences. Each B.A. candidate is required to fulfill every competence 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 staff, 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.

Foundations of New Learning

The student attends a Foundations of New Learning course 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. 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 Plan, select a personal committee of mentors, and begin to focus on a major area of research.

Externship

The student designs and carries out a field work experience with his or her committee.

Major Seminar

Students learn critical thinking methods for conducting formal inquiry. 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.

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.

The School for New Learning seeks adult students who can take responsibility for designing their own learning and who can formulate goals which a college-level learning experience will help them achieve. Students can be admitted into the degree process any month of the year.

Further information is available by visiting or calling the SNL offices at 23 East Jackson, Chicago, IL 60604 (321-7901). Prospective students can attend an information session, held every Tuesday at the SNL offices.
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 the Loop. 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 Loop Campus is located 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 DePaul University Libraries are divided into three different units: the Lincoln Park Campus Library, the Lewis Center Library, and the Law Library. The combined collection consists of over 450,000 volumes, 3,500 periodical titles, as well as media such as filmstrips, cassettes, films, microforms, videotapes, and a music record library. Library handbooks that describe various services and the physical arrangement of the libraries and explain library rules and regulations are available throughout the library system.

The libraries of DePaul University have their circulation records in computerized form and have 33 terminals in operation for an online circulation system. The Library Computer System (LCS) allows DePaul’s Libraries at Lewis Center, Lincoln Park and the Law Library to have online access to each other’s collections. In addition, DePaul’s students now have computer access to the library collections of eighteen other Illinois colleges and universities including the University of Illinois at Urbana-Champaign and at Chicago Circle. The libraries belong to other cooperative groups including the Center for Research Libraries, the Chicago Academic Library Council, the Library of International Relations, and the Illinois Library Information Network,
making vast resources in the Chicago and Midwest area available. CRT terminals and printers give an online hook-up with the huge database of OCLC, Inc. and subject computer searches from a number of databases (indexing services in computerized form). A daily shuttle allows students to request a book from the other campus library with 24 hour delivery service of DePaul materials.

The Lewis Center Library’s collection contains over 128,000 volumes and 922 periodical subscriptions. It supports many of the undergraduate and graduate programs of the university with special strength in Commerce, particularly in accounting, investments and general business. The Reference Department on the second floor houses the current periodicals, abstracts and indexes as well as the reference collection. Services provided by the Reference staff include interlibrary loans, reference assistance, library instruction, and subject computer searches. The Audio Visual department and bound periodicals are in the Lower Level. General circulating books, reserve materials and media are located on the third floor.

The Lincoln Park Library serves students in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Goodman School of Drama, as well as some graduate departments of the university. There are almost 200,000 volumes presently in the collection. The periodicals collection includes over 1400 current subscriptions. The Reference Department and periodical collection are located on the third floor of SAC. The Circulation Department and reserve materials are located on the fourth floor of SAC.

The art slide collection, Education Resource Center, music record collection and other media collections are also located on the fourth floor. Other audio-visual services of the campus are located on the second floor of SAC.

The Department of Special Collections is located on the Lincoln Park Campus. Special collections include a facsimile of the Book of Kells; a Dickens Collection, including many editions of the works of Charles Dickens, memorabilia, posters, photographs and extra-illustrated volumes of Dickens; an extensive Napoleonic Collection; a Horace Collection; a Sports Collection; the Verrona Williams Derr Collection of Afro-American Studies; and various rare books including ten incunabula.

**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, (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 1083 students received individual counsel in the Career Planning and Placement office, 2333 part-time job requisitions were received from employers, 152 nationally known organizations interviewed graduating seniors on campus, and 2148 full-time job requisitions were received and made available to applicants seeking career employment. Over 1937 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 Loop Campus and at the Lincoln Park Campus, the Directors of Stuart Center, Housing, Student Activities, and their staffs 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

Residence Life at DePaul University strives to offer a total environment for learning in conjunction with academic pursuits. 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 a convenient twenty minutes by public transportation from the Loop and the Lewis Center Campus. The residence halls are staffed with a residence life staff of residence directors and resident advisors to assist residents.

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—工作室, one-bedroom, and two-bedroom. This hall is primarily for graduate students. It is also available to married undergraduate students.

All Housing facilities are reserved for full-time DePaul students. Students who wish to reside on campus are strongly encouraged to complete a Housing Agreement prior to June 15, 1983.

For additional information write or call the Director of Residence Life, 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
The American Psychological Association

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 Education Association
The Association of American Colleges
The Association of Urban Universities
The American Association of Colleges for Teacher Education
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Assessment and Admissions

The admissions process and procedures of DePaul University reflect concern for the worth and talents of the individual. The admissions process is primarily concerned with the intellectual achievements of the candidate and is not based on any single factor or competency. The University recognizes that each individual brings unique abilities to the DePaul community and consequently tailors its programs so that each new student will be placed most advantageously for academic success. In addition to standard, required academic credentials, candidates for admission are encouraged to provide evidence indicative of current or potential academic and intellectual performance. Consideration is given to such additional factors as personal and occupational achievements, high ambition and diligence, energy and resourcefulness, and qualities associated with leadership.

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 age, race, sex, creed, color, handicap or national origin.

ACADEMIC ADVISEMNT

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 DePaul/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 $35.00 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.

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<th>Quarter</th>
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<td>Autumn (September)</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 entering the Autumn Quarter, by December 1 if entering the Winter Quarter, and by March 1 if entering the Spring Quarter. Those who do not submit the Physician’s Certificate Form will not be allowed to register for the subsequent quarter.

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

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

5. 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 or who have missed the degree seeking application deadline 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 who 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 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.

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<td>July 12</td>
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**CHANGING NON-DEGREE TO DEGREE SEEKING 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 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. The application for degree seeking status must be submitted in accordance with the previously listed deadlines for degree seeking application.

**Readmission**

Former degree seeking students must apply for readmission if any of the following conditions exist:

1. Absence from DePaul for three or more consecutive quarters, excluding summer sessions.
2. Attendance at another accredited college or university after leaving DePaul. Official transcripts must be received before a decision is made on readmission.
3. Academic dismissal from DePaul. (Refer to Dismissal Section)
4. Absence from DePaul for one or more quarters, excluding summer sessions, and enrollment is desired in a different college within DePaul.

Students are bound by the bulletin in effect at the time of readmission.

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**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. 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 transferable 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 degree seeking dates listed previously. To be admitted all students will have to meet the academic requirements and to demonstrate English proficiency. 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” average in all transferable courses attempted. To be considered for the College of Commerce or the Department of Nursing, a transfer must have a minimum 2.50 GPA. Transfers to the School of Music and the Goodman School must also successfully complete auditions.

In computing GPA, only courses comparable to those offered at DePaul are included. Repeated courses are considered only once. After one term an incomplete grade is computed as a failure. A grade comparable to a failure as defined for DePaul students is considered a failure.

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, and 180 quarter hours is equivalent to 120 hours at a semester institution.

   An official evaluation of transfer credit is provided to each transfer student. 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 Office of Undergraduate Admissions for an appointment.

**Inter-College**

DePaul degree seeking students desiring to transfer to another college within DePaul may obtain an Inter-College Transfer Application from the Office of Admissions on either campus. The following general conditions must be met:

1. The student must be currently enrolled at DePaul and be in good academic standing; and
2. The student must have earned a minimum of 16 quarter hours as a degree-seeking student at DePaul and those hours must be posted to the official DePaul transcript.

In addition to the above, students desiring to transfer to the College of Commerce or the Nursing Department of the College of Liberal Arts and Science must have a minimum 2.50 GPA. Inter-college applicants to the Goodman School of Drama or the School of Music must meet the audition or interview requirements of those schools.

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**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 within one calendar year of admission to 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 developmental 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: Freshmen with a deficiency in writing are required to complete one or two developmental courses (WRC 101, 102) before entering required courses in Common Studies. Transfer students may demonstrate competence by either passing a competence retest or by completing developmental courses in writing. Some students will be required or recommended to receive tutoring in addition to their coursework in WRC 101 and 102. Tutoring alone, however, is not an effective means of correcting a serious deficiency in writing.

Second language students with difficulties in writing are placed in a two-quarter sequence of courses, English for Non-Native Speakers (WRC 110, 111). Upon completion of the sequence, the AAC tests these students to recommend further course placement. In some instances, students will be required to take additional developmental courses in writing before enrolling in Common Studies.

Reading: Students with a deficiency in reading vocabulary or comprehension are required to complete one or two developmental 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 during their first year 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.

Diagostic 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 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 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 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 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 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. A course in the basic skills needed for college work; extensive practice in the standard forms of the sentence, paragraph, and short essay.

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 110 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 111 English for Non-Native Speakers II. A sequel to WRC 112.

Students who have successfully completed the Common Studies sequence are not permitted to enroll in WRC writing courses.

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.

NOTE: Non-Degree students who wish to take tests for placement recommendations in computation or mathematics should call the AAC.

Students who have earned a "C" or better in either a mathematics course numbered 130 or higher or in any business mathematics course at DePaul are not permitted to enroll in WRC 104 or 204.

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 generally 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.

TUITION

College of Commerce, Liberal Arts and Sciences, and School of Education

Day Students
Tuition for 1 to 12 quarter hours—per hour ........................................... $99.00
Hours in excess of 12 quarter hours—per hour ................................. 82.00

Evening Students
Tuition for 1 to 6 quarter hours—per hour ........................................... $99.00
Hours in excess of 6 quarter hours—per hour ................................. 82.00
Tuition for Non-degree Seeking Students—per hour .......................... 94.00

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.

DePaul/Goodman School of Drama

Undergraduate
Tuition for 12 to 20 quarter hours .................................................. $1,755.00
Tuition for 1 to 11 quarter hours—per hour ...................................... 131.00
Hours in excess of 20 quarter hours—per hour .................................. 89.00

Graduate
Tuition for 12 to 18 quarter hours .................................................. $1,755.00
Tuition for 1 to 11 quarter hours—per hour ...................................... 131.00
Hours in excess of 18 quarter hours—per hour .................................. 89.00

School of Music

Undergraduate
Tuition for 1 to 12 quarter hours—per hour ...................................... $107.00
Hours in excess of 12 quarter hours—per hour .................................. 89.00
Applied Music (less than 12 hours)—per hour .................................. 131.00

Graduate
Courses in the 100-200 series—per hour ....................................... $107.00
Courses in the 300-400 series—per hour ....................................... 131.00
ROOM AND BOARD

Clifton Hall
Single Occupancy—Academic Year ........................................... $3,080.00
Double Occupancy—Academic Year .......................................... 2,793.00

Corcoran Hall
Double Occupancy—Academic Year ........................................... 2,498.00

Clifton Hall and Corcoran Hall are open throughout the academic year except during the Christmas vacation. Consult the Director of Residence Life for rates at other times. The food contract provides for a minimum number of points to be purchased by the student residents each quarter.

McCabe Hall
Studio Apartment ................................................................. $2,842.00
One Bedroom Apartment, double occupancy (per person) .............. 1,892.00
Two Bedroom Apartment, double occupancy (per person) .............. 2,704.00

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Residence Life for rates at other times. (For undergraduate Seniors, graduate, or married students only.)

GENERAL FEES

Application Fee ................................................................. $20.00
Registration Fee (each registration) .......................................... 10.00
Late Registration Fee ............................................................ 25.00
Service Fee for Deferred Payment Plan .................................... 20.00
Deferred Payment Delinquency Fee .......................................... 30.00
Deferred Examination Fee
  On Designated Dates ............................................................. 10.00
  At Time Not Designated ....................................................... 20.00
DePaul/Goodman School of Drama Audition Fee ......................... 10.00
DePaul/Goodman School of Drama Certificate Fee ...................... 25.00
Graduation Fee ................................................................. 25.00
Service Fee, each returned check ............................................ 12.00
*Computer User Fee ........................................................... 20.00
Fee for each transcript of credits ............................................ 2.00

*Fees may vary according to specific courses affected. See schedule of classes.

DEFERRED PAYMENT

All charges are due DePaul University at the time of registration, but no later than the first week of the term. The University does not accept responsibility for delays in the U.S. Postal System. Payment must be received in the Cashier's Office or one of its depositories by the due date. 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 must be received in the Cashier's Office during the first week of the term.
- payment of 1/2 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 second week will be assessed the $20.00 Deferred Payment Delinquency Fee.

Students whose accounts show a balance due at the end of the fourth week of the term:

1) Will be charged a $30.00 Delinquency Fee.
2) Will not receive transcripts.
3) Will be prohibited from future registration.
4) Will be prohibited from future room and board.

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%

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

2. Tuition and fees for courses audited are charged at the regular tuition rates. These must be paid at the time of registration and are not refundable.

3. Students receiving financial aid in the form of scholarships, tuition grants, or loans—from Federal Programs, the State Government, or DePaul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid not later than the end of the first week of the term in order to avoid Service Fee for Deferred Payment and/or Delinquency Fee.

The Guaranteed Loan Program is administered by the Loan Commission and the student's bank. DePaul University assists the student in applying for these funds and does not delay the application process. However, the process may take as long as twelve weeks. Because the loan is a personal matter between the student and his/her bank, the University does not recognize payment until the loan check is endorsed by the student and applied to his/her account. DEFERRED AND DELINQUENCY FEES APPLY.
4. Undergraduate students combining undergraduate and graduate courses will pay the appropriate rate for each class.

5. 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.

6. Any foreign checks must be made payable in United States dollars or they will not be accepted by the University.

7. A student adding a class will not be billed. The Cashier’s Office should be contacted at the time of the enrollment change to determine charges.

**DEPARTMENTAL FEES**

<table>
<thead>
<tr>
<th>Department</th>
<th>Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Each course with material fee</td>
<td>$7.50</td>
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<tr>
<td></td>
<td>Art 225 material fee</td>
<td>15.00</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>Each course with laboratory</td>
<td>20.00</td>
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<tr>
<td><strong>Chemistry</strong></td>
<td>Each course with laboratory</td>
<td>30.00</td>
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<td></td>
<td>Breakage Deposit—each laboratory course</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>DePaul/Goodman School of Drama</strong></td>
<td>Locker, per quarter</td>
<td>5.00</td>
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<tr>
<td></td>
<td>Scripts and Materials, per quarter</td>
<td>5.00</td>
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<tr>
<td><strong>Education</strong></td>
<td><strong>Business Education Students</strong></td>
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<td></td>
<td>BEU 116, 120, 123</td>
<td>7.50</td>
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<tr>
<td></td>
<td>BEU 117</td>
<td>5.00</td>
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<td></td>
<td>BEU 124</td>
<td>10.00</td>
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<tr>
<td></td>
<td>Typewriter Fee—each course</td>
<td>10.00</td>
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<tr>
<td></td>
<td>Office Procedures Course—Laboratory Fee</td>
<td>7.50</td>
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<tr>
<td></td>
<td><strong>Physical Education Students</strong></td>
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<td></td>
<td>Equipment Fee for each activity course</td>
<td>7.50</td>
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<tr>
<td></td>
<td>Activities Accident Policy—each quarter</td>
<td>4.50*</td>
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<td></td>
<td>Teacher Placement—Initial Registration Fee</td>
<td>10.00</td>
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<tr>
<td><strong>Music</strong></td>
<td>Locker Fee</td>
<td>7.00</td>
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<tr>
<td></td>
<td>Instrumental Rental Fee—each quarter</td>
<td>15.00</td>
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<tr>
<td></td>
<td>Electronic Laboratory Fee—each quarter</td>
<td>25.00</td>
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<td></td>
<td>Applies to: MTC 363, 364, 365 &amp; Private Electronic Composition</td>
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<tr>
<td></td>
<td>Organ Practice Fee—each quarter</td>
<td>17.00</td>
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<tr>
<td><strong>Physics</strong></td>
<td>Laboratory Fee</td>
<td></td>
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<tr>
<td></td>
<td>All courses numbered under 370 except courses 155 and 156</td>
<td></td>
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<tr>
<td></td>
<td>Each Course</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>Courses numbered 155 and 156—each course</td>
<td>22.50</td>
</tr>
<tr>
<td></td>
<td>Courses numbered 223 and 378—each course</td>
<td>25.00</td>
</tr>
</tbody>
</table>

*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 19 million dollars in financial aid during the 1981-82 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

Financial aid applications are available from high school counselors or the Financial Aid Office. A student applying for aid administered by DePaul University's Financial Aid Office should use the College Scholarship Service's Financial Aid Form (FAF). He/she may also use the FAF to apply for the Illinois State Monetary Award and the Pell Grant. However, if the student ONLY wishes to apply for the Illinois State Monetary Award and/or the Pell Grant, he/she must use the Application for Federal Student Aid (AFSA).

The FAF and the AFSA are available from high school counselors or 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. Students are advised NOT to wait for an admission decision before applying for financial aid. Both application procedures can take place simultaneously, although a student must be admitted before an aid award will be extended.

APPLICATION DEADLINE

All students are advised to file forms early. Forms are available in January, 1983 for funds for the 1983-84 school year. 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, 1983 (for the 83-84 academic year). Applications for financial aid will be considered after that date if funds remain available. No applications will be accepted after September 1, 1983.
Aid Programs and Scholarships

FEDERAL

PELL Grant

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 who are applying for financial aid administered by DePaul University can also apply for the Pell Grant on their Financial Aid Form (FAF). Students who are only applying for the Pell Grant must use the Application for Federal Student Aid (AFSA). Both of these forms are available from high school counselors or the Financial Aid Office.

There were 1,578 DePaul Students who received a Pell Grant in 1981-82; the average award was approximately $970.

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 $300 to $1,000 and are not to be repaid.

In 1981-82, 471 DePaul students received SEOG. The average award was $700.

National Direct Student Loan (NDSL)

Co-sponsored by DePaul University, this loan program offers low interest (6 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 a maximum of $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 1981-82 academic year, students received National Direct Student Loans, totaling nearly $900,000.

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 $2,000 per academic year. The interest (6 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.

Application Procedures (except for PELL)

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 University and Pell Grant and ISSC. Students should file this form by March 1, 1983 in order to allow the CSS enough time to process the FAF and send the results to DePaul University before the May 1, 1983 priority deadline.
3. Submit copies of the student's and spouse's 1982 IRS 1040 and all required supplements. Dependent students must also submit a copy of their parent's 1982 IRS 1040 and all required supplements. If no IRS is filed, written documentation of support income is required.

4. Transfers and students who have never previously completed files for DePaul financial aid need to complete a Financial Aid Transcript form for all U.S. colleges or universities previously attended.

5. Applications for financial aid will not be reviewed until all the steps above are completed AND the student has been accepted for admission 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 $2,000 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 1981-82, nearly 2,860 students at DePaul received a Monetary Award. The average award was $1,460.

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 6 months after leaving school. The federal government will pay the interest on the loan while the student is in school and for the first six months after leaving school. Students of families with incomes over $30,000 must demonstrate need for this program.

The maximum borrowing for undergraduates is $2,500 per year. The maximum borrowing for all undergraduate years combined is $12,500.

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 $2,000. These scholarships are renewable for three additional years. Awards are based on merit. Students must also apply for the Illinois State Monetary Award. The maximum amount of the award complements the ISSC award to the total of tuition and fees.

To apply, contact the Office of Admissions.
DePaul University 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.

Endowed Scholarships

Fritz A. Bauer Undergraduate Scholarship
Rebecca Kranz Crown Scholarship
Sol R. Crown Scholarship
DePaul University Tuition Grants
Paul V. Galvin Memorial Scholarship
Edw. Gosselin Scholarship
John R. and Ramona Hayes Healy Scholarship
Mary J. Lee Scholarship
Frank J. McLoraine Memorial Scholarship
Raymond J. Oberbroeckling Scholarship
Rev. A. P. Schorsch Scholarship
Sherman J. Sexton Scholarship
William H. Stanley 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:

Aetna Life & Casualty Scholarship
Stanley P. Dyba Scholarship
Farmers Insurance Group Scholarship
Mathew Fitzgerald 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
Kemper Scholarship
Ledger and Quill-Accounting Alumni Association Scholarship
Otto Lehman Scholarship
John F. Mannion Scholarship
Rev. William D. O'Brien Scholarship
Rev. Eugene O'Malley Award
Herman and Edna Schell Scholarship
Sarah Siddons Scholarship
Philip Slutsky Scholarship
Zaweski Family Scholarship Fund
Robert K. Zuhr Scholarship

To apply, follow application procedures for Federal Aid Programs.

Accountancy, Athletic, Commerce, 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
  William J. Cook Foundation Scholarship
  George M. Pullman Scholarship
  Junior Achievement Scholarship
  Robin Scholarship Fund
  S & H Foundation Scholarship
  Whitehall Foundation Scholarship

Students seeking scholarship assistance are also advised to inquire at local community organizations, fraternal organizations, and the company where they or their parents are employed. Libraries carry reference books which list numerous scholarships and application procedures. The Financial Aid Office has a bibliography of books in DePaul University's libraries which provide this type of information.

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 remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student's faculty advisor and home college or school.

CLASS ATTENDANCE

The University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies.

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 examinations 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 184 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

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<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>= 0</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>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 quarter hours</td>
<td>16</td>
<td>= 4.0</td>
</tr>
<tr>
<td>B</td>
<td>4 quarter hours</td>
<td>12</td>
<td>= 3.0</td>
</tr>
<tr>
<td>C</td>
<td>4 quarter hours</td>
<td>8</td>
<td>= 2.0</td>
</tr>
<tr>
<td>D</td>
<td>4 quarter hours</td>
<td>4</td>
<td>= 1.0</td>
</tr>
<tr>
<td>F, FX</td>
<td>4 quarter hours</td>
<td>0</td>
<td>= 0.0</td>
</tr>
<tr>
<td>W, IN, PA</td>
<td>not calculated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transfer, advanced standing, and credit-by-examination credits are not included in the grade point average.
GRADERS

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. (Grades “A,” “B,” “C,” “D” represent passing performance.)
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. A student cannot repeat a course if he has received a grade of “C” or better.

Approval to repeat a course must be obtained by the student at his home college.

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. (Grades “A,” “B,” “C,” “D” represent passing performance.)

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 two consecutive 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 College of Liberal Arts and Sciences, Graduate Division, 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 College of Liberal Arts and Sciences in the Biological Sciences, Philosophy, and Psychology.
ACADEMIC COMPUTER SERVICES—Administrative Center, 3rd Floor
   Lynn Kershaw, Director
ADMINISTRATION—O’Malley Place, 13th Floor
ADMISSIONS OFFICE—Lewis Center, 1st Floor
   Nancy G. Iszard, Director, Admissions
   Edwin J. Harrington, Associate Director, Inter-College Relations
   Dennis J. Shea, Associate Director, Operations
ALUMNI RELATIONS—O’Malley Place, 5th Floor
   Vaughn Bush Dann, Director
ATHLETICS—Lincoln Park, 1011 West Belden
   Edward J. Manetta, Jr., 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
   Lewis Center, 16th Floor
   Steve Bell, 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, 16th Floor
COMMUNITY MENTAL HEALTH CLINIC—Byrne Hall, 3rd Floor
   Dr. Frank A. Dinello, Administrator
INFORMATIONAL SERVICES—Administrative Center, 5th Floor
   Eleanor Gillespie, Director Administrative
DEVELOPMENT—Administrative Center, 7th 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, Associate 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 for Public Services
Lincoln Park, Schmitt Center
  Glenn R. Scharfenorth, Director of Libraries
  Mary R. Stritch, Associate Director for Public Services
  Doris R. Brown, Associate Director for Technical Services
Lewis Center, 7th Floor
  Susan Kuklin, Director of Law Library

PHOTOGRAPHY—Administrative Center, 7th Floor
  Pattie Wigand, University Photographer

PRINTING AND PUBLICATIONS—Administrative Center, 7th Floor
  Debra Nemeth, Director

PUBLICITY—Administrative Center, 7th Floor
  Allan F. Kipp, Director

PUBLIC RELATIONS—Administrative Center, 7th Floor
  Lynn (Marilyn) Pierce, Director

REGISTRAR—Lewis Center, 1st Floor
  Robert L. Hoefler, Registrar
  Thomas J. Paetsch, Director, Student Systems

SCHOOL OF EDUCATION—Lincoln Park, Schmitt Center, 182

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
    James R. Doyle, Vice President, Student Affairs
    Thomas M. Croak, C.M., Dean of Students
    James Van Linden, Associate Dean of Students
    International Student Advisor
  Lincoln Park Campus, Stuart Center
    James Hultine, Director of Stuart Center
    Thomas A. Grace, C.M., Director of Campus Ministry
    Carl Pieber, C.M., Director of Student Activities
    Christine Grurich, Associate Director of Student Activities
  Lincoln Park, Clifton Hall
    Michael Frazier, Director of Residence Life Office
  Lewis Center, Room 1617
    Teryl A. Rosch, Associate Dean of Students
    Joyce Obradovic, Associate Director of Campus Ministry

TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center
# Academic Calendar 1983-1984

## AUTUMN

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>31</td>
<td>Wednesday. In-person registration for day students.</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>Thursday. In-person registration for evening and graduate students.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Monday. Labor Day</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Sunday. Social Orientation day for all new students.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Wednesday. Late registration for day students.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Thursday. Late registration for evening students.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Wednesday. Autumn Quarter begins. Change of courses.</td>
</tr>
<tr>
<td>October</td>
<td>7</td>
<td>Friday. Last date to apply for Pass/Fail option or to change to auditor status. Final date for filing for November credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>17-22</td>
<td>Monday-Saturday. Mid-point of quarter, mid-term examinations.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Monday. Final date for filing for February Convocation.</td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Monday. Last date to withdraw from class.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Saturday. Administration of credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Tuesday. End Autumn classes.</td>
</tr>
<tr>
<td></td>
<td>23-26</td>
<td>Wednesday-Saturday. Thanksgiving Holidays.</td>
</tr>
<tr>
<td></td>
<td>28-December 3</td>
<td>Monday-Saturday. Final examinations for autumn quarter.</td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>Saturday. Autumn quarter ends.</td>
</tr>
</tbody>
</table>

## WINTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>5</td>
<td>Monday. In-person registration for day students.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Tuesday. In-person registration for evening and graduate students.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Thursday. Late registration.</td>
</tr>
<tr>
<td>January</td>
<td>3</td>
<td>Tuesday. Winter quarter begins. Change of courses.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Monday. Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td>January</td>
<td>31-February 6</td>
<td>Tuesday-Monday. Mid-point of quarter, mid-term examinations.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Sunday. Mid-year convocation.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Friday. Final date for filing for June Convocation.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Monday. Last date to withdraw from classes.</td>
</tr>
<tr>
<td>March</td>
<td>5</td>
<td>Monday. End Winter classes.</td>
</tr>
<tr>
<td></td>
<td>7-13</td>
<td>Wednesday-Tuesday. Final examinations for winter quarter.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Tuesday. Winter quarter ends.</td>
</tr>
</tbody>
</table>
SPRING

March
14 Wednesday. In-person registration for day students.
15 Thursday. In-person registration for evening and graduate students.
21 Wednesday. Late registration for day students.
22 Thursday. Late registration for evening students.
24 Saturday. Spring quarter begins.

April
2 Monday. Final date for filing for credit-by-examination.
20-22 Easter Holidays.
16 Monday. Last date to apply for Pass/Fail option or to change to auditor status.
23-28 Monday-Saturday. Mid-point of quarter, mid-term examinations.

May
5 Saturday. Administration of credit-by-examination.
14 Monday. Last date to withdraw from classes.
28 Monday. Memorial day. Holiday-no classes.

June
1 Friday. End Spring courses.
2-8 Saturday-Friday. Final examinations for spring quarter.
8 Friday. Spring quarter ends.
9 Saturday
10 Sunday. Convocation

SUMMER

June
7 Thursday. In-person registration for first session.
14 Thursday. Late registration for first session.
18 Monday. First summer session begins. Change of courses.
26 Tuesday. Comprehensive examinations, History and Education, for Mid-year convocation.
27 Wednesday. Last date to apply for Pass/Fail option or to change to auditor status for the first session.

July
4 Wednesday. Independence Day. Holiday-no classes.
11 Wednesday. Last day to withdraw from first-session classes.
12 Thursday. In-person registration for second session.
12-13 Thursday-Friday. Comprehensive examinations, English, for Mid-year convocation.
19 Thursday. Late registration for second session.
21 Saturday. First summer session ends.
23 Monday. Second summer session begins.

August
1 Wednesday. Last day to apply for Pass/Fail option or to change to auditor status for the second session.
15 Wednesday. Last day to withdraw from second session classes.
25 Saturday. Second summer session ends.
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