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DIRECTORY

CALENDAR
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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
LIBERAL STUDIES COUNCIL
Richard J. Meister
   Dean of Liberal Arts and Sciences, Chairman
Morris Fiddler
   School of New Learning
George Flynn
   School of Music
Kristine Garrigan
   College of Liberal Arts and Sciences
Animesh Ghoshal
   College of Commerce
Helen Lavan
   College of Commerce
John O'Malley
   The Theatre School of Drama
Peter Pereira
   School of Education
Frank Zummo
   Student Member

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 aesthetic.

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 in 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 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 is 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 Theatre School 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 of School as well as their individual departments. Distribution requirements are described in detail on Page 83 for the College of Liberal Arts and Sciences, Page 39 for the College of Commerce and School of Accountancy, Page 277 for the School of Music, Page 250 for the School of Education, and Page 303 for The Theatre School.

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 153 of this Bulletin.
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. Finally, Common Studies classes may not be taken on a Pass/Fail basis.

**HISTORY**

105 **World Civilizations I.** This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 105. (Four quarter hours credit.)

106 **World Civilizations II.** This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500. Taken concurrently with English 106. (Four quarter hours credit; prerequisite: 105.) Theater School, Physics, Chemistry, and Environmental Science majors should take the following three term sequence. These courses must be taken concurrently with the three-term sequence in English (107, 108, 109). Because of the differences in credit hours, it is not possible to switch back and forth between the three-term and two-term sequences.

107 **World Civilization I: Three Quarter Sequence.** This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, East Asian, and African societies before 1500. Taken concurrently with English 107. (Three quarter hours credit.)

108 **World Civilization II: Three Quarter Sequence.** This course will examine the phenomenon of civilization in Pre-Columbian Americas, Europe, Colonial Latin America and Colonial Anglo America before 1800. Taken concurrently with English 108. (Two quarter hours credit.)

109 **World Civilization III: Three Quarter Sequence.** This course will examine the evolution of civilization towards the global integration of all societies since 1500, including the expansion of European civilization and the impact of colonialism on the rest of the world. Taken concurrently with English 109. (Three quarter hours credit.)

Students who are required to take History 105 or 106 without concurrent English 105 or 106 should enroll in History 110 or 111. These students include some transfer students and those students who previously failed History 105 or 106 without also failing the concurrent English course. See your advisor, the Coordinator of Composition in the English Department or the Division Head of Common Studies if you are unsure about which course to take.
World Civilization I: Unpaired. Same as History 105 except restricted to selected transfer students and other students who need only the first course for the two course sequence in History. Permission of the instructor is required. (Four quarter hours credit.)

World Civilization II: Unpaired. Same as History 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in History. Permission of the Instructor is required. (Four quarter hours credit.)

ENGLISH

College Writing and Research I. Planning, organizing, and writing expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 105. (Four quarter hours credit.)

College Writing and Research II. Developing proficiency in writing expository prose; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 106. (Four quarter hours credit.)

Theater School, Physics, Chemistry, and Environmental Science majors should take the following three-term sequence. These courses must be taken concurrently with the three-term sequence in History (107, 108, 109). Because of credit hour differences, it is not possible to switch back and forth between three-term and two-term sequences.

College Writing and Research I: Three Quarter Sequence. Developing skills in expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 107. (Three quarter hours credit.)

College Writing and Research II: Three Quarter Sequence. Developing proficiency in expository prose with a purpose for an audience; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 108. (Three quarter hours credit.)

College Writing and Research III: Three Quarter Sequence. Continued practice in applying skills developed in English 107 and 108. Taken concurrently with History 109. (Two quarter hours credit.)

Students who are required to take English 105 or 106 without concurrent History 105 or 106 should enroll in English 110 or 111. These students include selected transfer students and those students who previously failed English 105 or 106 without also failing the concurrent History course. See your advisor, the Coordinator of Composition in the English Department or the Division Head of Common Studies if you are unsure about which course to take.

College Writing and Research I: Unpaired. Same as English 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four quarter hours credit.)

College Writing and Research II: Unpaired. Same as English 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four 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. (Students should complete Common Studies before taking English 120. English 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 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.
Renaissance, Baroque and Rococo Art. Lecture. Painting, sculpture, architecture from c. 1300-1700.

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. 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. 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.


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.)

383 Women and Literature. Study of literature about women, with emphasis on works by women authors. (See schedule 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  **Introduction to French Literary Criticism.** Moliere, Voltaire, Hugo, Baudelaire, Maupassant, Balzac. Texts are not in translation.

220  **Introduction to German Literary Criticism.** Goethe, Schiller, Kleist, Meyer, Rilke, Hesse. Texts are not in translation.

220  **Introduction to Spanish Literary Criticism.** Cervantes, Calderon, Alarcon, Galdos, Valle Inclan, Lorca. Texts are not in translation.

227  **Topics in French Literature.** Masterpieces, themes and genres of French literature from its origins to the present day.

227  **Topics in German Literature.** Masterpieces, themes and genres of German literature from its origins to the present day.

227  **Topics in Italian Literature.** Masterpieces, themes and genres of Italian literature from its origins to the present day.

230  **Topics in Russian Literature.** Masterpieces, themes and genres of Russian literature from its origins to the present day.

231  **Topics in Hispanic Literature.** Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

NOTE: Other Modern Languages courses, including introductory and intermediate language sequences, may be taken for Liberal Studies credit under the rules governing the Modern Language Option. See the College listings for specific requirements.

**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 Musical Theater.** 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.

278  **Jazz History and Styles.** A comprehensive study of the origins and development of jazz, specifically concentrated on important jazz styles and performers since 1917.
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

CU 200  Education and Literature. Examines the effect of education on literary characters in novels, short stories, and non-fiction prose. (Prerequisite: English 120.)

Philosophy and Religion

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

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

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

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

**PHILOSOPHY**

100  *Philosophy and Its Issues*. 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.

**Level II**

**PHILOSOPHY**

All courses have a requisite of Philosophy 100.

200  *Ethical Theories*. Selected readings to acquaint the student with different approaches to ethics and their consequences.

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

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.

210  *Philosophy of Social Issues*. A philosophical investigation of such topics as the family, civil society, work, racism, etc.

228  *Business, Ethics, and Society* (cross-listed as Management 228). 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.)

229  *Biomedical Ethics* (cross-listed as Religious Studies 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Philosophy and Religious Studies. (Prerequisite: Religious Studies 100 and Philosophy 100.)

310  *Greek Thought: the Roots of Western Culture*. A study of some of the writings that have shaped the course of Western philosophical thought.
Medieval Thought: Reason and Faith. A study of religious thinkers, Christian, Muslim and Jewish, who attempted to synthesize their beliefs.

Modern Thought: Ideas in Revolution. A study of selected writings of thinkers from Descartes to Hegel who chartered the course of Western thought from 1650.

Contemporary Thought: the Human Condition. A study of major trends in contemporary thought, with emphasis upon developments regarding the human person.

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, theologian, biologist, physicist or chemist. Cross-listed as Biology 225, Chemistry 208, Physics 225 and Religious Studies 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 (cross-listed as Management 228). 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 (cross-listed as Philosophy 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy. (Prerequisites: Religious Studies 100 and Philosophy 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.)
Religion of Israel. The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

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

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

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

God, Justice and Christian Action. A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein.

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.

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.


Modern Judaism. An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel. Co-sponsored by the Jewish Chautauqua Society.

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.

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.)

Women and Religion. A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

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, theologian, biologist, physicist or chemist. Cross-listed as Biology 225, Chemistry 208, Physics 225 and Philosophy 345. (Prerequisite: Any two Level I NSM 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.)

WOMENS STUDIES

210 Values and Gender. This course explores the dominant issues stemming from our being gendered subjects, and examines the values underlying various theories on the nature and roles of females and males in different cultures. (Prerequisite: Philosophy 100 and Religious Studies 100.)
Behavioral and Social Sciences

The social and behavioral sciences encompass the study of society, culture, and human behavior. Such studies examine economic, governmental, political, legal, educational, religious, and social institutions, the influence of the urban environment on group and individual behavior, 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. (Prerequisite: Mathematics 130 or Equivalent, or Sophomore standing.) This course cannot be taken for Liberal Studies credit by Commerce majors.

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. (Prerequisite: Mathematics 130 or Equivalent, or Sophomore standing.) This course cannot be taken for Liberal Studies credit by Commerce majors.
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 Landscapes. 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 Ideas and Ideologies in the Modern World. An introduction to the enduring political issues confronted by major theorists and political traditions.

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 (cross-listed as Physics 100). 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.

210-211-212 Great Ideas, The Individual, 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 **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.)

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.)

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.)

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: 103 and 104.)

GEOGRAPHY

201 **Geo-Strategy: Global Hotspots.** 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 **People and Problems of Developing Nations.** Comparative studies of people and their land in Africa, Asia, and Latin America. (Prerequisite: 110.)

218 **Spain and Portugal: 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. 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.)

217 Psychology of Interpersonal Relationships. An overview of psychological issues in the study and understanding of interpersonal relationships outside the home and family and such processes as acquaintanceship, friendship, and status-determined associations.

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

302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit by psychology majors in the Comprehensive Evening Program. (Prerequisite: 105 or 106.)

303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit by psychology majors in the Comprehensive Evening Program.
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 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.)

280 Mass Media and Culture. Analysis of the relations between modern society and the mass media such as TV, 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 211 Ethnicity and Education. This course will deal with the implications of ethnicity for educational phenomena, as it evolves in personal and/or familiar relationships and as it interacts with the organization, functions, and content of formal schooling. (Prerequisite: Psychology 105 or 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.)
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.

Level I

BIOLOGY

110 Selected Topics in the Life Sciences. Special topics such as energy relations of cells/organisms, reproduction, development, physiology, genetics, evolution and ecology.
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. This course may not be taken for credit by students who have previously passed Biology 110.)

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.)

Students who take both Biology 111 and 112 are exempt from the requirement of taking their Level 1 NSM courses in different departments.

**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 111 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 Computer Science 149, Mathematics 149, Psychology 368, Accounting 130 or equivalent. This course cannot be taken by Commerce majors.) Laboratory Fee.

**GEOGRAPHY**

105 **Elements of Geology** (cross-listed with Physics 105). Natural forces shaping earth's surface, including a historical perspective in its past.

**MATHEMATICS**

112 **Elements of Probability and Statistics: Concepts and Controversies** 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. This course cannot be taken by Commerce majors.
113 *Elements of Modern Mathematics.* Elementary logic, set theory, and counting principles.

114 *Euclidean Geometry.* A review of Euclidean Geometry with an emphasis on proofs; non-euclidean geometrics; four-dimensional Euclidean 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.

105 *Physical Geology* (cross-listed as Geography 105). A description of the earth's materials and structures and the analysis of the mechanisms which are responsible for them. 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**

111 *General and Analytical Chemistry I.* Introductory course for science majors emphasizing inorganic chemistry and chemical principles governing behavior of matter. (Replaces Chemistry 117; Prerequisite: Mathematics 101.)

113 *General and Analytical Chemistry II.* Continuation of 111 including more advanced inorganic and physical chemical concepts in lecture and an introduction to quantitative analysis in laboratory. (Replaces Chemistry 119; Prerequisite: 111.)
115 General and Analytical Chemistry III. Continuation of 113 including equilibrium and descriptive chemistry in lecture and quantitative and qualitative analysis in aqueous solutions. (Prerequisite: 113.)

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 111 with consent.)

MATHEMATICS

150 Calculus I. Limit and derivative; extrema; curve sketching; convexity; inverse functions; continuity; applications. (Prerequisite: Mathematics 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 Mathematics and Science Majors sequence (160-161-162) may be substituted for the Calculus Sequence (150-151-152).

PHYSICS

150 General Physics. Mechanics, vibrations and fluids. (Prerequisite: Mathematics 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.
ART

223 Light, Color, Photography, Optional Laboratory (cross-listed as Physics 223).

BIOLOGY

205 Plant Biology: Social and Economic Implications. 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 1 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 1 Biology and one additional NSM course.)

207 Biological Clocks, Cycles and Rhythms. An examination of biological clocks in man and other organisms, including underlying mechanisms and applications. (Prerequisite: One Level 1 Biology 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, theologian, biologist, physicist or chemist. Cross-listed as Chemistry 208, Philosophy 345, Physics 225 and Religious Studies 345. (Prerequisite: Any two Level 1 NSM courses and two Level 1 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 1 NSM course.)

204 Drugs, Chemicals, and Living Systems. A discussion of the molecular basis of the interaction of specific chemical compounds with living organisms. (Prerequisite: Either a Level 1 Chemistry or Biology course.)

206 Resources in a Technological Society (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 all Level 1 NSM requirements.)

208 Science and Ethics (Honors). Study of selected scientific-technological problems affecting the person and society in an ethical context. (Prerequisite: See Physics 225 Honors.)

222 National Security: Its Science and Technology. 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 1 NSM 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: 110 or previous programming experience.)

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

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 or Chemistry 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.)

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. (Prerequisite: Either Physics 101 or 150, Biology 170, or a Level I Chemistry course.)

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

204  *Current Topics in Astronomy.* Developments in observational techniques such as the Hubble space telescope and multiple mirror telescopes, exploration of the solar system, infra-red observations of the Milky Way galaxy, quasars, pulsars, and black holes.
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.)

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.)

Resources in a Technological Society (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.)

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.)

Courses 215 and 218 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. These two courses count for one Level II NSM course.

Exploring the Universe I. Modern explorations of the earth, the sky and the solar system. 2 quarter hours credit. (Prerequisite: Physics 104.)

Exploring the Universe II. Modern explorations of the stars, the galaxies and the cosmos. 2 quarter hours credit. (Prerequisite: Physics 215.)

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.)

Light, Color, and Photography (cross-listed as Art 223). 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. (Prerequisite: Any Level I NSM course.)

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, theologian, biologist, physicist, or chemist. Cross-listed as 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.)

SOCIIOLOGY

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.)
COLLEGE
OF
COMMERCE
ADMINISTRATION

Brother Leo V. Ryan, C.S.V., Ph.D.
   Dean
Michael S. Miller, Ph.D.
   Associate Dean of Academic Programs
Jeanne M. Maloney
   Executive Assistant to the Dean
Lynne Chappel, M.S.
   Director
Betty Kourasis, M.A.
   Manager, Academic Advising
Angela Bruch, B.A.
   Academic Advisor
Jennifer Sparrow, M.Ed.
   Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

BACHELOR OF SCIENCE IN COMMERCE

Liberal Studies Program
College Requirements
Special Programs
   International
   Pre-Law
   Program Acceleration
   Double Major
   Minors
   Center for Professional Education
School of Accountancy
Business Administration
Economics
Finance
Management
Marketing
Business Mathematics and Statistics
Established in the autumn of 1912, the College of Commerce began classes on January 13, 1913. The 1987-88 academic year will mark the 75th anniversary of the College, ranking it 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 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.

Brother Leo V. Ryan, C.S.V., Ph.D., Dean
THE COLLEGE OF COMMERCE AND CHICAGO

For three-quarters of a century, 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. Truly, DePaul has been the developer of Chicago's business leaders for over seven decades.

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 DePaul University Libraries are divided into five units: the Lewis Center Library, the Lincoln Park Campus Library, the Law Library, the O'Hare Campus Library and the Oak Brook Campus Library. The Lewis Center Library primarily contains business materials to support the programs of the College of Commerce but also has core collections of materials in other areas. The combined collection of the University Libraries includes nearly 520,000 volumes, 116,000 microform volumes, and over 8500 current serial subscriptions. In addition the Library Computer System (LCS) contains records for materials in the libraries of 26 other colleges and universities in Illinois. For a fuller description of the resources and services of the University Libraries, consult page 333 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) 341-8300. 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 339 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.
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 188 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 20 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: 20 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106), 8 quarter hours in World Civilizations (105, 106), 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 English, Music, Art (or other departments designated by the Division). No more than one course in a department.

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

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.

Please note: Commerce students will not receive Liberal Studies credit for Economics 103 and 104.

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 1 Level II course.

Please note: Commerce students will not receive Liberal Studies credit for Mathematics 112 and 208, and Computer Science 110.
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.

The Department of Modern Languages now offers minors in commercial French and Spanish (See Modern Languages, “Special Programs.”) The commercial language minor programs prepare students to take commercial certification exams offered by the French and Spanish governments.

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; (203 Cost and Managerial Accounting I is required for Accountancy students only.)
Business Mathematics 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.
Management Information Systems: 130 Introduction to Computer Technology and Methodology.

Junior-Senior

The final two years of study in the College include the following required courses:
Finance: 310 Financial Management I.
Economics: 215 Money and Banking. (Students in the department of Finance must take Finance 320 Money and Banking.)
Management: 200 Management and Organization Principles and Practice; 201 Operations Management I; 304 Policy Formulation and Administration. (To be taken in the Senior Year. 394 Entrepreneurship Policy: Diagnosis and Planning, may be substituted for 304, with permission.)
Management Information Systems: 340 Management Information Systems. (To be taken in the Senior Year.)

The final two years of study in the College also include four elective courses for students majoring in Economics, Management or Marketing. Finance majors have three elective courses. Accountancy majors have one elective course. These elective courses will be selected from courses offered by the College of Commerce. Students electing to pursue a minor field in one of the Liberal Arts and Sciences disciplines may substitute the appropriate L.A. & S. courses for these electives. Prior approval from the student’s academic advisor is required.
Academic Advisement

All degree seeking students receive academic advisement in the College. Academic advisors are available to provide information concerning curriculum, course selection, registration, academic regulations and University policies and procedures. Academic advisors will also make appropriate referrals to help students in the use of College and University resources according to individual needs. Students are encouraged to consult their academic advisor periodically during the year. When a student formally declares his major field, he ordinarily will also be assigned a faculty advisor from the appropriate department. Faculty advisors can assist in the selection of major field electives and business electives which will best compliment a student’s major and career intentions.

Declaration of Major Field

Declaration of the major field is required by the end of Winter Quarter in the Junior year. Consult departmental listings for specific requirements of each department in order to declare a major. A grade of “C” or better is required in each major field course whether taken as an elective or as a required course. 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.

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, Economics 103 and 104, Business Mathematics and Statistics 125, 126, and 142 and Management Information Systems 130. 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. See page 361 for additional information.

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. Countries visited during recent years include Belgium, England, France and the Netherlands. 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 an in-depth 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 chairman). Participants pay all travel and living expenses. Offered in Summer I only. Application for the program must be made during the Autumn Quarter. Contact Dr. Animesh Ghoshal, Ph.D., Director of European Seminar. Prerequisite: Junior Standing.

Pre-Law

Pre-Law study in the College of Commerce is intended for those students who, in addition to satisfying the requirements of a major field, also want to develop those capacities and skills essential for satisfactory performance in law school.

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 these abilities, Pre-Law study in the College of Commerce provides students with an understanding of the background and operation of business institutions, with communication and mathematical skills, and a solid general studies education designed to develop analytical habits.

Individual programs of study adapted to the unique interests and aspirations of students preparing for a legal career are designed with the assistance of the college of Commerce Pre-Law advisor, Alexander Devience, J.D.

Among the wide range of courses available to the Pre-Law student are:

- BLW 204 Government Regulation of Business
- ECO 213 Industrial Organization: Antitrust and Social Policy
- MGT 228 Business Ethics and Society
- MGT 234 Public Speaking
- MGT 333 Labor Law and Legislation

For further information, see Business Administration, page 51, and Economics, page 52.

Program Acceleration

Many 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 following graduation from the undergraduate program. 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 47 courses required before the student accepts an undergraduate degree. An academic advisor should be consulted for specific information.
Minor

A minor is a combination of courses that provides a cohesive introduction to an area of study. Students in the College of Commerce may elect to develop a minor in a Commerce or a Liberal Arts and Science discipline. The following minors are available to Commerce students. The page numbers indicate where specific course requirements may be found.

Commerce Minors:

ACCOUNTANCY (p. 48)
ECONOMICS (p. 54)
FINANCE (p. 59)
MANAGEMENT (p. 64)
MARKETING (p. 71)

Liberal Arts and Sciences Minors:

ART (p. 87)
BIOLOGICAL SCIENCES (p. 92)
CHEMISTRY (p. 99)
COMMUNICATION (p. 106)
COMPUTER SCIENCE (p. 114)
ECONOMICS (p. 124)
ENGLISH (p. 130)
GEOGRAPHY (p. 141)
HISTORY (p. 147)
LATIN AMERICAN STUDIES (p. 158)
MATHEMATICS (p. 162)
MODERN LANGUAGES (p. 175)
PHILOSOPHY (p. 192)
PHYSICS (p. 198)
POLITICAL SCIENCE (p. 205)
PSYCHOLOGY (p. 216)
RELIGIOUS STUDIES (p. 222)
SOCIOLOGY (p. 228)
WOMEN'S STUDIES (p. 241)

The following policies apply to minors: (1) in order to declare a minor, a student must have a cumulative GPA of 2.0, (2) a grade of "C" or better is required in each minor course, (3) courses in a minor may not be taken pass/fail, (4) a student may not take a minor offered by the department of his or her major.

Students electing to pursue a minor should consult their academic advisor concerning application of these courses to the Commerce curriculum. Commerce minors are not available to students in other colleges.

Center for Professional Education

The Center for Professional Education officially became a part of the College of Commerce on September 1, 1984. Its purpose is to provide continuing professional education to members of the Chicago area business community. The Center seeks to offer a broad range of programs that will enhance professional development at all levels of management through both public and in-house presentations. Seminars, workshops, short courses, full courses, and longer running certificate programs covering a variety of traditional and current business topics will be offered to accomplish this purpose. For more information on the Center, please contact Ms. Carolyn Gianforte, Assistant Director, Center for Professional Education, DePaul University, Administrative Center, Room 211, 243 S. Wabash Ave., Chicago, IL 60604-2302; (312) 341-6780.

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.
School of Accountancy

John T. Ahern, Jr., D.B.A., C.P.A., Associate 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 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 with education in accounting that serves needs including 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.

The objectives of the Bachelor of Science in Commerce-Accountancy curriculum are to provide students with a solid foundation in the theory, principles, and procedures of the discipline and professional practice of accountancy, including the study of financial, managerial, and tax accounting as well as auditing and systems; to encourage and prepare students for professional certification; to foster an understanding of the profession of accountancy and its role in modern business environments; and to develop an awareness of the need for continuing intellectual development through either professional or academic means.

FACULTY

John T. Ahern, Jr., D.B.A., C.P.A.,
Associate Professor and Director

Timothy J. Lockyer, Ph.D., Assistant to the Director
Elizabeth A. Murphy, M.B.A., C.P.A.,
Instructor and Coordinator of Faculty and Curriculum
Robert M. Peters, Ph.D., C.P.A., Associate Professor and
Administrator of B.S.C. and Strobel Scholars Programs
Richard J. Bannon, Ph.D., C.P.A., Professor
Charles J. Barron, J.D., M.M., C.P.A., Lecturer
Thomas R. Bretz, M.S.T., C.P.A., Adjunct Assistant Professor
Edwin Cohen, Ph.D., C.P.A., Professor

University of Kentucky
Pennsylvania State University
DePaul University
University of Kentucky
Catholic University of America
Chicago-Kent College of Law
DePaul University
Michigan State University
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Harvey Coustan, M.S.T., C.P.A., Lecturer</td>
<td>DePaul University</td>
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<td>Clovis N. da Silva, Ph.D., Professor Emeritus</td>
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<td>Steven R. Davis, J.D., Lecturer</td>
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<tr>
<td>Sasa Dekleva, M.B.A., Visiting Assistant Professor</td>
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<td>John A. Driscoll, M.B.A., C.D.P., Instructor</td>
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<td>Howard Engle, M.S.T., C.P.A., Adjunct Assistant Professor</td>
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<td>Elliott M. Friedman, J.D., C.P.A., Adjunct Associate Professor</td>
<td>Chicago-Kent College of Law</td>
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<td>Mark L. Frigo, Ph.D., C.P.A., C.M.A., Associate Professor</td>
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<td>Thomas J. Grudichak, J.D., LL.M., Lecturer</td>
<td>John Marshall Law School</td>
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<td>Kenneth M. Haffey, M.B.A., C.P.A., Lecturer</td>
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<td>DeWitt C. Harley, J.D., LL.M., Lecturer</td>
<td>Chicago-Kent College of Law</td>
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<td>Roy B. Harrill, LL.B., C.P.A., Lecturer</td>
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<td>Bruce E. Huey, M.S.T., C.P.A., Lecturer</td>
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<td>Donald F. Istvan, D.B.A., C.P.A., Professor</td>
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<td>Bruce W. Kelly, J.D., M.B.A., C.P.A., Lecturer</td>
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<td>Robert M. Kenost, M.S.T., C.P.A., Lecturer</td>
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<td>Donald T. King, M.S.T., C.P.A., Lecturer</td>
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<td>Fred F. Lang, M.B.A., C.P.A., Professor Emeritus</td>
<td>University of Chicago</td>
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<td>William F. Leary, J.D., M.S.T., C.P.A., Lecturer</td>
<td>University of Toledo</td>
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<td>Edward A. Liva, J.D., C.P.A., Lecturer</td>
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<td>Ronald D. Marcuson, M.A.S., M.S., C.P.A., Lecturer</td>
<td>University of Illinois</td>
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<td>Stanley C. Martens, Ph.D., C.P.A., Assistant Professor</td>
<td>Cornell University</td>
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<td>Eileen Marutzky, J.D., C.P.A., Lecturer</td>
<td>Chicago-Kent College of Law</td>
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<td>Gary C. Masterson, M.B.A., Lecturer</td>
<td>DePaul University</td>
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<td>Mark A. McCarthy, J.D., M.A.S., C.P.A., C.M.A., Assistant Professor</td>
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<td>John McEnroe, D.B.A, C.P.A., Professor</td>
<td>University of Kentucky</td>
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<td>Dennis M. Michon, J.D., LL.M., C.P.A., Lecturer</td>
<td>John Marshall Law School</td>
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<td>Joseph M. Mikrut, J.D., C.P.A., Lecturer</td>
<td>DePaul University</td>
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<td>Thomas L. Minder, Ph.D., Associate Professor</td>
<td>University of Pittsburgh</td>
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<td>Garry L. Moody, M.S.T., C.P.A., Lecturer</td>
<td>DePaul University</td>
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<td>Henry S. Moss, M.S.A., C.P.A., C.D.P., Assistant Professor</td>
<td>Long Island University</td>
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<td>Belverd E. Needles, Jr., Ph.D., C.P.A., C.M.A., Professor</td>
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<td>Leo R. Newcombe, M.B.A., C.P.A., Assistant Professor</td>
<td>Harvard University</td>
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<td>Denise Nitterhouse, D.B.A., C.P.A., Assistant Professor</td>
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<td>Thomas A. Nowak, M.B.A., C.P.A., Lecturer</td>
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<td>Ceil Pillsbury, Ph.D., C.P.A., Assistant Professor</td>
<td>DePaul University</td>
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<tr>
<td>Martha G. Radek, M.Acc., C.P.A., Lecturer</td>
<td>University of Chicago</td>
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<tr>
<td>Gerard V. Radice, M.B.A., C.P.A., Instructor</td>
<td>Maximillan University (Munich)</td>
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<tr>
<td>Helene Ramanauskas-Marconi, Ph.D., C.P.A., Professor</td>
<td>DePaul University</td>
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<td>David J. Roberts, J.D., M.S.T., M.B.A., C.P.A., Associate Professor</td>
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<td>Stephen Robin, M.S.A., C.P.A., Lecturer</td>
<td>DePaul University</td>
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<td>Larry B. Rudman, M.S.T., C.P.A., Adjunct Assistant Professor</td>
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<td>Catherine Rudolph, M.B.A., C.P.A., Lecturer</td>
<td>DePaul University</td>
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</table>
James W. Sansone, M.S.T., C.P.A., Lecturer
James S. Schmid, J.D., M.B.A., C.P.A., Lecturer
Donald Shannon, Ph.D., C.P.A.,
Professor

University of North Carolina at Chapel Hill

DePaul University

New York University

University of Illinois

University of Illinois

DePaul University

DePaul University

DePaul University

University of Wisconsin

University of Wisconsin

DePaul University

DePaul University

Northern Illinois University

DePaul University

DePaul University

University of Vienna

Northwestern University

University of Illinois

Northwestern University

ACCOUNTANCY PROGRAM REQUIREMENTS

Accountancy: 203 Cost and Managerial Accounting I; 204 Intermediate Theory I; 206 Intermediate Theory II; 308 Intermediate Theory III; 372 Auditing Theory I; 380 Taxes I; 383 Taxes II; and one from 303 Cost and Managerial Accounting II, 374 Auditing Theory II or 389 Current Issues in Accounting Practice.

Supporting Fields: Business Law 202 Commercial Paper and Sales is required.

Adjustments in programs may be made on recommendation of advisors and upon agreement with the Director or designate. The elective for Commerce students majoring in Accountancy may be taken outside of the College of Commerce with the written approval of the student's advisor. It is recommended that Accountancy majors take their College of Commerce elective in accounting. A grade of “C” or better is required in all major-field courses whether taken as an elective or 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 must have 180 quarter hours, which include all accounting courses, completed by the end of Winter Quarter of the senior year.

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; (2) declared Accountancy as their major field by completing a Declaration of Major Form. Membership may be conferred upon highly qualified students prior to Junior Standing at the discretion of the Director.
Declared Status

I. Qualifications for admission with Declared Status 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 accountancy grade point average in Accountancy 101, 103, 203 and 204 of 2.0 or above, and (2) an overall GPA of 2.3 in all academic work including accounting courses.

III. The following formula is applied to these criteria:
Accountancy Grade Point Average + Overall G.P.A. = 4.75 or above.
A person whose total score does not equal 4.75 or who does not meet the above criteria for candidacy is NOT eligible for Declared Status.

IV. Examples:

<table>
<thead>
<tr>
<th>Eligible:</th>
<th>Not Eligible: (Overall GPA below 2.3)</th>
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<tbody>
<tr>
<td>Accountancy GPA</td>
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<tr>
<td>Overall GPA</td>
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<tr>
<td>Total Score</td>
<td>4.83</td>
</tr>
</tbody>
</table>

Not Eligible: Accountancy GPA below 2.0

| Accountancy GPA | 1.67 | Accountancy GPA | 2.00 |
| Overall GPA | 3.10 | Overall GPA | 2.40 |
| Total Score | 4.77 | Total Score | 4.40 |

V. Students should submit their Declaration of Major Form upon completion of Accountancy 204. Completion of the Declaration of Major Form is required by the end of the Winter Quarter in the Junior Year.

Intended Status

Prior to completion of Accountancy 204 and acceptance by the School of Accountancy of the Declaration of Major Form, students will have status as Intended Accountancy major.

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. Participation in this program is by invitation only.

Special honors sections of accounting courses are provided for Strobel Scholars every quarter as indicated in the quarterly class schedule. The content and structure of these honors sections are designed to appeal to the Strobel Scholar.

Strobel Scholars proceed through the Program together, interacting with peers who have similar abilities. Learning and teaching concepts are advanced and student-oriented; 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 Accountancy 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.

**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.

**Minor**

A student may obtain a minor in Accountancy by completing the following courses: 101 Principles of Accounting I; 103 Principles of Accounting II; 203 Cost and Managerial Accounting I; 204 Intermediate Theory I; 206 Intermediate Theory II; and one accounting elective (excluding MIS 130 and MIS 340, formerly ACC 130 and ACC 340).

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### Courses

All courses carry four hours of credit unless otherwise stated.

101 **Principles of Accounting I.** An introduction to accounting as the means of recording, storing, and summarizing economic events of the business enterprise. Emphasis is placed on financial statements and other financial reports to management and the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. (Prerequisite: BMS 125 or equivalent and adequate performance on University placement exams in reading, writing and mathematics.) *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.*

203 **Cost and Managerial Accounting I** (formerly 104). Provides the conceptual and practical foundation in cost and managerial accounting. Deals with cost accumulation techniques (job, process, and standard costing), cost-volume-profit analysis, joint and by-product costs and relevant costs. (Prerequisite: 103.) *Offered every term.*
Intermediate Theory I. A thorough investigation of generally accepted accounting principles, and alternatives thereto, underlying corporate financial statements. Emphasis is placed on assets, liabilities and income measurement. (Prerequisite: 203 and Junior Standing.) Offered every term.

Intermediate Theory II. A companion and sequel to Accounting 204. Emphasis is placed on owner's equity, long term investments, revenue recognition, pensions, leases, and the accounting treatment of income taxes. (Prerequisite: 204.) Offered every term.

Business Decision Making for Non-Accountants. This is a survey course in managerial accounting. The course emphasizes how to use accounting information for management decisions. Students will be exposed to planning and control techniques, cost behavior, cost-volume-profit analysis, production costs, differential and relevant decision making costs, capital decision making, budgeting and performance evaluation. (Prerequisites: Enrollment limited to non-accounting majors.) Offered Spring variable.

Cost and Managerial Accounting II. This course deals with cost and managerial accounting in decision making. Topics include segment performance evaluation, transfer pricing, capital budgeting and decision making under uncertainty. Students will be exposed to mathematical models, control and decision models, and the use of statistical techniques for cost estimation and control. Students obtain hands-on computer experience. (Prerequisite: 203, BMIS 142 and Junior Standing.) Offered every term.


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. Students will gain hands-on computer experience in the IFPS financial planning and modeling language. (Prerequisite: MIS 130 or equivalent and Junior Standing.) Offered variably.

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.

Auditing Theory II. A companion and sequel to Accounting 372. This course emphasizes the implementation of generally accepted auditing standards through the integration of computer software and the study of sampling and other audit techniques. Recent professional pronouncements are also covered in depth. (Prerequisites: 372, BMIS 142, MIS 130 and Junior Standing.) Offered Autumn, Winter, Spring.

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

Current Issues in Accounting Practice. An in-depth seminar examining current problems and issues in Accountancy. Current emerging issues are emphasized as well as more in-depth treatment of topics covered in earlier courses. Subject areas change as new issues develop. (Prerequisites: 308 and Senior Standing.) Offered variably.

CPA Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems are selected to systematically review the student's knowledge of all pertinent aspects of accounting. Open only to candidates for the next CPA examination and with permission of the Director of the CPA Review. May be taken for eight quarter hours of credit with permission. Begins in mid-June for November Exam and in January for May Exam.

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.

Special Topics. Content and format of this course are variable. An in-depth study of current issues in accountancy. Subject matter will be indicated in class schedule. (Prerequisite: 204 and Junior Standing or as listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in accountancy. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)

MANAGEMENT INFORMATION SYSTEMS

The School of Accountancy offers the following courses in Management Information Systems:

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: BMS 125 or equivalent and Senior Standing.) Offered every term.

Management Information Systems. A study of information systems within organizations. The course will examine how information systems may be developed and utilized to support the operational, tactical and strategic decision-making activities within the functional areas of organizations. Students will gain hands-on computer experience in the use of appropriate software packages. (Prerequisite: 130 or equivalent and Senior Standing.) Offered every term.
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.

Kenneth R. Thompson, 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.

DECLARATION OF MAJOR

For a student to become a major in Business Administration, Junior Standing is required with a grade of "C" or better in Business Law 201 and Management 200, and a cumulative GPA of 2.0. The student is required to declare by the end of the Winter Quarter of the Junior year.

CAREER ORIENTATIONS

I. Pre-Law

Consistent with developing the skills essential to a successful career in law, an education in Business stresses an understanding of the background and operation of American business institutions. Courses in Accountancy, Economics, Finance, Management and Marketing are especially useful to the Pre-Law student.

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. See Alexander Devience, 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.

Three of the several career interests to which an undergraduate student might direct his/her program of studies are:

1. Entrepreneurship/Small Business: for students who anticipate starting a business or taking over an existing business. See Harold Welsch, Entrepreneurship advisor.

2. Union Management: to provide a solid foundation through selected course work in business law, economics, history, personnel, and management. See Nicholas Mathys, Human Resources Management advisor.

3. General Business: to develop skills in specialized areas such as organizational change and/or development, strategic planning, communication, and international business. See Kenneth R. Thompson, Management Department Chairman.
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

Bala Batavia, Ph.D., Professor and Chairman
David Allardice, Ph.D., Lecturer
Ashok Batavia, M.B.A., M.S.A., Visiting Instructor
Elijah Brewer, Ph.D., Lecturer
Frank J. Brown, Ph.D., Professor Emeritus
Richard B. Chalecki, Ed.D., Adjunct Professor
Jin Choi, Ph.D., Lecturer
Desiree Ciecka, M.A., Instructor
James E. Ciecka, Ph.D., Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
William M. Dugger, Ph.D., Professor
Douglas Evanoff, Ph.D., Lecturer

North Carolina State University
Colorado State University
DePaul University
Massachusetts Institute of Technology
Catholic University of America
Loyola University of Chicago
Iowa State University
DePaul University
Purdue University
Northwestern University
Cornell University
University of Texas
Southern Illinois University
Animesh Ghoshal, Ph.D., Professor
David Hansen, M.A., Lecturer
William A. Hayes, Ph.D., Professor
Anthony Krautmann, Ph.D., Assistant Professor
Indra Makhija, Ph.D., Lecturer
Adolph E. Mark, Ph.D., Associate Professor
Michael S. Miller, Ph.D., Associate Professor
Larry R. Mote, B.A., Lecturer
Herbert E. Neil, Jr., Ph.D., Lecturer
Margaret A. Oppenheimer, Ph.D., Associate Professor
Barbara R. Reque, Ph.D.,
   Director, Center for Economic Education
Richard M. Thornton, Ph.D., Associate Professor and
   Associate Director, Center for Economic Education
William R. Waters, Ph.D., Professor
Richard J. Wiltgen, Ph.D., Professor
University of Michigan
Stanford University
Catholic University of America
University of Iowa
University of Chicago
University of Illinois
University of Pittsburgh
Cornell University
University of Michigan
Northwestern University
University of Chicago
Northern Illinois University
Georgetown University
University of Illinois

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.

DECLARATION OF MAJOR

For a student to become a major in the Economics Department, Junior Standing is required with a grade of “C” or better in Economics 103, 104 and 215, and a cumulative GPA of 2.0. The student is required to declare by the end of the Winter Quarter of the Junior year.

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; 311 Business and Economic Forecasting; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

VI. Labor Economics

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

SPECIAL PROGRAMS
Minor
A student may obtain a minor in Economics by completing the following courses: 103 Principles of Macroeconomics; 104 Principles of Microeconomics; 215 Introduction to Money and Banking; and three economics electives.

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: BMS 125 and Sophomore Standing.) 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: BMS 125 and Sophomore Standing.) Offered Autumn, Winter, Spring, Summer.


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: 103, 104, and Junior Standing.) Offered Autumn, Winter, Spring, Summer.
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.) Offered Autumn.

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.) Offered Spring.

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.) Offered Winter, Spring.

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: 104.) Offered Winter.

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

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

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: 104.) Offered Autumn, Winter.

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: 103.) Offered Autumn, Spring.

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. Not to be taken by Economics majors. (Prerequisite: 104.) Offered Spring.

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

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: 104, BMS 142 or Economics 242 and Junior Standing.) Offered Winter.

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: 103 or 104.) Offered variably.

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

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 and 104 or permission of Chairperson.) *Offered variably.*

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

368  **Industrial and Commercial Location** (cross-listed as Geography 368 and Marketing 368).
An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 104.) *Offered variably.*

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

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

395  **Seminar in Selected Economic Topics.** An in-depth seminar examining current problems in economics. 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.) *Offered variably.*

398  **Special Topics.** Content and format of this course are variable. An in-depth study of current issues in Economics. Subject matter will be indicated in class schedule. (Prerequisite: Junior Standing or as listed in class schedule.) *Offered variably.*

399  **Independent Study.** Available to students of demonstrated capability for intensive independent work in economics. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)
Finance

Geoffrey A. Hirt, Ph.D., Associate 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

Geoffrey A. Hirt, Ph.D., Associate Professor and Chairman

Thomas Berry, Ph.D., Associate Professor
Arthur A. Eubank, Ph.D., Adjunct Professor
Richard T. Garrigan, Ph.D., Professor
Adam K. Gehr, Jr., Ph.D., Professor
Paul Gronewoller, Ph.D., Assistant Professor
Daniel Guenther, M.S., Assistant Professor
James A. Hart, J.D., Ph.D., Professor Emeritus
John L. Houston, Ph.D., Associate Professor
Keith M. Howe, Ph.D., Professor and Scholl Chair
Joan Junkus, Ph.D., Associate Professor
Theodore Kelz M.S., Adjunct Assistant Professor
Thomas J. Kewley, Ph.D., C.F.A. Professor
Eric Kostbade, M.B.A., Visiting Instructor
Carl F. Luft, Ph.D., Assistant Professor
Joseph G. Kvasnicka, Ph.D., Lecturer
John D. Markese, Ph.D., Associate Professor

University of Illinois
University of Missouri
Pennsylvania State University
University of Wisconsin
Ohio State University
University of Nebraska
University of Wisconsin
Fordham University
Northwestern Illinois
University of Nebraska
University of Illinois
University of Illinois
Michigan State University
University of Missouri
Georgia State University
Wayne State University
University of Illinois
DR. WILLIAM M. SCHOLL CHAIR IN FINANCE

Through the generosity of the Scholl Foundation, this endowed chair was established for a nationally recognized scholar in the field of Financial Management. Professor Keith Howe, Ph.D., has been holder of the Scholl Chair since 1986.

DEPARTMENTAL PROGRAM REQUIREMENTS

Finance: 310 Financial Management I; 311 Financial Management II; 320 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 Financial Management

II. Investment 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: 352 Real Estate Finance; 353 Real Estate Investment; 354 Real Estate Valuations I; 355 Real Estate Valuations II.
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 G.P.A. of 2.5; (2) received a minimum grade of C in each freshman sophomore commerce core course (8 courses); (3) receive at least a C in Finance 310; and (4) transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her junior year.

Minor

A student may obtain a minor in finance by completing the following courses: 310 Financial Management I; 311 Financial Management II; 330 Investments: Securities and Markets; and three finance electives.

Courses

A minimum grade of “C” in Finance 310 is a prerequisite for all other Finance courses for all students. All courses carry four hours of credit unless otherwise stated.

310 Financial Management I. 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 firm. Capital budgeting, capital structure and costs and dividend policy. (Prerequisite: Junior Standing.) Offered every term.

311 Financial Management II. A continuation of the methodology established in Finance 310. Emphasis is on working capital management, financial statement analysis and advanced topics in capital budgeting. (Prerequisite: 310.) Offered variably.

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: 311.) Offered Autumn, Winter, Spring.

320 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.

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 microeconomic policy, both in the definition of the goals and in the implementation of policy tools. (Prerequisite: 320 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: 310) 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 non-financial businesses in securing funds from or employing funds in these markets. (Prerequisite: 320 or permission.) 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: 320 and 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: 310, 320 or permission.) Offered every term.

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: 310.) 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: 310.) Offered Autumn, Winter, Spring.
354 **Real Estate Valuations I.** Introduction to the appraisal process. Basic approaches to valuation analysis with emphasis on their application to the appraisal of residential property. (Prerequisite: 310.) *Offered Winter, Spring.*

355 **Real Estate Valuations II.** In-depth study of the valuation process, with emphasis on the income capitalization approach. Application of the valuation process to income property analysis and complex valuation assignments. (Prerequisite: 354.) *Offered Spring.*

362 **Risk Management.** Theories and techniques of risk management, in both the corporate and investment management settings. (Prerequisite: 310 and 330.) *Offered variably.*

393 **Finance Internship.** An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director. (Prerequisite: Permission.)

395 **Investment Seminar.** Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. (Prerequisite: Permission.)

398 **Special Topics.** Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule. (Prerequisite: 310 or as listed in class schedule.) *Offered variably.*

399 **Independent Study.** Available to students of demonstrated capability for intensive independent work in finance. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)
Management

Kenneth R. Thompson, Ph.D., Associate Professor and Chairman

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 skills that are used in a variety of management 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.

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

A student wishing to major in Management must complete at least six management courses in the selected field of specialization, as well as the three courses required of all majors—Management 200, 201, and 304. Students follow one of the career orientations outlined below. Each career orientation has specific 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 can be taken to develop a double major, or can be replaced by Liberal Arts courses to develop a Liberal Arts minor.
FACULTY
Kenneth R. Thompson, Ph.D., Associate Professor and Chairman
University of Nebraska
Indiana University
University of Chicago
University of Cincinnati
Loyola University
University of Illinois
University of Oregon
Loyola University
Northern Illinois University
Northwestern University
Illinois Institute of Technology
Iona College
DePaul University
University of Illinois
Harvard University
DePaul University
DePaul University
Loyola University
Illinois State University
DePaul University
Harvard University
DePaul University
Loyola University
Purdue University
Roosevelt University
Northwestern University
University of Illinois
Illinois Institute of Technology
DePaul University
Illinois Institute of Technology
University of Illinois
DePaul University
Illinois Institute of Technology
University of Illinois
DePaul University
Northwestern University
Chicago-Kent College of Law
Illinois Institute of Technology
Arizona State University
University of Louvain
DePaul University
Chicago-Kent College of Law
DePaul University
Northwestern University
DePaul University
Northwestern University
DePaul University

Adnan J. Almaney, Ph.D., Professor
University of Chicago
Abdul J. Alwan, Ph.D., Professor
University of Cincinnati
James A. Belohlav, Ph.D., Associate Professor
Loyola University
John E. Burns, J.D., M.B.A., Professor Emeritus
University of Illinois
Cameron Carley, Ph.D., Associate Professor
University of Oregon
Ray W. Coye, Ph.D., Assistant Professor
Loyola University
Alexander Devience, J.D., Assistant Professor
Northern Illinois University
Michael DiPrima, M.B.A., Lecturer
Northwestern University
Charles F. Douds, Ph.D., Associate Professor
Illinois Institute of Technology
David E. Drehmer, Ph.D., Associate Professor
Iona College
Ray W. Farrell, B.B.A., Lecturer
DePaul University
Eugene F. Fregotto, M.B.A., Lecturer
University of Illinois
Samuel B. Garber, J.D., Assistant Professor
Harvard University
Karen Giddens-Emig, M.B.A., Instructor
DePaul University
Edwin A. Giermak, M.B.A., C.A.S., Lecturer
DePaul University
Renee Gregoire, M.B.A., Lecturer
Loyola University
Jack H. Grossman, Ph.D., Associate Professor
Illinois State University
Timothy Helton, Ed.D., Lecturer
DePaul University
Loretto Hoyt, A.M., Professor Emeritus
Harvard University
Jerome Katz, L.L.M., Lecturer
DePaul University
Nathan LaPlaca, M.S., Lecturer
Loyola University
Helen N. LaVan, Ph.D., A.P.S., Professor
Purdue University
Irwin P. Lazarus, Ph.D., Associate Professor
Roosevelt University
Augusto Maldonado, M.A., Lecturer
Northwestern University
Michael Z. Massel, Ph.D., Professor Emeritus
University of Illinois
John P. Masterson, Ph.D., Professor
Illinois Institute of Technology
Nicholas J. Mathys, Ph.D., Professor
DePaul University
Clarence Maxwell, M.S., Lecturer
Illinois Institute of Technology
Michael Mercer, Ph.D., Lecturer
University of Illinois
Thomas S. Metskas, J.D., Lecturer
DePaul University
Gerald Meyer, M.B.A., Lecturer
Robert C. Morris, Ph.D., Professor Emeritus
Illinois Institute of Technology
Michael A. Murray, Ph.D., J.D., Professor
University of Illinois
Kathleen Oestreicher, M.B.A., Lecturer
DePaul University
Pricha Pantumsinchai, Ph.D., Visiting Assistant Professor
Illinois Institute of Technology
Dominic G. Parisi, Ph.D., Professor
Northwestern University
Randy Rollinson, M.B.A., Lecturer
Chicago-Kent College of Law
Anthony Russo, M.B.A., Lecturer
Illinois Institute of Technology
Leo V. Ryan, C.S.V., Ph.D., Professor
Arizona State University
Brad Staats, M.B.A., Lecturer
University of Louvain
James E. Staruck, J.D., Assistant Professor
DePaul University
F. James Staszak, Ph.D., Associate Professor
Chicago-Kent College of Law
Peter W. Stonebraker, Ph.D., Assistant Professor
Northwestern University
Owais R. Succiari, Ph.D., Associate Professor
Northwestern University
Ronald Szopa, J.D., Lecturer
DePaul University
David A. Tanzer, J.D., Lecturer
Chicago-Kent College of Law
Ramanathan Venkataraman, M.B.A., Instructor
Northwestern University
Harold P. Welsch, Ph.D., Professor
DePaul University
Thomas J. Wynn, J.D., Adjunct Professor
Northwestern University
Earl C. Young, Ph.D., C.P.I.M., Associate Professor
DePaul University
Debra Zeigler, M.B.A., Lecturer
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.

Electives: four courses in Commerce. The following courses are recommended to satisfy the four Commerce electives: Management 231 Communications; 303 Organizations; 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 Materials/Purchasing/Service Sector Management Career Orientations

Students must complete three required courses and three elective courses. Students interested in the Materials Management career option should take 315 Materials Management; 316 Manufacturing Planning and Control Systems; and 391 Seminar in Materials and Purchasing Management. Students interested in a career in Purchasing should take 323 Principles of Purchasing Management; 324 Designing and Organizing Purchasing Systems; and 391 Seminar in Materials and Purchasing Management. Students interested in a career in the Service Sector should take 345 Service Sector Management; 346 Advanced Topics in Service Sector Management; and 392 Seminar in Management of Service Operations. In addition, students must complete three elective courses. These electives may come from any operations management courses or any other courses approved by the Program Coordinator, Dr. Earl C. Young.

DECLARATION OF MAJOR

For a student to become a major in the Management Department, Junior Standing is required with a grade of "C" or better in Management 200 and 201, and a cumulative GPA of 2.0. The student is required to declare by the end of the Winter quarter of the Junior year.

SPECIAL PROGRAMS

Minor

A student may obtain a Minor in Management by completing the following courses: 200 Management and Organization Principles and Practice; 201 Operations Management I; and four Management electives (excluding 304 and 394 if used as a substitute for 304). The Minor may be oriented to such interests as strategic planning and personal skill development with the advice of the Department Chairman.
All courses carry four hours of credit unless otherwise stated.

**Courses**

**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** (cross-listed as Philosophy 228 and Religious Studies 228). 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. (May be applied as Philosophy, Religion, or business elective only.) Offered every term.

**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. (May be applied as business elective only.) Offered Autumn, Winter, Spring.

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

Fundamentals of Industrial Psychology. 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, Spring.

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 Winter, Summer.

Materials Management. Analysis of the materials management process as a closed loop planning and control system, including production planning, master production scheduling and material requirements planning. Selected software packages are used to analyze these activities integrating materials management with corporate level planning processes, and the role of materials management in computer integrated manufacturing systems. (Prerequisite: 201.) Offered Autumn.

Manufacturing Planning and Control Systems. Continuation of the analysis of materials management as a closed loop planning and control system. Emphasis is on capacity planning, production activity and inventory management systems is also reviewed. (Prerequisite: 200, 200.) Offered Winter.

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 Autumn, Spring.

Principles of Purchasing Management. Analysis of the purchasing function, including requests, sourcing, solicitation and evaluation of bids and quotations, vendor analysis, contract execution and implementation. Organization and management of the purchasing function with emphasis on developing policies and procedures, internal controls and performance evaluation. (Prerequisite: 201.) Offered Autumn.

Designing and Organizing Purchasing Systems. Purchasing and materials management interrelationships, forecasting and planning, development supply sources, buying methods, standardization, value analysis and cost reduction. Consideration is also given to intra-company relationships especially with general management, production control, quality control, stores and traffic. (Prerequisite: 200, 201.) Offered Winter.

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 BMS 142.) Offered Autumn, Winter.
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, Spring.

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.

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.

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.

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 Winter, Spring.

Human Resource Policy and Practices. 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 line 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.

Service Sector Management. This course is the first in a two course sequence. The student is introduced to both the characteristics of the service economy and of the management of operations in the service organization. Problems, cases, and discussion focus on the nature of service operations, decisions faced in operations, and tools available to facilitate the effective and efficient management of operations in the service organization. Specific topics include: design of service delivery systems, facility planning, capacity utilization and decision models. (Prerequisite: 201.) Offered Autumn.

Advanced Topics in Service Sector Management. This course is the second of a two course series in operations management for the service sector. Selected topics in operations management are developed in detail as they relate to the design and management of service operations. A case approach is used to cover such topics as: productivity improvement, work design, quality control, quality circles and service strategy. (Prerequisite: 345.) Offered Winter.

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: 211 or Permission.) Offered Winter.

Administrative Practices. Modern management practices in administrative information exchange, problem solving, and decision making are studied and then applied in cases, exercises or projects. PC-based productivity tools such as desktop managers, graphics presentation aids, thought processors, and expert systems are explored. No programming is required. Specific topics and student projects will vary from term to term. (Prerequisite: 200 or permission of instructor.) Offered Spring.
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.

Seminar in Materials and Purchasing Management. An advanced and comprehensive capstone seminar in procurement and materials management issues focused toward two student research projects. The production process topic is designed to pursue a range of analysis, design, implementation, and control methods; and the decision topic will address short-, mid-, and long-term production management issues. Both will use the "factory within the university" computer simulated materials requirement planning (MRP) database. Guest speakerships and seminars by production managers are anticipated. The MRP II or III database will facilitate student assessment of the costs of decision alternatives and the development of performance tradeoffs. (Prerequisite: 316 or 324.) Offered Spring.

Seminar on Management of Service Operations. This course serves as a capstone for the program in operations management for the service sector. Emphasis is placed on the overall management of service operations and the integration of operations with other functional areas. The student will be expected to complete an in-depth analysis of a service operation as well as participate in case analyses. Specific applications to corporate operations will be stressed. (Prerequisite: 346.) Offered Spring.

Entrepreneurship Policy: Diagnosis and Planning Overview case method course designed for students who may own or operate their own business. The viewpoint is that of the chief administrative officer or entrepreneur concerned with start-up, setting objectives, policies and plans of a new or growing enterprise. Real "live" cases of actual firms will be analyzed and business plans will be developed. (This course may be used as a substitute for Management 304 to fulfill the College Core Requirement.) (Prerequisite: Degree candidates in Senior Year.) Offered Autumn, Winter, Spring.

Special Topics. Content and format of this course are variable. An in-depth study of current issues in management. Subject matter will be indicated in class schedule. (Prerequisite: 200 or as listed in class schedule.) Offered variabley.

Independent Study. Available to students of demonstrated capability for intensive independent work in management. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)
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 Spring.

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 Winter.

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 Winter.

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 Spring.
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.

FACULTY

Robert E. Pitts, Ph.D., Professor and Chairman and Director, Kellstadt Center for Marketing Analysis and Planning

Julian Andorka, Ph.D., Associate Professor
August Aquila, Ph.D., Lecturer
Roger J. Baran, Ph.D., Associate Professor
Susan Bass, M.S., Instructor
James Berger, M.B.A., Lecturer
Robert J. Boewadt, Ph.D., Associate Professor
Petr G. Chadraba, Ph.D., Associate Professor
Mary Lynn Dickman, M.S., Lecturer
Vernon J. Grubisich, M.B.A., Lecturer
Terrence J. Kearney, Ph.D., Assistant Professor
J. Steven Kelly, D.B.A., Associate Professor
Philip R. Kemp, M.B.A., Assistant Professor
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
Leonard Rosenstein, M.B.A., Lecturer

University of South Carolina
St. Elizabeth University (Budapest)
Indiana University
University of Chicago
Carnegie-Mellon University
University of Chicago
Michigan State University
University of Nebraska
Roosevelt University
DePaul University
Indiana University
Kent State University
DePaul University
DePaul University
Northwestern University
Northwestern University
University of London
University of Chicago
DEPARTMENTAL PROGRAM REQUIREMENTS

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

DECLARATION OF MAJOR

For a student to become a major in the Marketing Department, Junior Standing is required with a grade of "C" or better in Marketing 200 and 202, and a cumulative GPA of 2.0. The student is required to declare by the end of the Winter Quarter of the Junior year.

CAREER ORIENTATIONS

Marketing graduates may follow careers in various areas of marketing such as communications, marketing research or general marketing management. Majors in Marketing may wish to group their elective courses with a specific career orientation in mind, although it is not required.

Examples of courses which might be selected by students interested in a career in communications might be Marketing 320 Principles of Advertising, Marketing 322 Advertising Campaigns, and Marketing 370 Personal Selling.

A student interested in marketing research would benefit from electing Marketing 381 Marketing Research Methods, Marketing 375 Sales Forecasting, and Marketing 368 Industrial and Commercial Location.

An interest in general marketing management could be developed through electing courses such as Marketing 331 Retail Management, Marketing 360 International Marketing, and Marketing 365 Industrial Marketing.

SPECIAL PROGRAMS

Minor

A student may obtain a minor in Marketing by completing the following courses: 200 Principles of Marketing; 202 Marketing Management; 300 Introduction to Marketing Research; 310 Consumer Behavior; and two marketing electives.
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.*
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, 300, 310 and Senior Standing.) Offered Autumn, Winter, Spring.

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

Marketing to Business Intermediaries (formerly Industrial Marketing). A comparison of strategies and applications for marketing to business intermediary markets vs. consumer markets. Analysis of major problems and decisions for products and services are examined through lectures, cases and projects as applicable. (Prerequisite: 202.) Offered variably.

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

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

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: 202.) Offered variably.

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.

Service Marketing. This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases. (Prerequisite: 202 and 310.) Offered variably.

Special Topics. Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. (Prerequisite: 202 or as listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in marketing. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)
In recent years there has been enormous growth and development in applications of mathematics to business problems. The mathematics program is planned to make some of these powerful tools accessible to students in the College of Commerce. The basic sequence 125 and 126 is intended to help the student gain insight and understanding in some fundamental principles of mathematics and to show how these principles are related to typical situations that arise in business. In addition, the basic sequence is intended to provide a background for those whose needs and interests require advanced study in mathematics. Courses in Mathematics and Statistics are offered only as supporting studies and electives.

FACULTY

J. Marshall Ash, Ph.D., Professor and Director
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
Roger Jones, Ph.D., Professor
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblade, Ed.D., Lecturer
Effat Moussa-Hamouda, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Associate Professor
Rochelle Plager, M.S., Lecturer
Walter A. Pranger, Ph.D., Professor
Gerald Samp, M.S., Lecturer
Daniel Seiden, M.B.A., Adjunct Associate Professor
Catherine Sorenson, M.S., Lecturer
Beverly Suhr, M.S., Lecturer
Jacob Towber, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Michael Wichman, Ph.D., Associate Professor
Yuen-Fat Wong, Ph.D., Professor

University of Chicago
DePaul University
University of Chicago
University of Wyoming
University of California at San Diego
Columbia University
University of Chicago
University of Illinois at Chicago
Illinois Institute of Technology
Northwestern University
Illinois Institute of Technology
Rutgers University
University of Oregon
Loyola University of Chicago
University of Iowa
Northwestern University
Northeastern Illinois University
Illinois Institute of Technology
University of Illinois, Chicago
University of Michigan
University of Illinois, Chicago
DePaul University
University of Chicago
University of Chicago
Northwestern University
Cornell University
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.

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

**157 Calculus and Statistical Analysis for Business III (Honors).** Normal and binomial distributions, central limit theorem. Applications to sampling. Students' distribution, $X^2$ distribution, F distribution, hypothesis testing, and confidence intervals. Linear regression and correlation, including confidence intervals for the regression parameters. (Prerequisite: 156 or adequate performance on placement exam.) 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
Gerald Paetsch
  Administrative Assistant to the Dean/Office Manager
Patricia A. Rosten, B.S.
  Academic Advisor
Linda Greco, B.A.
  Administrative Assistant to the Dean
MariAnn R. Curta, B.A.
  Coordinator of Special Events and Publications

LOOP CAMPUS

UNDERGRADUATE EVENING/GRADUATE DIVISION
Robert E. Brewer, Ph.D.
  Associate Dean
Sharon R. Dixon, B.A.
  Administrative Assistant to the Dean/Student Faculty Support Services
Kurt True, B.A.
  Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

ACADEMIC DEPARTMENTS AND PROGRAMS
Art
Biological Sciences
Chemistry
Communication
Computer Science
Economics
English
Institute for English Language Studies
Environmental Sciences
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
Religious Studies
Sociology
Social Sciences
Urban Studies
Woman’s Studies
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.
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 339 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) 341-8300. 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 339 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 153 of the Bulletin. In addition, several departments offer departmental Honors Programs for their majors.

The following departments offer degree programs in the College:

Art
Biological Sciences
Chemistry
Computer Science
Economics
English
Environmental Studies
Geography
History
Mathematical Sciences

Modern Languages (French, German and Spanish)
Nursing
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology

In addition, degree programs in Communication, and Medical Technology are offered; pre-professional training for careers in medicine, dentistry, law and engineering is an additional feature of the curriculum. 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, Social Sciences and Urban Studies. 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.

MINOR

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 with their major field. Generally, a minor consists of a set of courses introductory to the field plus another set of more specialized courses. Most minors require six courses some of which may also be counted for Liberals Studies Program credit. Minors are open to students in all colleges and departments; however, students may not minor in the same department in which they major.

The following minors are offered by Departments in the College of Liberal Arts and Sciences. The page number following the minor indicates where further details may be found. For further information contact either the department that offers the minor or your college office.

ART (p. 87)
- General Art
- Art History
- Painting
- Sculpture
- Printmaking
- Photography
- Design
- International Studies

BIOLOGICAL SCIENCES (p. 92)

CHEMISTRY (p. 99)

COMMUNICATION (p. 106)
- General

COMPUTER SCIENCE (p. 114)
- Information Systems

ECONOMICS (p. 124)

ENGLISH (p. 130)
- Writing
- Literature

GEOGRAPHY (p. 141)

HISTORY (p. 147)

LATIN AMERICAN STUDIES (p. 158)

MATHEMATICS (p. 162)
- Statistics

MODERN LANGUAGES (p. 175)

PHILOSOPHY (p. 192)

PHYSICS (p. 198)
- Microelectronics

POLITICAL SCIENCE (p. 205)
- American Politics

PSYCHOLOGY (p. 216)
- Applied
- Experimental
- Industrial/Organizational

RELIGIOUS STUDIES (p. 222)

SOCIOLOGY (p. 228)
- General
- Health and Human Services
- Juvenile Justice
- Organizations
- Law and Society

WOMEN'S STUDIES (p. 241)
MINOR IN BUSINESS ADMINISTRATION

Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in Business Administration by completing the nine course requirement listed below. Courses listed with an * may be taken for Liberal Studies credit.

The following six courses are required: *Economics 103; *Computer Science 110 (or equivalent); *Mathematics 112 (or equivalent); Economics 104; Accounting 101; Accounting 103.

After completion of the six required courses, three additional courses may be elected from the following list: Business Law 201; Management 200; Marketing 200; Marketing 202 (prerequisite: Marketing 200); Finance 310; Economics 215. (Note that Finance 210 and Economics 215 assume a mathematical background at the level of the BMS sequence — BMS 125, 126, 142.)

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. Students may not take course in their major for Liberal Studies credit. However, in some cases, allied field courses required by the student's major program may be taken for Liberal Studies credits. (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 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106). 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 22 courses is listed in the Liberal Studies section (above), only 20 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.
Robert Donley, 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. A concentration in advertising art and design is in development and individual courses in that field are offered.

In addition, the department offers a minor in all studio art, disciplines, art history, and advertising art and design 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

Robert Donley, M.F.A. Professor and Chairman
Sally Kitt Chappell, Ph.D., Professor
Marilyn Dunn, Ph.D., Lecturer
Peter Fikaris, Assistant Professor
Kathryn Lehar, M.F.A., Lecturer
Gerald Lietz, Ph.D., Lecturer
Stephen Luecking, M.F.A., Associate Professor
Simone Zurawski, Ph.D., Assistant Professor

Art Institute of Chicago
Northwestern University
University of Chicago
Art Institute of Chicago
University of Illinois
University of Notre Dame
Miami University
Brown University
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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

General Foundation

Art: 105 Foundation Design; 106 Foundation Drawing; 205 Three-Dimensional Design; 308 Ancient and Medieval Art; 340 Renaissance, Baroque and Rococo Art; 346 19th and 20th Century Art.

I. Studio Concentration

Core Courses: 110 Painting; 115 Sculpture; 206 Intermediate Drawing; and one additional Art History course. Three additional studio practice courses are to be chosen in consultation with the 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.
II. Art History Concentration

Core Courses: 320 American Art; 324 History of Architecture; 325 Oriental Art; and one studio practice course. Three additional history of art courses are to be chosen in consultation with the 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. Students who are planning on a professional career in art or plan on attending graduate school should have 72 hours of course work in art.

SPECIAL PROGRAMS

Art Minor

Students majoring in other fields may complete a minor in Art. Several different minors are available in studio practice, art history, and advertising art and design.

Grace and Walter Byron Smith Scholarships

The Department of Art, in a Partnership Program with The School of The Art Institute of Chicago, participates in awarding Grace and Walter Byron Smith Scholarships to DePaul students. These scholarships provide for study in programs conducted by The School of The Art Institute of Chicago. Contact the chairman of the Department of Art for information and application procedures.

Courses

All courses carry 4 quarter hours credit unless otherwise noted. Students majoring in Art may elect Level 1 courses offered in liberal studies for elective credit only. Titles of courses offered in the Liberal Studies Program are italicized.

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

GENERAL ART

102 Principles of 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. General Foundation course, materials fee of $10.00.
205 Three-Dimensional Design. General Foundation course, materials fee of $10.00.

Drawing
Varied media related to representational and expressive rendering and techniques of spatial organization.
106 Foundation Drawing. General Foundation course.
107 Drawing. (Especially for Theatre students, 2 credit hours.)
206 Intermediate Drawing. Core course.
207 Advanced Drawing.
208 Drawing. (Especially for Theatre students, 2 credit hours.) (Prerequisite: 107)
209 Drawing. (Especially for Theatre students, 2 credit hours.) (Prerequisite: 107, 208)
312, 313, 314 Drawing (Especially for Theatre students, 2 credit hours.)

Painting
Techniques of oil painting and pictorial composition in both representational and non-representational modes.
110 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 as 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 $10.00.
331 Serigraphy. Materials fee of $10.00.

Sculpture
Sculptural techniques and processes exploring a variety of conceptual directions and their implications as sculptural form.
115 Sculpture. Core course, materials fee of $10.00.
Advertising Art and Design

Application of design principles and production skills to create effective communication through words and images for print and other mass media.

260 Advertising Art & Design I. Materials fee of $10.00.
261 Advertising Art & Design II. (Prerequisite: 260.) Materials fee of $10.00.
262 Publication Design. (Prerequisite: 260, 261.) Materials fee of $10.00.

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. General Foundation course.
320 American Art. Core course.
322 Contemporary Art.
324 History of Architecture. Core course.
325 Oriental Art. Core course.
326 Film Art as Visual Art.
327 African and Oceanic Art.
340 Renaissance, Baroque and Rococo Art. General Foundation course.
347 The Artist as Humanist (Honors).

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
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. Griesbach, Ph.D., Associate Professor and Chairman
University of Chicago
Robert A. Anderson, Ph.D., Associate Professor
University of Arkansas
John R. Cortelyou, C.M., Ph.D., Professor
Northwestern University
Lester Fischer, D.V.M., Adjunct Associate Professor
University of Illinois
(Lincoln Park Zoo)
Stanford University
Daniel Gibbs, Ph.D., Associate Professor
Marquette University
Danute S. Juras, Ph.D., Associate Professor
University of Hawaii
Leigh A. Maginniss, Ph.D., Assistant Professor
Marquette University
Dolores J. McWhinnie, Ph.D., Associate Professor
University of Chicago
Mary A. Murray, Ph.D., Associate Professor Emeritus
University of Delaware
Robert L. Novak, Ph.D., Associate Professor
Northwestern University
(Joint appointment with Chemistry)
Marquette University
Daniel G. Oldfield, Ph.D., Associate Professor Emeritus
University of Chicago
Robert C. Thommes, Ph.D., Professor Emeritus
Northwestern University
James E. Woods, Ph.D., Professor
Stritch School of Medicine, Loyola University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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, 207 and 225 do not generate credit toward the major.)
Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III. (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); one computer course: Computer Science 149 Programming with BASIC, Computer Science 240 Personal Computing, 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.)

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 most of 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. 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 prior to their Junior 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, with the exception of Common Studies, 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.

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. May not be taken for credit by students who have previously passed Biology 110.)

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. 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 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. (Prerequisite: One Level I Biology and one additional NSM course.)

207 Biological Clocks, Cycles and Rhythms. An examination of biological clocks in man and other organisms, including underlying mechanisms and applications. (Prerequisite: One 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 as 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. 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 only. (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.)

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.)
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 and Chairman
Sharif U. Ahmed, Ph.D., Assistant Professor
Jurgis A. Anysas, Ph.D., Associate Professor
Fred W. Breiteil, 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 Emeritus
Franklin S. Prout, Ph.D., Professor Emeritus

Yale University
Auburn University
Illinois Institute of Technology
University of Cincinnati
Wayne State University
Northwestern University
Northwestern University
Iowa State University
University of Delaware
Loyola University, Stritch School of Medicine
Vanderbilt University
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

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 11 of the Bulletin.)

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Chemistry: 111 General and Analytical Chemistry I (or 131 General Chemistry I); 113 General and Analytical Chemistry II (or 133 General Chemistry II); 115 General and Analytical Chemistry III; 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); 210 Physical Chemistry I; 211 Physical Chemistry II; 215 Physical Chemistry III; 261 Instrumental Analysis.

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

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

1. 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 260 Multivariable Analysis and Linear Algebra I; and any two courses from Mathematics 261 Multivariable Analysis and Linear Algebra II; Physics 270 General Physics IV, Physics 306 Mechanics for Physical Scientists I, and Physics 394 Mathematics for Physical Scientists II.

In addition the American Chemical Society recommends that students take one year of German and/or establish proficiency in computer programming. Students who wish to do so should take the following courses:

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.

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

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 option, 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.

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.

Biology: Three four-quarter hour courses selected in consultation with the chairman of the Department 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 chairman 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 concentration of study which combines the requirements for a major in Chemistry with certification for teaching chemistry at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

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 speciality or to earn a double major in Physics, Mathematics or Biology.

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 111 (or 131), 113 (or 133), 127 (or 147), 171 (or 121), 173 (or 123), and either 210 or 340.

SEQUENCING AND PREREQUISITES

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 and Quantitative Analysis should be taken in the Sophomore year and the Physical Chemistry sequence 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 III 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.

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

113 General and Analytical Chemistry II. Continuation of 111 including more advanced inorganic and physical chemical concepts in lecture and an introduction to quantitative analysis in laboratory. (Replaces Chemistry 119. Prerequisite: 111.)

115 General and Analytical Chemistry III. Continuation of 113 including equilibrium and descriptive chemistry in lecture and quantitative and qualitative analysis in aqueous solutions. (Prerequisite: 113.)

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 111 with consent.)
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. 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. 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. Cross-listed as Biology 225, Philosophy 345, Physics 225, and Religious Studies 345). 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 National Security: Its Science and Technology (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 in lecture and laboratory. (Prerequisite: 115.)

147 Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 115.)

167 Techniques in Clinical Chemistry. Lecture and laboratory course on analytical techniques in the clinical laboratory. (2 quarter hours.) (Prequisite: 127 or 147; 121 or 17); 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: 115.)
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: 115.)

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**

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: 115; Mathematics 162; or consent.)

211 **Physical Chemistry II.** Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 147 or 127; 210.)

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.)

**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.)

325 **Solid Waste Chemistry.** Fundamental chemical processes involved in the processing of solid wastes; high temperature chemistry. (Prerequisite: 210.)
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. (Offered in Fall quarter of even-numbered years.)

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. (Offered by arrangement.)

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

ADVANCED STUDY

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

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

Richard A. Katula, Ph.D., Professor and Chairman

The College of Liberal Arts and Sciences offers a course of studies leading to the degree of Bachelor of Arts in Communication. The program explores effective communication in interpersonal, small group, public platform, organizational, performance, and media contexts. Through a blend of theory and practice, students are encouraged: to write, speak, and think clearly; to develop confidence and ability as ethical, competent communicators; to view communication events from multiple perspectives; to analyze and evaluate variables operative in verbal transactions; to develop an aesthetic awareness of the ways in which language and performance achieve artistic ends; to probe the basic problems of human communication in order to understand self, others, and events anew; and to recognize the connections between communication studies and other disciplines.

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 department provides both an introduction to the broad field of communication and opportunities for more intensive study in a subspecialty. The communication major contains three different concentrations: linguistic studies, communication studies, and media studies. There is also a minor in communication, as well as minors in literature and in writing offered through the English Department.

FACULTY

Richard A. Katula, Ph.D., Professor and Chairman
James Darsey, Ph.D., Assistant Professor
Richard DeCordova, Ph.D., Assistant Professor
Donald Martin, Ph.D., Assistant Professor
Patricia Murray, Ph.D., Associate Professor
Jill O'Brien, Ph.D., Assistant Professor
Jacqueline Taylor, Ph.D., Associate Professor

University of Illinois, Urbana
University of Wisconsin
University of California, Los Angeles
University of Texas, Austin
University of Southern California
University of Illinois, Urbana
University of Texas, Austin
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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

Communication Major

The major consists of a seven course common core, three courses in one concentration area, and three electives. Two of the electives must be 300-level communication courses. One of the electives may be a 200 or 300-level class in either English or communication.

Common Core

Seven core courses are required in Communication. Students are encouraged to complete four core courses prior to taking additional coursework in the major: 202 Introduction to Linguistics; either 211 Interpersonal Communication or 212 Small Group Communication; 220 Public Speaking; and 230 Performance of Literature. The three remaining core courses may be taken at any time after finishing the introductory foursome: 291 Introduction to Communication Research; 346 Culture and Media; and 360 Communication Theory.

I. Linguistic Studies

Common Core plus three courses from 302 Grammar and Usage; 304 Language and Social Structures; 305 Sociolinguistics; 391 Special Topics (when topic relates to concentration), or English 303. Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

II. Communication Studies

Common Core plus three courses from 311 Interpersonal Relations; 312 Group Dynamics; 321 Rhetorical Criticism; 322 Persuasive Speaking; 326 Theories of Persuasion; 327 Argumentation; 330 Advanced Performance of Literature; 334 Group Performance; 336 Film and Literature; 351 Organizational Communication; 361 Gender and Communication; 391 Special Topics (when topic relates to concentration). Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.
III. Media Studies

Common Core plus three courses from 336 Film and Literature; 342 Mass Media: Radio and Television; 343 Mass Media: Newspapers and Periodicals; 344 Advertising; 345 Editing; 347 Television Genres; 348 Film Genres; 349 Topics in Film History; 371 Video Workshop I; 377 Journalism; 391 Special Topics (when topic relates to concentration). 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 either English 300 Composition and Style or English 301 Writing in the Professions. 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 course sequence may be structured in two ways: (1) complete six core courses: CMN 211 or 212, CMN 202, CMN 220, CMN 230, CMN 360, CMN 346 or (2) choose three courses from the core and three courses from one concentration.
All courses carry 4 quarter hours credit. Courses offered in the Liberal Studies Program are italicized.

202 Introduction to Linguistics. Topics in linguistics: the structure, purpose and use of language in modern society. Includes dialect study, language acquisition, language and culture.

206 Introduction to Film. An overview of the history of film and an introduction to the language of film analysis and criticism; viewing and discussion of a wide range of movies from different eras and traditions. Lab for film viewing.

211 Interpersonal Communication. Examines the factors that shape communication between two people. Topics include: self-concept formation, perception, message formulation, verbal and nonverbal communication, active listening, and oral defense mechanisms.

212 Small Group Communication. Surveys the variables operative in group interactions. Yokes principles with practice through participation in small group experiences. Topics include: group formation, group formats, organizational approaches, decision-making models, group observation and evaluation. Lab for film viewing and group projects.

220 Public Speaking. Introduction to the skills required in common public speaking settings and analysis of public discourse. Includes units on delivery, language, defining speech purposes and content, finding supporting material, organization, and audience analysis. Strong background in basic writing and library skills is assumed.

230 Performance of Literature. Introduction to the communication of literature through oral interpretation. Involves critical analyses of selected literary works and preparation for short performances.

291 Introduction to Communication Research. Introduces communication research both historical-critical and quantitative. Topics covered include: nature and purposes of research, basic bibliographic tools, research design, and the logic behind common statistical tests. Prepares students to be more perceptive and educated readers of communication research in upper-division courses.

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

304 Language and Social Structures. Examines the relations between language use and the major institutions of society—the educational system, the government, the individual. Explores cross-cultural communication, Black English, and male-female communication.
305  **Sociolinguistics.** Examines use of language in different cultural settings. Analysis of language mediated events, including conversation and storytelling. Involves limited field work. (Prerequisite: 202 or instructor's permission.)

311  **Interpersonal Relations.** Examines the growth and development of interpersonal relationships. Explores diverse models of interpersonal attraction and relational stages as posed by contemporary researchers. Considers ways of handling interaction, stress, and conflict in relationships.

312  **Group Dynamics.** Analyzes group interaction through exploration of norm development, decision-making, problem-solving, and conflict resolution. Examines developmental stages, leadership theories, interaction strategies, and participant roles. Explores theory and research in small group communication. Individuals participate in group projects. Lab for film viewing and group work. (Prerequisite: 212.)

321  **Rhetorical Criticism.** Focuses on the analysis of public discourse. Aesthetic, pragmatic, and ethical criteria are applied to speeches, advertisements, campaigns, and other forms of persuasive messages. Promotes a critical awareness of the messages that surround us and compete for our assent. Previous exposure to courses in communication, literature, philosophy, or religion is recommended.

322  **Persuasive Speaking.** Examines skills required in persuasive speaking situations. This course is an extension of the basic public speaking class and explores in greater detail than the first course the analysis of audiences, sources of resistance to persuasion, and appropriate logical and psychological strategies for speeches. (Prerequisite: 220 or equivalent.)

326  **Theories of Persuasion.** An introduction to basic theories of attitude and behavior change. Topics include: the relationships of attitudes, beliefs, values, and behavior; dissonance; fear appeals; reference groups; and other factors which influence the persuasibility of target audiences. Valuable to students in communication, advertising, and public relations.

327  **Argumentation.** Introduction to the skills involved in creating and responding to arguments. Special focus on the logical analysis of problems and solutions, the evaluation of evidence in different contexts, and strategies of refutation.

330  **Advanced Performance of Literature: Variable Topics.** Sequel to 230. Provides additional experience in analyzing the content and style of literature for solo performance. Term focus may be upon genre (fiction, poetry, nonfiction) or upon a topic (oral traditions of literature, contemporary women writers, ethnic literature, etc.). (Prerequisite: 230.)

334  **Group Performance: Variable Topics.** The analysis, scripting, and presentation of literary works for ensemble performance. Course focuses each term on a scripting mode (chamber theatre, readers theatre, composite programs) or on a production type (mixed media interpretation, radio drama, television drama). Examines performance strategies appropriate for material and medium. (Prerequisite: 230.)

336  **Film and Literature: Variable Topics.** Compares and contrasts film and literature through study of selected works. Term focus may be on narrative representations, film adaptations of literature, works by women, melodrama, etc. Lab for film viewing. (Prerequisite: 206 or English 120.)

342  **Mass Media: Radio and Television.** A history of broadcasting from the birth of radio to the rise of cable TV; viewing, analysis and criticism of significant and representative programming.

343  **Mass Media: Newspapers and Periodicals.** History, theory, and criticism of printed materials in America; how print media reflect and affect events, populations, and values in society. Examines audiences, appeals, trends, believability, and verifiability of selected print sources.
Advertising. Examines the construction and implementation of an advertising campaign from the assessment of client needs through completion of the finished project. Analysis of successful advertisements and exposure to contemporary theory complements practical experience gained through completion of course projects.

Editing. Introduces students to basic editing and publishing procedures, including proof-reading, copy-editing, and layout for different types of publications (newsletters, brochures, periodicals, and books).

Culture and Media. Theories of the media and society. Examination of magazine advertising and television shows, with an emphasis on the way these forms shape or support our view of the world.

Television Genres. The analysis and criticism of the different forms of television programming: news, soap opera, situation comedy, crime drama, game show, religious programming, etc.

Film Genres: Variable Topics. Different theories of film genre and a close examination of a particular genre: the musical, melodrama, detective film, science fiction film, comedy and western. Lab for film viewing. (Prerequisite: 206 or instructor's permission.)

Topics in Film History. Examination of a particular era of film history or national cinema. Topics might include: American Films of the 1930's, History of French Film, New German Cinema, etc. Lab for film viewing. (Prerequisite: 206 or instructor's permission.)

Organizational Communication. Assesses the effect of organizational culture, climate, and managerial philosophy on interpersonal, small group, and public communication in organizations. Examines methods for identifying and solving communication problems in organizations. (Prerequisite: 210 and 220 or instructor's permission.)

Communication Theory. Explores four major theoretical models in communication and criteria for their evaluation. (Prerequisite: 210 or instructor's permission.)

Gender and Communication. Examines differences in women's and men's self-image, language use, interaction patterns, and perceptions of others through study of relevant communication research.

Video Workshop I: Small Format Video Production (cross-listed as Sociology 378). The use of video cameras, recorders, and other equipment needed to make videotapes. Focuses on selected technical skills involved in video production. Integrates theoretical perspectives with practical applications.

Video Workshop II: The Documentary (cross-listed as Sociology 379). Continued training in the use of video equipment. Students apply technical skills to the production of a video documentary. (Prerequisite: 371 or Sociology 378.)

Journalism: Variable Topics.

Special Topics. (See schedules for current offerings.)

Communication Internship. Placement of students in business or industry internships. Includes advertising, public relations, journalism, radio and television positions. Program open to English and Communication majors who must apply for acceptance and meet admission requirements. (Prerequisite: Junior Standing.)

Communication Practicum. Structured and supervised student participation in solo or group presentations for on or off campus audiences. Includes practical experience in research, rehearsal, and performance. (Prerequisite: Instructor's permission.)

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 department offers the student the choice of three study concentrations: Computer Science, Data Analysis, and Computer Information Systems. They develop an informed view of the relationship between computer science and its allied fields while equipping the student with the technical expertise necessary to enter a computer related career.

FACULTY

Helmut Epp, Ph.D., Associate Professor and Chairman
L. Edward Allemand, Ph.D., Professor
Gary Andrus, Ph.D., Associate Professor
Ronald Benjamin, M.S., Adjunct Associate Professor
Dale Buchholz, M.S., Assistant Professor
Espiridon Celis, M.S., Instructor
Joseph Chan, Ph.D., Assistant Professor
Olivia Chang, Ph.D., Assistant Professor
Hon-Wing Cheng, M.S., Instructor
I-Ping Chu, Ph.D., Assistant Professor
Lawrence Dribin, Ph.D., Lecturer
Br. Michael Driscoll, M.S., Instructor
Robert James Fisher, Ph.D., Associate Professor
Gerald Gordon, Ph.D., Associate Professor
Henry Harr, M.S., Assistant Professor
Richard Johnsonbaugh, Ph.D., Professor
Martin Kalin, Ph.D., Associate Professor
George Knafl, Ph.D., Associate Professor
Warren Krueger, Ph.D., Associate Professor
Glenn Lancaster, Ph.D., Associate Professor
Mira Latoszek, M.S., Instructor

Northwestern University
University of Louvain
Wayne State University
DePaul University
DePaul University
DePaul University
University of Illinois, Chicago
Northwestern University
Chinese University of Hong Kong
S.U.N.Y. at Stony Brook
Illinois Institute of Technology
Notre Dame University
Harvard University
University of California, Berkeley
DePaul University
University of Oregon
Northwestern University
Northwestern University
University of Wisconsin
University of California, Irvine
DePaul University
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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). Sociology 210 The Computerized Society is a recommended Level II BSS course.

Natural Sciences and Mathematics: 3 courses, one or more at Level II, to be chosen from Biological Sciences, Chemistry and Physics.

DEPARTMENTAL PROGRAM REQUIREMENTS

The department offers a Bachelor of Science degree in Computer Science with concentrations in Computer Science, Data Analysis and Information Systems.

COMPUTER SCIENCE PROGRAM

Students with little or no experience in programming or the use of interactive computer systems should consider taking Computer Science 150 Introduction to Computer Systems and Programming before taking any common core computer science courses.
Common Core

Computer Science: 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 342 File Processing and Data Management; 365 Software Engineering; 394 Software Projects; and one of the following: 204 Advanced Topics in COBOL; 230 Programming in ADA; or 280 Symbolic Programming Techniques.

Statistics: 323 Data Analysis with SAS I.

English: 204 Technical Writing.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II; 150 Calculus I; 151 Calculus II; 220 Linear Algebra with Applications.

Communication: 220 Public Speaking.

I. Computer Science Concentration

Common Core in Computer Science plus:

Computer Science: 312 Assembly Language and Computer Organization; 320 Discrete Structures; 343 Introduction to Operating Systems, 347 Concepts of Programming Languages.

Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics.

Physics: 345 Computer Architecture.

Electives: Two 300 level computer science electives one of which must be selected from the following: 348 Compiler Design; 350 Discrete Structures and Algorithms II; or 380 Artificial Intelligence.

Supporting Fields: Four courses to be taken in consultation with a computer science advisor.

II. Data Analysis Concentration

Common Core in Computer Science plus:

Computer Science: 240 Personal Computing; 324 Data Analysis with SAS II; 349 Data Bases and Data Management.

Two of the following: Computer Science 332 Simulation and Modeling; Computer Science 334 Advanced Data Analysis; 366 Software Quality and Measurement; Computer Science 369 Computer Graphics; Economics 311 Business and Economic Forecasting; Mathematics 326 Sample Survey Methods; Marketing 300 Marketing Research Methods; Psychology 275 Experimental Psychology.

Computer Science: Two of the following: 312 Assembly Language and Computer Organization; 320 Discrete Structures and Algorithms I; 325 Advanced Topics in C and UNIX; 343 Introduction to Operating Systems; 351 Database Design; 352 Database Programming; 380 Artificial Intelligence.

Supporting Fields: Five courses to be chosen in consultation with a computer science advisor.

INFORMATION SYSTEMS PROGRAM

Students with little or no experience in programming or the use of interactive computer systems should consider taking Computer Science 150 Introduction to Computer Systems and Programming before taking any common core Information Systems courses.

Computer Science: Three of the following: 324 Data Analysis with SAS II; 332 Simulation and Modeling; 342 File Processing and Data Management; 344 IBM Assembly Language Programming I or 312 Assembly Language and Computer Organization; 349 Data Bases and Data Management; 351 Database Design; 352 Database Programming; 373 Computer Information Systems.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II; 145 Calculus for Information Systems or 150, 151 Calculus I, II.

English: 204 Technical Writing.

Communication: 220 Public Speaking.

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

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


Supporting Fields: Four courses to be chosen in consultation with a computer science advisor.

A student who intends to enter an M.B.A. program should consider the following recommended courses as electives: Economics 215 Introduction to Money and Banking; Marketing 200 Principles of Marketing; and Business Law 201 Legal Environment of Business. Other courses strongly recommended are Economics 307 Managerial Economics; Economics 311 Business and Economic Forecasting; Marketing 310 Consumer Behavior; and Marketing 375 Sales Forecasting.

Students in the Information Systems concentration can achieve a minor in Business Administration by taking two of the following five courses for elective credit: Business Law 201 Legal Environment of Business; Marketing 200 Principles of Marketing; Marketing 202 Marketing Management; Economics 215 Introduction to Money and Banking; Finance 310 Financial Management I.

IV. Teacher of Computer Science Secondary Level

In cooperation with the School of Education, the Department of Computer Science and Information Systems offers a concentration of study which combines the requirements for a major in Computer Science with certification for teaching computer science at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul. Advanced undergraduates may take certain graduate Computer Science courses with the faculty advisor's approval.

SPECIAL PROGRAMS

HONORS PROGRAM

The honors track is for students who show exceptional ability, achievement, and motivation. Students apply or are invited at all levels during their academic career and are reviewed for continuation in the program during the Spring Quarter. Students in the program register for special honors sections. In addition, honors seminars are offered to sophomore and junior honors students.

Requirements: Common Core in Computer Science (honors sections), plus the following courses:

Sophomore Seminar (4 hrs. total credit over two quarters) Junior Seminar (4 hrs. total credit over three quarters) CSC 394 (8 hrs. required)

Computer Science: 312 Assembly Language and Computer Organization; 320 Discrete Structures; 343 Introduction to Operating Systems; 347 Concepts of Programming Languages; 350 Discrete Structures and Algorithms II.
Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics.


It is also recommended that the honors students complete the calculus sequence, and the modern language option. Certain courses in the graduate school can be substituted to fulfill undergraduate requirements.

Supporting Fields: Four courses to be chosen in consultation with a computer science advisor.

**Microelectronics Minor**

Physics: 231 Linear Electric Circuits; 232 Basic Digital Electronics; 331 Active Circuits—Solid State Devices; 332 Logic Design—Theory and Practice; 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: 215; 310; 311; 312; 320; 342; 343; 347; 350; 365; 385; 386; and 394.

Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics.

Mathematics: 140; 141; 160; 161; 162; 260; 261; 262; 310; 311; 351; 352.

Physics: 345.

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. Students should also consult the computational mathematics concentration.

**Computer Science Minor**

Computer Science: 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembly Language and Organization; 342 File Processing and Data Management; 343 Introduction to Operating Systems; and either 320 Discrete Structures and Algorithms I, or 347 Concepts of Programming Languages.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II.

**Information Systems Minor**

Computer Science: 203 COBOL Programming; 204 Advanced Topics in COBOL; 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 349 Data Bases and Data Management; 360 On-Line Systems Using CICS; 375 Information Systems Analysis and Design.

Mathematics: 140 Discrete Mathematics I.
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.

150 **Introduction to Computer Systems and Programming.** This is a hands-on course introducing the student to the necessary techniques and skills required to utilize the University's Vax 11/780s and IBM 4381. The course will cover the use of an interactive system, the utilities, and introduce programming. Computer Science majors with little or no programming experience are recommended to take this course. Please consult a departmental advisor. (4 quarter hours credit.) Laboratory fee.

201 **Business Computing.** Developing business computer systems. Data storage and retrieval. Survey of teleprocessing, data base, and distributed business computer systems. Computer laboratory work required. 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: 203.) 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: Mathematics 130 or placement by the Mathematics Diagnostic Test, or equivalent.) Laboratory fee.

210 **Programming with PL/I.** 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. (Co-requisite: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.)

215 **Introduction to Structured Programming Using C.** An introduction to structured computer programming. Topics include: simple data types, control structures, character string processing, array processing, functions and structures. Laboratory fee. (Co-requisite: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.)
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. (Co-requirement: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.) Laboratory fee.

C Language for Programmers. Introduction to the programming language C. Data types, pointers, structures. Function and block structures. Preprocessors. Input and output. UNIX operating system. (Prerequisite: At least one quarter of a high level computer language.) Laboratory fee.

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. (Prerequisite: Mathematics 130.) Laboratory fee.

Personal Computing. An introduction to personal computers, their operating systems, and several important software systems including a database system and a spreadsheet package.

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.

Symbolic Programming Techniques. Introduces the basic concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Advanced data and control structures. Making language extensions. How symbolic programming leads to new techniques of procedural and data abstraction. (Prerequisite: 311.)

Principles of Computer Science I. Conceptual models of a computer, machine and assembly language. Internal data representation, programming methods, recursion, stacks, and queues. (Prerequisite: 215 and Mathematics 140 or consent.) Laboratory fee.

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

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.


Data Analysis with S. Computing with S, a UNIX based interactive environment for data analysis and graphics. (Prerequisite: 310 and Mathematics 140.) Laboratory fee.

Data Analysis with SAS I (cross-listed with Mathematics 323). Computing with the statistical package SAS. Introduction to data analysis, elementary statistical inference. Regression and correlation. (Prerequisite: 310 and Mathematics 140.) Laboratory fee.

Data Analysis with SAS II (cross-listed as Mathematics 324). Continuation of 323. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective using SAS. (Prerequisite: 323.) Laboratory fee.
Advanced Topics in C and UNIX. Advanced features of C language: self-referential structures, fields and unions, dynamic memory allocation, command-line arguments, compiler control lines. Introduction to C compiler. UNIX operating system: I/O system, file and directory structures, Command Shell and other system facilities and utilities. The student will design and implement some projects in C under the UNIX operating system environment. (Prerequisite: 225, or 310 or consent.) Laboratory fee.


Simulation and Modeling. Measurement and tuning of computer systems. Simulation and analytical models. Operational analysis and queueing theory (Prerequisite: 323 and either 341 or 343.).

Advanced Data Analysis. Topics chosen from among multivariate statistical methods, discriminant analysis, principal components, factor analysis, discrete multivariate analysis, and non-parametric statistics. (Prerequisite: 324 or consent.)

Teaching Computer Science. A study of different programming languages used in high schools: PASCAL, BASIC, LOGO etc. A survey of computer topics covered in high school courses. Motivation and objectives in computer education. (Prerequisite: 311.)

Survey of Operating Systems. Introduction to the history, motivation and basic components of computer operating systems; examination and comparison of several existing operating systems with regard to their functional characteristics and the underlying facilities they provide; comparisons based on intended use of the system; tuning operating systems. (Prerequisites: 311 and 204.)

File Processing and Data Management. File processing environment and file manipulation techniques. Algorithms and techniques for implementing stream files, sequential files, direct files, indexed sequential files. Inverted lists, multilists, and database structures will be discussed. Implementation of data management systems. (Prerequisite: 311.) Laboratory fee.

Introduction to Operating Systems. A brief history of operating systems development; the four basic components—file systems, processor scheduling; memory management, and device scheduling; deadlock; concurrency; protection; distributed systems. (Prerequisite: 204 and 312 or 342 and 312.) Laboratory fee.

IBM Assembly Language Programming I. Data representation, addressing schemes and instruction formats, introduction to IBM 360/370 assembly language. (Prerequisite: 311 or equivalent.) Laboratory fee.

Computer Architecture (cross-listed as Physics 345). Introduction to digital logic; micro-programming; further topics. (Prerequisite: 312, 344, 396 or consent.)

Concepts of Programming Languages. A comparative study of computer languages. Information binding, semantics, context free grammars. (Prerequisite: 311 or consent.) Laboratory fee.

Introduction to Compiler Design. An overview of the design of a compiler for a general purpose programming language; tools for designing the components of the compiler; implementing the compiler; run time environments. (Prerequisite: 347.) Laboratory fee.

Data Bases and Data Management. Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on-line file organization, teleprocessing. (Corequirement: 311. Students must have completed or be concurrently enrolled in Computer Science 311 to register for this course. Prerequisite: 342 or 204 or consent.) Laboratory fee.
Discrete Structures and Algorithms II. Methods of finding algorithms, including recursion, divide and conquer, and hill climbing. Mathematical analysis of specific algorithms, including algorithms for sorting and searching. (Prerequisites: 320.) Laboratory fee.

Database Design. Design methodologies. Requirement formulation and analysis, conceptual design, implementation design, physical design. Emphasis will be on data modeling techniques. Class team projects include the design of a complete database structure and implementations of design tools. (Prerequisites: 349 and a programming language.) Laboratory fee.

Database Programming. Programming in large-scale relational data base environment using host languages such as C. Design and implementation of on-line applications and report generations. Micro-computer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency, and record locking will be covered. (Prerequisites: 349 and 215.) Laboratory fee.

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.

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.

Sophomore Honors Seminar.

Junior Honors Seminar.

On-Line Systems Using CICS. Development of on-line computer systems using CICS and the issues in designing and optimizing their use. Other topics include data and voice telecommunications, operating system memory management, file design, user interface design, security, and fail-safe concerns. (Prerequisite: 204.)

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: 312 and 323.)

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.


Software Quality and Measurement. Software metrics, reliability, and quality. Software testing, tools, and quality assurance. Software cost modeling. (Prerequisite: CSC 323 and 265.)


Computer-Assisted Instruction. Study and analysis of the use of the computer as an aid in instruction. Use of CAI languages such as PILOT.

Computer-Managed Instruction. Computerized methods of testing, record keeping, and decision making that will assist administrative and classroom management.

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: 360.) Laboratory fee.

375 Information Systems Analysis and Design. Design skills for the preparation of information systems. Principle topics include structured systems analysis and preparation of process/data-flow diagrams, and logical data model design. (Prerequisite: 349.) Laboratory fee.

376 Information Systems Project. Extended case study conducted on a project basis to analyze and design a major business system. Students will be required to make verbal and written presentations of results of a group effort. (Prerequisite: 360, 374 and CMN 220.) Laboratory fee.

380 Artificial Intelligence. A survey of the basic problem areas, concepts, and techniques of artificial intelligence. Emphasis on how AI systems are accomplished via symbolic programming and the explicit representation of knowledge. (Prerequisite: 311 or 410.) Laboratory Fee.

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 (cross-listed as Mathematics 387). The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: Mathematics 220 and any introductory programming course.) Laboratory fee.

388 Operations Research II: Optimization Theory (cross-listed as Mathematics 388). Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 387.) Laboratory fee.

389 Theory of Computation. An introduction to the mathematical foundations of computation. Random access and Turing machines, recursive functions, algorithms, computability and computational complexity. (Prerequisite: 350 or consent.)

390 CICS Program. Introduction to CICS; syntax, structure and coding of commands; screen design and generation using Basic Mapping Support; terminal control; on-line execution debugging; file control; on-line design considerations; program control; pseudo-conversational programming; efficiency considerations; advanced CICS/VS features; class project. (Prerequisite: COBOL programming experience.) 4 hours. Admission is restricted.

392 Telecommunications Program. History of the industry, regulatory environment; basic telephony principles; basic communications concepts; data communications; basic and advanced net-working; data/voice integration; traffic engineering; telecommunications management; office automation. (Prerequisite: Undergraduate degree required unless employed in the telecommunications industry.) 10 hours. Admission is restricted.
Software Projects. Students will be provided with experience in team design, implementation and testing of a large software project. (Prerequisite: 365 and CMN 220.) Conditional laboratory fee.

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

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

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.

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.

Independent Study. (Prerequisite: Consent of chairman.) Variable credit.
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, recessions, structural economic change, international financial conflicts, economic factors in war, government regulation, and similar topics.

**FACULTY**

Bala Batavia, Ph.D., Professor and Chairman

Elijah Brewer, Ph.D., Lecturer
Frank J. Brown, Ph.D., Professor Emeritus
Jin Choi, Ph.D., Lecturer
Desiree Ciecka, M.A., Instructor
James E. Ciecka, Ph.D., Professor
James J. Diamond, Ph.D., Professor
Floyd R. Dill, Ph.D., Assistant Professor
William Dugger, Ph.D., Professor
Animesh Ghoshal, Ph.D., Professor
David Hansen, M.A., Lecturer
William A. Hayes, Ph.D., Professor
Anthony C. Krautmann, Ph.D., Assistant Professor
Indra Makhija, Ph.D., Lecturer
Adolph E. Mark, Ph.D., Associate Professor

North Carolina State University
Massachusetts Institute of Technology
Catholic University of America
Iowa State University
DePaul University
Purdue University
Northwestern University
Cornell University
University of Texas
University of Michigan
Stanford University
Catholic University of America
University of Iowa
University of Chicago
University of Illinois
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 Trigonometry and 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; 395 Seminar in Selected Economic Topics; and six additional economics courses.

Social and Behavioral Sciences: The student will take a minimum of seven courses in Geography, Political Science, Psychology, and Sociology. The specific courses will be worked out by the student and his/her counselor in the Department of Economics. The counselor must approve the program. For the Urban Studies Concentration the following courses in the social sciences are highly recommended: Geo. 133 Urban Geography; Geo. 321 Metropolitan Chicago; Geo. 333 City Problems and Planning; Soc. 101 General Sociology; Soc. 230 The City; Soc. 203 Minority Studies; 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; Economics 380 Mathematics for Economics and Business I; 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 Economics; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

Urban: 218 Labor Economics and Organization; 310 Economics of the Urban Environment; 335 Energy and Environmental Economics; 368 Industrial and Commerical Location; 375 Introduction to Econometrics; 395 Seminar in Selected Economic topics.

Quantitative Economics: 375 Introduction to Econometrics; 311 Business and Economic Forecasting; 380 Mathematics for Economics and Business I.
Labor: 218 Labor Economics and Organization; 310 Economics of the Urban Environment; 217 American Economic History; 375 Introduction to Econometrics.
Government: 310 Economics of the Urban Environment; 311 Business and Economic Forecasting; 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. (Prerequisite: Mathematics 130 or equivalent and sophomore standing.)

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. (Prerequisite: Mathematics 130 or equivalent and sophomore standing.)

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.)

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: 104.)

361 **International Economics.** 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 are 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.) (Not available for economics majors.)

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.)

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.)
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.)

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

360  **Economics of 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 and 104.)

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

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.)

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**QUANTITATIVE 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 242 or its equivalent.)

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.)

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**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 first and then 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.

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**

James S. Malek, Ph.D., *Professor and Chairman*  
University of Chicago

Bernard A. Brunner, Ph.D., *Professor*  
University of Chicago

Caryn Chaden, M.A., *Instructor*  
University of Virginia

Elizabeth Coughlin, M.A., *Instructor*  
DePaul University

Carol Cyganowski, Ph.D., *Assistant Professor*  
University of Chicago

Stanley J. Damberger, M.A., *Associate Professor*  
Saint Louis University

James F. Darsey, Ph.D., *Assistant Professor*  
University of Wisconsin

Jane Davis, Ph.D., *Assistant Professor*  
Stanford University

Richard deCordova, Ph.D., *Assistant Professor*  
University of California, Los Angeles

Patricia Ewers, Ph.D., *Professor*  
Loyola University

William Fahrenbach, Ph.D., *Assistant Professor*  
University of Toronto

William J. Feeney, Ph.D., *Professor Emeritus*  
University of Oregon
Kristine Garrigan, Ph.D., Associate Professor
Hugh J. Ingrasci, Ph.D., Associate Professor
Richard Jones, M.A., Assistant Professor
Ellin M. Kelly, Ph.D., Professor
Helen Marlborough, Ph.D., Assistant Professor
Zahava McKeon, Ph.D., Professor Emeritus
Mary Mirtello, M.A., Instructor
Patricia Murray, Ph.D., Associate Professor
Margaret M. Neville, Ph.D., Professor Emeritus
John T. O'Brien, Ph.D., Professor
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Associate Professor
Rachel M. Romano, M.A., Professor Emeritus
Eileen Seifert, M.A., Instructor
Frank Sherman, Ph.D., Associate Professor
Rev. John Smith, C.M., M.A., Professor Emeritus
Pamela Sourelis, M.A., Instructor
Fredrick I. Tietze, Ph.D., Professor Emeritus
Elizabeth Vanek, M.A., Instructor

University of Wisconsin
University of Michigan
University of Virginia
University of Wisconsin
Brown University
University of Chicago
DePaul University
University of Southern California
Loyola University
Northern Illinois University
Loyola University
Northwestern University
DePaul University
University of Wisconsin
University of California, Berkeley
DePaul University
DePaul University
University of Wisconsin
DePaul University

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in English. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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

Communication: 202 Introduction to Linguistics; English: 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: *Six* courses approved by the student's department advisor and appropriate to the career or educational goals of the English major in areas such as communication, business, modern languages, public relations, law, or additional courses in Liberal Arts and Sciences.

II. American Studies Concentration

Communication: 202 Introduction to Linguistics; English: 220 Reading Poetry; 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.

Supporting Fields: *Art 320 American Art; two courses in American History; and three additional courses in Communication, History, Philosophy, and/or Religious Studies.*

III. Teacher of English: Secondary Level

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

Communication: 202 Introduction to Linguistics; English: 220 Reading Poetry; 300 Composition and Style; 302 Grammar and Usage; 391 Teaching of English; 328 Shakespeare; Com. 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.
SPECIAL PROGRAMS OR REQUIREMENTS

Modern Language Requirement

Majors in the Standard English and American Studies concentrations must demonstrate competence in a modern language either by two years of study at the high school level or by 12 quarter hours credit at the college level. (See Modern Language Option of the Liberal Studies Program, page 11 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 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

105  College Writing and Research I. Planning, organizing, and writing expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 105. (Four quarter hours.)

106  College Writing and Research II. Developing proficiency in writing expository prose; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 106. (Four quarter hours.)

107  College Writing and Research I: Three Quarter Sequence. Developing skills in expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 107. (Three quarter hours credit.)
108 College Writing and Research II: Three Quarter Sequence. Developing proficiency in expository prose with a purpose for an audience; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 108. (Three quarter hours credit.)

109 College Writing and Research III: Three Quarter Sequence. Continued practice in applying skills developed in English 107 and 108. Taken concurrently with History 109. (Two quarter hours credit.)

110 College Writing and Research I: Unpaired. Same as English 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four quarter hours credit.)

111 College Writing and Research II: Unpaired. Same as English 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four quarter hours credit.)

204 Technical Writing. Develops proficiency in an explicit, precise style applicable to forms of writing common to technology, science, and business.

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 in invention, arrangement, and style, toward developing a clear, concise, and effective prose style. (Prerequisite: 113.)

301 Writing in the Professions. Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal, and report design.

305 Creative Writing. Experience in writing short prose fiction and poetry; understanding the creative process and developing self-criticism. Offered only on a pass/fail basis. Majors may take the course pass/fail.

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

309 Topics in Writing. (See schedule for current offerings.)

376 Stylistics. Rhetorical, linguistic, and literary analysis of varied styles of writing; practice in applying methods of stylistic analysis to one's own and other authors' writing.

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. Theories of oral composition; readings in orally composed works as well as written works based on oral styles, such as songs, sermons, and political speeches.

303 Semiotics. Nonverbal codes and their implications for understanding cultures.

310 English Literature to 1500. Survey of English literature from the beginnings to 1500.
The Age of Chaucer. Chaucer and other fourteenth-century poets.
Topics in Medieval Literature. (See schedule for current offerings.)
English Renaissance Literature. Survey of English literature from 1500 to 1660.
Shakespeare.
Topics in Renaissance Literature. (See schedule for current offerings.)
Restoration and Eighteenth Century. Survey of English literature from 1660 to 1780.
Topics in Restoration and Eighteenth Century English Literature.
Nineteenth Century English Literature. Survey of English literature from 1780 to 1900.
Topics in Nineteenth Century English Literature. (See schedule for current offerings.)
Topics in Irish Studies: Authors.
Topics in Irish Studies: Genres.
Seminar in Irish Studies.
Topics in Modern British Literature. (See schedule for current offerings.)
Early American Literature. Survey of American literature from the beginnings to 1830.
Romanticism in American Literature. Survey of American literature from 1830 to 1860.
Realism and Naturalism in American Literature. Survey of American literature from 1860 to 1910.
American Genre Studies. Studies in either the American novel, drama, poetry, or the short story.
Modern American Fiction. Major American writers of fiction in the twentieth century.
Topics in American Literature. (See schedule for current offerings.)
Topics in Literature. (See schedule for current offerings.)
Masterpieces of World Literature. Selected works in translation from Homer to the present.
Major Authors. Study of one or two major writers. (See schedule for current offerings.)
Women and Literature. Study of literature about women, with emphasis on works by women authors. (See schedule for current offerings.)
Mythology and the Dramatic Arts. Classical mythology in drama.
Popular Literature. Studies in selected forms of popular literature.
Opera and Drama. Comparative study of forms of theater.
Topics in Comparative Literature. (See schedule for current offerings.)

PROFESSIONAL
Teaching of English. Developing strategies for teaching composition, literature, and language skills to secondary school students.
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.)

Seminars at the Center for Renaissance Studies, The Newberry Library. (See announcements on seminars and eligibility in the Department of English and Communication.)
Institute for English Language Studies

The Institute offers to advanced ESL students an intensive English as a second language program designed to provide its graduates with the English language skills and cultural understanding necessary for success in their academic or professional work. Students learn through instruction in, and the practice of, carefully selected and sequenced aspects of English. Emphasis is on learning by doing in a communicative situation.

The Institute serves several non-native English-speaking student audiences. One audience is degree-seeking students at DePaul. They may be undergraduates or graduates who are either referred to the Institute by another university department or who, recognizing the need to improve their English language skills, independently make arrangements to attend Institute classes. Another audience is non-degree seeking students who are admitted to the Institute for English as a second language study only. Admission to the Institute does not imply admission to DePaul's degree programs.

Students are placed in Reading, Writing, and Listening and Speaking, classes at the Advanced level according to their scores on the Institute's placement examination. This examination is required of all students before they register for Institute classes. Students who place at the Advanced level may be excused from registering for those classes in which they have demonstrated adequate mastery, as measured by the placement examination. The Institute will be unable to serve students who place below the Advanced level.

Students enrolled in the full-time day program, which offers twelve hours of instruction per week, may reasonably expect to complete the Advanced level in one quarter. Students who are enrolled in the half-time evening program, which offers six hours of instruction per week, will require two quarters to complete the Advanced level. For students who have completed the Advanced level, but whose English proficiency is not yet at the level required for unrestricted registration in academic courses and for students who wish to continue improving their English proficiency, two courses are offered at the Advanced II level. They are ESL 141, Advanced II Reading, and ESL 142, Advanced II Writing.

Although this is a non-degree program, a maximum of 12 quarter hours earned at the Advanced levels may be offered as elective credit toward DePaul undergraduate degrees if the degree program allows for elective credit. No credit earned in Institute courses may be applied toward requirements in Liberal Studies.

FACULTY
Mary L. Azawi, Ph.D., Program Director
Linda H. Hillman, M.S., Instructor

Illinois Institute of Technology
Illinois Institute of Technology
Courses

All courses carry 4 quarter hours credit unless otherwise specified. Students in the evening program will receive half the listed credit.

131 **Advanced Reading.** This course focuses on techniques of reading which prepare the student to be a more effective reader of college level texts. Areas of emphasis include literal, inferential, and critical reading comprehension skills and vocabulary enhancement. (Prerequisite: Placement.)

132 **Advanced Writing.** This course focuses on the development of expository writing skills needed in academic courses: complex grammar, direct and clear style, idiomatic usage, and the organization and development of expository essays. Attention to writing essay questions and to writing from sources (paraphrase and summary) are included. (Prerequisite: Placement.) 6 quarter hours credit.

133 **Advanced Listening and Speaking.** This course emphasizes improving and expanding listening and speaking proficiency to meet the requirements of successful academic oral communication. Students practice in controlled and in more creative situations, including repetition, dialogs, discussion, note-taking, and oral presentation. (Prerequisite: Placement.) 6 quarter hours credit.

141 **Advanced Reading II.** This course is a sequel to Advanced Reading. It provides instruction and practice in the literal, interpretive and applied levels of reading. Students also continue to build vocabulary skills while reading authentic material from college textbooks. (Prerequisite: 131.)

142 **Advanced Writing II.** This course is a sequel to Advanced Writing. Students continue to improve their writing skills within the framework of writing from sources. The course includes introduction to and practice in using institutional resources such as the library and the computer labs. (Prerequisite: 132.)
Environmental Sciences

The Bachelor of Science program in Environmental Sciences is an interdisciplinary curriculum designed to prepare students for a variety of environmentally-related technical careers with governmental agencies, private corporations and non-profit organizations. The program requires 189 credit hours and draws upon the faculty and resources of several departments. Majors must take a core of Biology, Chemistry, Computer Science, Mathematics and Physics courses to emphasize the area of Environmental Science most interesting to the student, most suited to their talents and most appropriate for their career goals. Students may undertake an optional three month internship with a government agency, industrial firm, business or non-profit organization. The Internship should be taken after the Junior year and will provide the student with professional development and real world experience.

FACULTY

Fred W. Breitbeil, III, Ph.D., Professor and Director (Chemistry) University of Cincinnati
Robert A. Andersen, Ph.D., Associate Professor (Biology) University of Arkansas
Sara J. Melford, Ph.D., Associate Professor (Chemistry) Northwestern University
Thomas J. Murphy, Ph.D., Professor (Chemistry) Iowa State University
Daniel G. Oldfield, Ph.D., Associate Professor (Biology) University of Chicago
Donald O. Van Ostenburg, Ph.D., Professor (Physics) Michigan State University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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 Environmental 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: 16 quarter hours are required; 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

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; Religious Studies 345 Science and Ethics recommended).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II; Geography 101 Earth’s Physical Landscape recommended).

Natural Science and Mathematics: 1 Level II course (Physics 201 The Atmosphere and the Oceans recommended).
DEPARTMENTAL PROGRAM REQUIREMENTS

Core Requirements

Students must take the following 22 courses (85 quarter hours):

Biology: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology; and 315 Ecology (with Laboratory).

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 121 Organic Chemistry I; 123 Organic Chemistry II; and 125 Organic Chemistry III.

Computer Science: Either 149 Programming with BASIC, or 220 Programming with Pascal.

Environmental Sciences: 350 Environmental Impact Analysis; and 394 Seminar.

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

Physics: 150 General Physics I; 151 General Physics II; 152 General Physics III.

Statistics: One of the following: Psychology 240 Introductory Statistics for the Behavioral Sciences; Mathematics 242 Elements of Statistics; Mathematics 323 Data Analysis and Statistical Software I; or Mathematics 348 Applied Statistical Methods I.

Electives

Students must take eight of the following courses, at least two in Biology and two in Chemistry (not including Env 395):

Biology: 260 Genetics; 310 Vertebrate Physiology; 316 Phycology; 317 Aquatic Biology; 368 Cell Physiology and Toxicology; 370 Immunobiology.

Chemistry: 127 Quantitative Analysis; 210 Physical Chemistry I; 261 Instrumental Analysis; 265 Air Chemistry; 267 Aqueous Chemistry; 269 Industrial Chemical Hazards; 325 Solid Waste Chemistry.

Communication: 220 Public Speaking.

Economics: 335 Energy and Environmental Economics (Prerequisite: Economics 104).

English: 204 Technical Writing.

Environmental Sciences: 395 Environmental Internship.

Geography: 225 Weather, Climate and Man,

Political Science: 320 Dynamics of Public Policy.

An additional Statistics course may be chosen from the following Mathematics courses (check appropriate prerequisites): 324 Data Analysis and Statistical Software II; 326 Sample Survey Methods; 329 Computer Assisted Statistical Analysis; 349 Applied Statistical Methods II; 354 Multivariate Statistics; 357 Nonparametric Statistics.

An additional Computer Science course may be chosen from the following (check appropriate prerequisites): 203 COBOL Programming; 204 Advanced Topics in COBOL; 205 FORTRAN Programming; 210 Programming with PL/I; 225 C Language for Programmers.
SPECIAL PROGRAMS OR REQUIREMENTS

Internship Credit

An internship program (Env 395) is available so that students may gain credit and experience in practical matters in environmental science. Internships consist of working for approximately three months in a real job situation. Internships can be arranged for any time following the Junior year.

The normal internship is a carefully structured program which provides a professional experience for the student. Prospective agencies will be carefully monitored so that the student experience will be professional development rather than menial labor. A written "contract" will be required that is prepared by the intern and employer, and states the duties, responsibilities and goals of both parties. Interns will be required to prepare a written report that describes their experiences and professional development during the internship. Students will be allowed to seek either a letter grade or a pass/fail grade.

Courses

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

350  Environmental Impact Analysis. A study of the scientific, regulatory, economic and administrative aspects of several complex environmental problems.

394  Seminar. A series of talks or discussions on selected environmental topics. (1 quarter hour.)

395  Environmental Internship. The placement of students with a government agency, industrial firm, business or non-profit organization. (Prerequisite: Senior status or permission.)
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 improve the student's understanding 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 various classroom procedures.

In addition to its standard concentration, the department offers three other areas of concentration: metropolitan landuse planning, travel and tourism, and geographic education.

**FACULTY**

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

Richard J. Houk, Ph.D., *Professor*

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

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

University of Nebraska
Northwestern University
University of Northern Colorado
Michigan State University
LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 methodology 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 Economic Geography; 110 Earth's Cultural Landscape; 201 Issues and Areas of Global Tension; 341 Cartography; 342 Computer Graphics; 391 Research Techniques; 395 Seminar in Selected Topics.

I. Standard Concentration

Geography: Common Core plus six additional geography courses.

Supporting Fields: Six courses selected from courses offered in education, economics, history, sociology, political science and any other discipline selected in 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.
II. Metropolitan Landuse 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; 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

Geography: Common Core except Geography 225 Weather, Climate, and Man replaces Geography 106. Students must take the three designated sections of 395, Seminar in Selected Topics, plus four regional geography courses.

Supporting Fields: Accounting 101, 103, and 104, Marketing 200 and 202, Business Law 201, Computer Science 110, Communications 211 or 212, Economics 104 are required. Plus 2 non-geography elective courses.

Liberal Studies Program: Regular requirement but Economics 103 should be taken as one of BSS lower level courses. A three course sequence in any modern language may be substituted 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.

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 regional geography courses.

Students should consult with their advisor in the School of Education concerning courses needed in addition to Geography to satisfy this concentration.

SPECIAL PROGRAMS

Geography Minor

A minor in geography consists of a minimum of 24 hours. Three courses are required: Geography 100 The Nature of Geography, Geography 101 Earth's Physical Landscape and Geography 110 Earth's Cultural Landscape. Two additional courses are to be selected from the 100 or 200 level and another one from the 300 level. The latter three are to be selected with the approval of the student's Department of Geography faculty advisor.
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  Economic Geography. Fundamental factors affecting the present and future ability of the earth to satisfy the needs of its rapidly expanding population.

110  Earth's Cultural Landscapes. 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  Geo-Strategy: Global Hot Spots. Presents an awareness of the major 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 geographical factors which influence the global production and distribution of wine. Students must be over 21 years of age. (Consent of the instructor. Material Fee required payable first day of class.)

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

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

TOOLS AND TECHNIQUES OF GEOGRAPHY

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.

342 Applied Computer Graphics. Instruction and practice in the design and production of maps, graphs, charts, etc., using automated methods. An introduction to computer graphics for the non-programmer. Four hours credit.

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 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.

105 Elements of Geology (cross-listed with Physics 105). 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 listed below 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 Spain and Portugal: The Iberian Impact.

311 Patterns of the Pacific. (Australia, New Zealand, and South Pacific Islands.)
Arab Africa and the Middle East.
Peasants, Problems and Potential in South and Southeast Asia.
The Good Earth. An analysis of contemporary China, Japan and Korea.
Physical, Economic and Cultural Contrasts in Western Europe.
Physical, Economic and Cultural Contrasts in Eastern Europe and the USSR.
Illinois, Upstate, Downstate.
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.)
Eastern United States.
Western United States.
Canada.
The Environments of Mexico, Central America and the Caribbean.
The Environments of South America.
History

Albert Erlebacher, Ph.D., Professor and Chairperson

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

Albert Erlebacher, Ph.D., Professor and Chairperson

Donald J. Abramske, Ph.D., Associate Professor
Thomas Croak, C.M., ST.D., Ph.D., Assistant Professor
Lillie J. Edwards, Ph.D., Assistant Professor
Bruce L. Fenner, Ph.D., Associate Professor
Robert F. Fries, Ph.D., Professor Emeritus
Robert Garfield, Ph.D., Associate Professor
Gregory C. Kozlowski, Ph.D., Associate Professor
James P. Krokar, Ph.D., Assistant Professor
Joseph H. Lehmann, Ph.D., Professor
Ralph J. Mailliard, Ph.D., Professor Emeritus
Richard J. Meister, Ph.D., Professor
Susan Ramirez, Ph.D., Associate Professor

University of Wisconsin, Madison
University of Chicago
Carnegie-Mellon University
University of Chicago
Cornell University
University of Wisconsin, Madison
Northwestern University
University of Minnesota
Indiana University
Northwestern University
Loyola University
Notre Dame University
University of Wisconsin, Madison
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required; 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 Central America; 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 Introduction to Reasoned Discourse and 306 Rhetoric; 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.
All courses except History 392, 398 and 399 carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

FOUNDRATION

104  The One World of the Twentieth Century.

105  World Civilization I. This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 105. (Four quarter hours credit.)

106  World Civilizations II. This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500. Taken concurrently with English 106. (Four quarter hours credit; prerequisite: 105.)

107  World Civilization I: Three Quarter Sequence. This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, East Asian, and African societies before 1500. Taken concurrently with English 107. (Three quarter hours credit.)

108  World Civilization II: Three Quarter Sequence. This course will examine the phenomenon of civilization in Pre-Columbian Americas, Europe, Colonial Latin America and Colonial Anglo America before 1800. Taken concurrently with English 108. (Two quarter hours credit.)

109  World Civilization III: Three Quarter Sequence. This course will examine the evolution of civilization towards the global integration of all societies since 1500, including the expansion of European civilization and the impact of colonialism on the rest of the world. Taken concurrently with English 109. Three quarter hours credit.)

110  World Civilization I: Unpaired. Same as History 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in History. Permission of the instructor is required. (Four quarter hours credit.)

111  World Civilization II: Unpaired. Same as History 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in History. Permission of the Instructor is required. (Four quarter hours credit.)

118  Introduction to the History of Latin American. This course will examine the entire area as a political, economic and cultural unit by focusing on the major historical trends and issues of representative nations.

140  Historical Concepts and Methods.

THEMATIC

250  Assassination and Terrorism: Latin America. A study of important political assassinations, theories of assassination and terrorist groups in Latin American history.

251  Assassination and Terrorism: United States and Europe. A study of important political assassinations, theories of assassination and terrorist groups in American and modern European history.
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<td>The World Since 1945. A survey of major political, economic, cultural and social changes in the Post World War II era.</td>
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<td>Race, Nationality and National Consciousness.</td>
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<td>254</td>
<td>The City in History.</td>
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<td>255</td>
<td>Foreign Relations and Global Consequences. The major crises of American foreign relations since World War II including the development and evolution of the Cold War.</td>
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<td>Psycho-History.</td>
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<td>Hitler, Mussolini and Their Times. The origins and character of Fascism, especially under Mussolini and Hitler, and its subsequent victories and defeats in World War II.</td>
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<td>Women in History.</td>
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<td>History of Science (cross-listed as Physics 209).</td>
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<td>Revolution in Asian History.</td>
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<td>Man and Ideas in History.</td>
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<td>272</td>
<td>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).</td>
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<td>273</td>
<td>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.)</td>
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**INTEGRATIVE**

**European**

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<td>322</td>
<td>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.</td>
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<td>328</td>
<td>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.</td>
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<td>330</td>
<td>The Renaissance and the Reformation. A detailed consideration of the significant political, economic, intellectual, religious, and artistic developments of the early modern period.</td>
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<td>332</td>
<td>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.</td>
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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.

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

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.

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.

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.

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.

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

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

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

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.

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

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.

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.

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.

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

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

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

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

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

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

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

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

Conquest and Colonial Rule. An analysis of Indian cultures, Spanish and Portuguese colonialism, and the struggles for independence.

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.

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.

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.


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

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.

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

History of Chicago. A history of the founding and evolvement of Chicago from a frontier village to a major industrial, commercial, and cultural center.

History of Communications in the United States. A survey of major developments in printed media in the United States from the seventeenth century to the present.
The Beginnings of American Civilization to 1760. The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.

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

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

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

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.

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.

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

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.

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


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

United States Constitutional History to 1865. Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal constitution; explores the concepts of federalism and separation of powers with reference to major Supreme Court decisions.

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

SPECIAL

Extramural Internship. Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable.

Teaching History and the Social Sciences.

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

Sources and Evidence: Nuremberg to Central America. (Pre-law.)

Coordinating Seminar. Open to seniors majoring in History. Others may take course with permission of instructor.

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

Independent Study. (Prerequisite: Junior standing, approval of instructor and chairperson.) Majors only. Credit variable.
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 80 quarter hours are required, distributed in the following manner:

3 Honors courses in Common Studies (16 credit hours).

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 174 of the bulletin.) Students are expected to acquire a working knowledge of the language.

NOTE: The Honors Program is currently under revision. Students should check with the Liberal Arts & Sciences office for updated requirements.
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, The Individual 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.
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.

Spertus College determines the number of courses required for the major. These normally include two years of Hebrew language study which may apply toward the Modern Language Option in DePaul's Liberal Studies Program.

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 sound interdisciplinary basis for understanding the region and 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
Susan Ramirez, Ph.D., Associate Professor
(History) Co-director
University of Wisconsin, Madison
Rose Spalding, Ph.D., Associate Professor
(Political Science Co-director)
University of North Carolina, Chapel Hill
Hugh Amico, S.T.D., Associate Professor (Religious Studies)
University of Detroit
Maria Beltran-Vocal, Ph.D. Assistant Professor
(Modern Languages)
University of California Riverside
Paul Cheselka, Ph.D. Assistant Professor (Modern Languages)
University of Texas
Mirza Gonzalez, Ph.D., Associate Professor (Spanish)
Northwestern University
Richard Houk, Ph.D., Professor (Geography)
Northwestern University
Robert Rotenberg, Ph.D., Assistant Professor
(Sociology)
University of Massachusetts, Amherst
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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

Students will take History 118 Introduction to the History of Latin America and in Spring Quarter Sociology 202 Cultural Anthropology (will not fulfill BSS requirement). Three courses will be taken from the following, one from each discipline:

History: 262 Themes in Latin American History; 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 Environment of Mexico, Central America and the Caribbean; 327 the Environments of South America.

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

In addition, another twenty hours will be required from the list of core courses (above) or the approved list in consultation with the Director(s). Students may also petition the Director for substitutions.

Finally, all students must achieve proficiency in the Spanish language. A student beginning the language might take as many as eight courses, Spanish 101-106, 201 and 203. A student with some background (native speaking ability or previous study) may take as few as the minimum of two required Spanish courses. Proficiency is defined as the ability to read and understand a Spanish language newspaper article and the ability to carry on a conversation about an idea or concept. Proficiency will be determined by the Directors and the Modern Language Department faculty members.
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 will enrich the program of many students, particularly those who seek a career with a Latin American dimension (such as banking, diplomacy or international business) or those who are interested in Hispanic Americans in this country (law, social work or education). Hispanic students who wish to explore their ethnic heritage without making it the focus of their academic work may also find this minor attractive.

The minor is composed of History 118 Introduction to the History of Latin America, plus five courses to be selected from among the following.

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

History: 250 Assassination and Terrorism: Latin America; 262 Themes in Latin American History; 361 Conquest and Colonial Rule in Latin America; 362 Independence and Neo-Colonialism in Latin America; 363 Latin America: Struggle Between Left and Right.

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

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.)

Spanish: 307 Hispanic Civilization; 303 Spanish American Literature and Culture I; 304 Spanish American Literature and Culture II; 306 Contemporary Spanish American Literature; 315 Introduction to Mexican Literature; and 305 Spanish American Novel.

Students may also petition the Directors for special permission to substitute another course for one of these.
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 six 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

J. Marshall Ash, Ph.D., Professor and Chairman
Louis Aquila, M.S., Adjunct Associate Professor
Jeffrey Bergen, Ph.D., Associate Professor
Allan Berele, Ph.D., Assistant Professor
W. S. Black, Ph.D., Lecturer
Barbara Cortzen, Ph.D., Assistant Professor
John Duddy, Ph.D., Assistant Professor
Susanna Epp, Ph.D., Associate Professor
Thomas Farrell, M.S., Lecturer
Constantine Georgakis, Ph.D., Associate Professor
Lawrence Gluck, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Roger Jones, Ph.D. Professor
Ron Kuziel, M.S., Lecturer
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblade, Ed.D., Lecturer
Thomas Meik, C.M., M.S., Lecturer

University of Chicago
DePaul University
University of Chicago
University of Chicago
University of Wyoming
University of California, San Diego
Columbia University
University of Chicago
University of Chicago
Illinois Institute of Technology
Illinois Institute of Technology
Northwestern University
Illinois Institute of Technology
Rutgers University
University of Chicago
University of Oregon
Loyola University
DePaul University
Effat Moussa-Hamouda, Ph.D., Associate Professor  
Carolyn Narasimhan, Ph.D., Associate Professor  
Peter Pereira, M.A., Assistant Professor  
Rochelle Plager, M.S., Lecturer  
Janice Pranger, M.S., Lecturer  
Walter Pranger, Ph.D., Professor  
George Royce, M.S., Lecturer  
Gerald Samp, M.S., Lecturer  
Daniel Seiden, M.B.A., Lecturer  
Catherine Sorenson, M.S., Lecturer  
Beverly Suhr, M.S., Lecturer  
Jacob Towber, Ph.D., Professor  
Stephen Vagi, Ph.D., Professor  
Michael Wichman, Ph.D., Associate Professor  
Yuen-Fat Wong, Ph.D., Professor  
Siham Zitzler, Ph.D., Lecturer  

University of Iowa  
Northwestern University  
Harvard University  
Northeastern Illinois University  
University of Illinois  
Illinois Institute of Technology  
University of Chicago  
University of Illinois, Chicago  
University of Michigan, Ann Arbor  
University of Illinois, Chicago  
DePaul University  
University of Chicago  
University of Chicago  
Northwestern University  
Cornell University  
Lehigh University

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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: 160, 161, 162 Calculus for Mathematics and Science Majors I, II, III (or 150, 151, 152 Calculus I, II, III); 260, 261, 262 Multivariable Calculus and Linear Algebra I, II, III; either 215 Introduction to Mathematical Reasoning or the combination of 140 and 141 Discrete Mathematics I and II.

Computer Science: A course in any programming language.

In planning schedules, students should expect that the sequences 310-311-312, 335-336-337, and 351-352-353 will usually be offered once every year, beginning in the fall quarter.
I. Standard Concentration

Common Core plus one of the following sequences: a) 310-311: Abstract Algebra I and II; 335-336: Real Analysis I and II (393-394: Methods of Theoretical Physics I and II may be substituted with permission of the Mathematics Department), or 351-352: Probability and Statistics I and II, plus four 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.

Students interested in graduate study in Mathematics are encouraged to take both sequences 310-311-312 and 335-336-337.

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: 310 Financial Management I; 330 Investments; Securities and Markets; 335 Portfolio Management.


III. Statistics Concentration


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

Recommended courses in Mathematics: 326 Sample Survey Methods; 328 Design of Experiments; 335 Real Analysis I; 336 Real Analysis II; 337 Complex Analysis; 356 Applied Regression Analysis; 357 Nonparametric Statistics; 386 Advanced Numerical Analysis. Mathematics 335, 336, and 337 are recommended for students preparing for graduate study in mathematical statistics.

IV. Actuarial Science Concentration

Common Core plus 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.


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


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.


VI. Mathematical Computer Studies Concentration


Computer Science courses 215 Introduction to Structured Programming Using C; 280 Symbolic Programming Techniques; 310, 311 Principles of Computer Science I and II; 320 Discrete Structures and Algorithms I; plus at least three courses from among the following: 350 Discrete Structures and Algorithms II; 369 Computer Graphics; 342 File Processing and Data Management; 349 Data Bases and Data Management; 347 Concepts of Programming Languages; 348 Introduction to Compiler Design; 312 Assembly Language and Computer Organization; Computer Science 345/Physics 345 Computer Architecture.

SPECIAL PROGRAMS

Bachelor of Science Degree

For a B.S. degree in Mathematics, in any of the four concentrations, students must earn at least 64 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: 160, 161, and 162 (or 150, 151, and 152), either 215 or the combination of 140 and 141, and two courses chosen from 260, 261, 262, 230 or 300 level course admissible for credit as part of the standard concentration in mathematics. Statistics Minor: Any five courses from the probability and statistics area numbered 242 or above. Note that Mathematics 160, 161, and 162 (or 150, 151, and 152) are available for Liberal Studies Credit when taken as a sequence.
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  *Probability and Statistics: Concepts and Controversies.* 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  *Elements of Modern Mathematics.* Elementary logic, set theory, and counting principles.

114  *Euclidean Geometry and its Consequences.* A review of Eculidean Geometry with an emphasis on proofs; non-euclidean geometries; four dimensional Euclidean 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 1 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 1 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: 161 or 151.) (To be offered alternate years in the Fall quarter).

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 Mathematics 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. The logic of compound statements, application to digital logic circuits and computer arithmetic, the logic of predicates and quantified statements, programming logic, basic mathematical arguments and methods of proof, sequences and mathematical induction, algorithms, combinatorial reasoning, the binomial theorem. (Prerequisite: 130 or placement by Mathematics Diagnostic Test.)

141 Discrete Mathematics II. Set theory, functions, order notation, finite state machines, recursive sequences, recursively-defined sets, recursive algorithms, function properties, graphs, trees. (Prerequisite: 140.)

145 Calculus for Information Systems. Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithm functions, the definite integral and some methods of integration, improper integrals. (Prerequisite: 141.)

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. Definite and indefinite integrals, L'Hopital's rule and improper integrals, geometric and physical applications of the integral, exponential and logarithmic functions, some techniques of integration. (Prerequisite: 150.)

152 Calculus III. Methods of integration, convergence and divergence of series, Taylor's formula and power series, polar coordinates. (Prerequisite: 151.)

160 Calculus for Mathematics and Science Majors I. Same content as 150, but in greater depth. (Prerequisite: 131 or placement by Mathematics Diagnostic Test.) 5 quarter hours.

161 Calculus for Mathematics and Science Majors II. Same content as 151, but in greater depth. (Prerequisite: 160.) 5 quarter hours.

162 Calculus for Mathematics and Science Majors III. Same content as 152, but in greater depth. (Prerequisite: 161.) 5 quarter hours.

215 Introduction to Mathematical 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. It is recommended that students take this course in the sophomore year. (Prerequisite: 161 or 151.)

220 Linear Algebra with Applications. (For non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory, etc. (Prerequisite: 151.)

260 Multivariable Analysis and Linear Algebra I. Vectors in R2 and R3, vector-valued functions, cylindrical and spherical coordinates, multivariable functions: partial differentiation, with applications to extrema, and multiple integration. (Prerequisite: 162, or 152 with consent of the department chairperson.)

261 Multivariable Analysis and Linear Algebra II. Line and surface integrals, change of variable in multiple integration, ordinary differential equations, systems of linear equations and matrices. (Prerequisite: 260.)
Multivariable Analysis and Linear Algebra III. Vectors in \( n \)-, vector spaces; linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors. (Prerequisite: 261.)

ACTUARIAL SCIENCE

Calculus and Linear Algebra for Actuarial Review. This course develops problem solving strategies in calculus and linear algebra. A knowledge of these subjects is presumed, and emphasis is on the form of the problems. The study of exams such as the Actuarial exams and the GRE is part of the course. (Prerequisite: 260.) 2 quarter hours.

Probability and Statistics for Actuarial Review. This course is similar to 200, with the problem solving strategies in probability and statistics. (Prerequisite: 351.) 2 quarter hours.

Actuarial Science I. The Theory of Interest. Theory and applications of compound interest to annuities; amortization schedules, sinking funds, bonds, and yield rates. (Prerequisite: 162 or 152.)

Actuarial Science II. Basic Contingencies. The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include: survival distribution and life tables, life insurance and life annuities. (Prerequisite: 361 and 348.)

Actuarial Science III. Advanced Contingencies. A continuation of Math. 362. Topics include: net premiums, net premiums reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. (Prerequisite: 362.) (The sequence 361-363 will be offered alternate years starting in the Fall quarter.)

Actuarial Mathematics I. Calculus of finite differences and graduation methods. (Prerequisite: 162 or 152.)

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

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

ALGEBRA & NUMBER THEORY

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.)

Combinatorics. Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods. (Prerequisite: 215 or consent.)

Abstract Algebra I. The integers; permutations; groups; homomorphism; theorems of Lagrange and Cayley. (Prerequisite: 215 and 262 which may be taken concurrently, or CSC 310.)

Abstract Algebra II. Isomorphism theorems; quotient groups; rings; ideals; quotient rings; integral domains. (Prerequisite: 310.)

Abstract Algebra III. Polynomial rings; fields and extension fields; introduction to Galois theory. (Prerequisite: 311.)

Advanced Linear Algebra. 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: 262.)
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 or 262, 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 AND TOPOLOGY

320 Geometry I. Incidence and separation properties of plane; congruence parallel postulate; area theory; ruler and compass construction. (Prerequisite: 220 or 262.) (To be offered alternate years in the Fall quarter.)

321 Geometry II. Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320.) (To follow 320 in the Winter quarter.)

340 Topology. An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness. (Prerequisite: 215 and 262.) (To be offered alternate years in the Winter quarter.)

MATHEMATICAL ANALYSIS

335 Real Analysis I. Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity. (Corequisite: 262 and Prerequisite: 215.)

336 Real Analysis II. Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. (Prerequisite: 335.)

337 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Prerequisite: 215 and 261.)

385 Numerical Analysis I (cross-listed as Computer Science 385). Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. (Prerequisites: 262, or 220 and 152, and a programming course.) (To be offered alternate years in the Fall quarter.)
Numerical Analysis II (cross-listed as Computer Science 386). Theory and algorithms for efficient computation, including the Fast Fourier transform, numerical solution of non-linear systems of equations. Minimization of functions of several variables. Sparse systems of equations and corresponding eigenvalue problems. (Prerequisite: 385.)

MATHEMATICAL PHYSICS

Methods of Theoretical Physics I (cross-listed as Physics 393). (Prerequisite: 260.)

Methods of Theoretical Physics II (cross-listed as Physics 394).

Methods of Theoretical Physics III (cross-listed as Physics 395). (Prerequisite: 394.)

OPERATIONS RESEARCH

Operations Research I: Linear Programming (cross-listed as Computer Science 387). The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisite: 262 or 220, and any introductory programming course.)

Operations Research II: Optimization Theory (cross-listed as Computer Science 388). Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 387.) (The sequence 387-388 will be offered alternate years starting in the Winter quarter.)

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

STATISTICS AND PROBABILITY

Elements of Statistics (cross-listed as Sociology 240). 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. (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.)

Data Analysis and Statistical Software I (cross-listed as Computer Science 323). Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. (Prerequisite: Any introductory statistics course or permission of the instructor.)

Data Analysis and Statistical Software II (cross-listed as Computer Science 324). Advanced features and applications of the statistical package used in 323. (Prerequisite: 323 or consent of the instructor.)

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 323 or equivalent.)

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 323 or equivalent.)

Computer Assisted Statistical Analysis. Statistical analysis of univariate and multivariate data using statistical software. (Prerequisite: 242 or equivalent.)
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: 161 or 151.)

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.)

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.)

Probability and Statistics I. Probability spaces; random variables; discrete and continuous probability distributions. Laws of large numbers; and the central limit theorem. (Corequisite: 260, or Prerequisites: 141 and 151.)

Probability and Statistics II. Joint probability distributions; covariance and correlation; sampling distributions and theory of estimation. (Prerequisites: 351, and Corequisite: 261.)

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

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 262 or by consent.)

Stochastic Processes. Markov chains; branching processes; Poisson process; queuing theory; telephone traffic problems; Brownian motion. (Prerequisite: 351.)

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.)

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.)

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.)

Simulation Models and the Monte Carlo Method. Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues (Prerequisite: 348 or 351.)

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: 161 or 151 or consent.)

MISCELLANEOUS

Senior Seminar. Topics may vary from year to year.

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

GRADUATE COURSES

Graduate courses may be taken for credit by juniors and seniors with consent of the chairman of the department.
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)  University of Chicago
Dolores J. McWhinnie, Ph.D., Program Director  Marquette University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
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, 207, and 225 do not generate credit toward the major.)

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 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 Mathematics 160, 161, and 162 or Mathematics 170, 171 and 172.); one computer course: Computer Science 149 Programming with BASIC or Psychology 368 Computer Programming; and one statistics course: Mathematics 242 Elements of Statistics; 348 Applied Statistical 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. 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 prior to their Junior 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, with the exception of Common Studies, 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. The Advanced course 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. Scholarships pay all tuition, a quarterly book allowance, laboratory fees, and $100 monthly during the remainder of the winner's undergraduate education.

A basic camp summer program (MS 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 MS 311-316, is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military-related topics. It involves instruction in map reading, marksmanship, first aid, tactics, fundamentals of leadership, and basic military skills. MS 116 is offered for credit or non-credit.

FACULTY

Lieutenant Colonel Lawson R. Pride, Jr., M.B.A.,
Professor and Chairman

Major Robert S. Rodrigues, J.D., Associate Professor
Major Robert E. Penry, M.S., Assistant Professor
Captain Thomas G. Francis III, M.Ed., Assistant Professor
Captain David L. Maliszewski, B.A., Assistant Professor
Captain David J. Urban, M.Ed., Assistant Professor
Sergeant First Class Bruce D. Sharp, Principal Drill Instructor

University of California, Berkeley
St. Mary's University
University of Houston
Boston University
University of Iowa
University of Illinois

PROGRAM

In order to be commissioned an officer in the United States Army the student is required to complete the following: 116, 117, 118 Leadership Development (Freshman year); 119, 120, 121 Applied Leadership (Sophomore year); 311, 312, 313 Theory and Methods of Leadership (Junior year); 314, 315, 316 Military Management (Senior year). Advance course students can
expect to participate in weekly physical fitness training, and periodic weekend training exercises each quarter. Students must successfully complete a six week Advance Camp prior to being commissioned.

Courses

116 Leadership Development I. Examination of the nature of the military profession, career fields available in the military, organization of the Army, and the role of the military. Special emphasis is placed on officer programs and their place within the military structure.

117 Leadership Development II. The course examines in detail the military organization of the United States. Emphasis is placed on the Department of Defense, Department of the Army, the Army Staff and the Total Force Concept.

118 Leadership Development III. The course examines the Soviet Military System and compares it with the United States System. Emphasis is placed on military organizations, weapons, and tactics and strategies.

119 Applied Leadership I. Emphasis of instruction is placed on leadership styles and the characteristics of leaders. Through a series of assessment exercises, the students' strengths and weaknesses in twelve behavioral dimensions are evaluated. Course instruction identifies developmental actions designed to build upon demonstrated strengths and strengthen areas requiring improvement.

120 Applied Leadership II. Emphasis is placed on the study of military map reading and land navigation techniques. Students will also have the opportunity to practice newly-acquired leadership skills.

121 Applied Leadership III. Course will center around the chain of command, small unit tactics, the principles of war, and law of land warfare.

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.

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.

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.

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.

315 Military Management II. Study of management procedures involving unit administration, logistics and military justice.

316 Military Management III. Study of maintenance management procedures; Reserve Components; obligations and responsibilities of an officer on active duty; Senior-Subordinate relationships.
Modern Languages

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

The purposes of the programs in French, German, Italian, 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, Italian, 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 general minor (20 hours/5 courses) in French, German, Italian or Spanish, and a commercial language minor (20 hours/5 courses) in French and Spanish. Students wishing to apply their language skills in business should select the commercial language minor.

The department also offers the first year of Japanese and Russian (101-103).

FACULTY

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

Paulis J. Anstrats, Ph.D., Associate Professor
Maria A. Beltran-Vocal, Ph.D., Assistant Professor
Paul Cheselka, Ph.D., Assistant Professor
Alexander V. Davis, Doctor en Letras, Professor Emeritus
Mirza Gonzalez, Ph.D., Associate Professor
William V. Hoffman, Ph.D., Professor Emeritus
Rose Lasher, M.A., Professor Emeritus
Mayumi Lincicome, B.A., Lecturer
Constance Markey, Ph.D., Lecturer
Tina Raffaldini, M.A., Lecturer
Domitille Renaud-Nicolescu, M.A., Lecturer
Inca Rumold, Ph.D., Lecturer
Joseph W. Yedlicka, Ph.D., Professor Emeritus

University of Pennsylvania
University of Chicago
University of California, Irvine
University of Texas at Austin
Universidad de Mexico
Northwestern University
Princeton University
University of Chicago
Kagoshima National University
University of Illinois, Urbana
Northwestern University
Ecole Superieure d'Architecture
Stanford University
Catholic University of America

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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.
Two to three years of high school language: begin with 105 (107*) or 106 (109*) 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.

*Intermediate Business Sequence

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 2 courses in the Departments of Art, English, or 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 or 204 Advanced Conversation; 350 Modern Languages; 220 Introduction to French Literary Criticism; and five 300-level courses.
German: 104 Intermediate German; 105 Intermediate German; 106 Intermediate German; 201 Advanced Grammar; 202 Advanced Composition; 203 Advanced Conversation; 351 Modern languages; 220 Introduction to German Literary Criticism; and five 300-level courses.
Spanish: 104 Intermediate Spanish; 105 Intermediate Spanish; 106 Intermediate Spanish; 201 Advanced Grammar; 202 Advanced Composition; 203 or 204 Advanced Conversation; 352 Modern Languages; Spanish 220 Introduction to Spanish Literary Criticism; 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 Languages 350, 351, or 352 for French, German, or Spanish majors respectively, is strongly recommended. For Spanish majors, Spanish 240 and Spanish 241 are also recommended and can be substituted for Spanish 104, 105, 106.

SPECIAL PROGRAMS

Minor in French, German, Italian, 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.

The Commercial Language Program in French or Spanish

Students wishing to use their language skills in business should enroll in the commercial language program, which consists of three stages: Stage One (Fch 101, 102, 103 or Spn 101, 102, 103) for the beginning language student, Stage Two (Fch 107, 108, 109 or Spn 107, 108, 109) for the intermediate language student, Stage Three (Fch 203 or 204, 320 or Spn 203 or 204, 320) for the advanced language student. The commercial language minor requires one more 200 or 300 level course of the student's choosing. Normally, the minor will consist of Fch/Spn 108, 109, 203 or 204, 320 plus another advanced course. In the case of students beginning their language study at the advanced level, the commercial minor will require Fch/Spn 203 or 204, 320 plus three more 200 or 300 level courses.

Students successfully completing the commercial language minor will be encouraged to take the business language certification exams given by the French and Spanish governments through their respective chambers of commerce.
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 349 and 350, 351, or 352, 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. Many Modern Language courses are eligible for Liberal Studies credit. Interested students should contact their advisors or their college office.

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 French I. Further practice in the use of French through hearing, speaking, reading and writing.
105 Intermediate French II. Continuing practice in spoken and written French and development of reading and listening abilities.
106 Intermediate French III. Developing fluency in speaking, understanding and writing French as well as reading practice.
107 Intermediate French for Business I. Further practice in the use of French through listening, speaking, reading and writing.
108 Intermediate French for Business II. Developing fluency in speaking, understanding and writing French as well as reading practice. Intensifying the use of the practical vocabulary applied in the world of business and finance.
Advanced
201 Advanced Grammar.
202 Advanced Composition.
203 Advanced Conversation I.
204 Advanced Conversation II.
220 *Introduction to French Literary Criticism.* A study of textual analysis.

Civilization
304 French Civilization I. Intellectual, political, and social background.
340 French Civilization II. Contemporary France.

Commercial

Periods
301 *Introduction to French Literature I.* Middle Ages to 1700.
302 *Introduction to French Literature II.* 1700-1850.
303 *Introduction to French Literature III.* 1850 into 20th Century.
305 Renaissance. LaPleiade, Rabelais, Montaigne, Marguerite de Navarre.
306 The Age of Louis XIV. Classical period 1660-1700.
308 The Romantic Movement. Lamartine, Hugo, Vigny, Musset.
312 Twentieth Century Writers. Proust, Gide, Malraux, Camus, Sartre.
313 The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bunuel.
314 Contemporary French Writers. Queneau, Robbe-Grillet, Duras, Mallet-Joris, Ionesco, Char.

Genres
309 *The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists.
310 *French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.
311 *French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Verlaine, Mallarme.

Cinema
329 History of the French Film. From Lumiere to Godard.
330 French Films of the Thirties. Carne, Clair, Duvivier, Guity, Renoir.

**GERMAN**

Foundation
101 Basic German I. Listening, understanding, speaking and writing German for the beginning student.
Basic German II. Emphasis on oral as well as written German.

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

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

Intermediate German II. Continuing practice in spoken and written German and development of reading and listening abilities.

Intermediate German III. Developing fluency in speaking, understanding and writing German as well as reading practice.

Advanced

201 Advanced Grammar.

202 Advanced Composition.

203 Advanced Conversation.

220 Introduction to German Literary Criticism. A study of textual analysis.

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 Italian I. Further practice in the use of Italian through hearing, speaking, reading and writing.

105 Intermediate Italian II. Continuing practice in spoken and written Italian and development of reading and listening abilities.
Intermediate Italian III. Developing fluency in speaking, understanding and writing Italian as well as reading practice.

Advanced
201  Advanced Grammar.
202  Advanced Composition.
203  Advanced Conversation.
221  Masterpieces of Italian Literature.

Civilization
304  Italian Civilization. Intellectual, political, and social background.

Periods
301  Introduction to Italian Literature I. Medieval to Renaissance.
302  Introduction to Italian Literature II. Baroque to Modern.

Genres

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

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.
Intermediate Spanish I. Further practice in the use of Spanish through hearing, speaking, reading and writing.

Intermediate Spanish II. Continuing practice in spoken and written Spanish and development of reading and listening abilities.

Intermediate Spanish III. Developing fluency in speaking, understanding and writing Spanish as well as reading practice.

Intermediate Spanish for Business I. Further practice in the use of Spanish through listening, speaking, reading and writing.

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.

Intermediate Spanish for Business III. Communicating in Spanish in the business world.

Intensive Spanish. Communicating in Spanish for Medical Personnel. (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)

Advanced

Advanced Grammar.

Advanced Composition.

Advanced Conversation I.

Advanced Conversation II.

Introduction to Spanish Literary Criticism. A study of textual analysis.

Civilization

Hispanic Civilization. Social, intellectual and artistic background of Spain and Spanish America.

Commercial

Advanced Commercial Spanish. Advanced preparation for the use of Spanish in the business world.

Periods

The Literary and Dramatic Arts of Spain. Analysis, criticism and appreciation of different forms of creative writing.

Introduction to Spanish Literature I. Middle Ages through the Renaissance.

Introduction to Spanish Literature II. Renaissance to the present.

Spanish American Literature and Culture I. From the discovery of America to the Wars of Independence.

Spanish American Literature and Culture II. From 1810 to the present.

Contemporary Spanish American Literature.* Topics include: Afro-Hispanic; Caribbean; Revolutionary.


The Golden Age.* Topics include: Lyric Poetry; Theater of Lope de Vega, Tirso de Molina, Alarcon, Calderon.


Contemporary Spanish Literature. Jorge Guillen, Rafael Alberti, Camilio Jose Cela.

Introduction to Mexican Literature. From Sor Juana Ines de la Cruz to present-day writers.
Genres

305  Spanish 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 Inclan, Benavente, Garcia Lorca, Villaurrutia, Usgli.

Seminar

319  Integrating Seminar.

SPECIALIZED

205  Grammar for the Hispanic.
206  Composition for the Hispanic.
240  Bilingual and Bicultural Teaching (cross-listed as Education 240). Spanish America I. (No prerequisite).
241  Bilingual and Bicultural Teaching (cross-listed as Education 241). Spanish America II. (No prerequisite).

LITERATURE IN TRANSLATION AND CINEMA

227  Topics in French Literature.* Masterpieces, themes and genres of French literature from its origins to the present day.
228  Topics in German Literature.* Masterpieces, themes and genres of German literature from its origins to the present day.
229  Topics in Italian Literature.* Masterpieces, themes and genres of Italian literature from its origins to the present day.
230  Topics in Russian Literature.* Masterpieces, themes and genres of Russian literature from its origins to the present day.
231  Topics in Hispanic Literature.* Masterpieces, themes and genres of Hispanic literature from its origins to the present day.
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 Dostoievski; Flaubert and Turgenev; Stendhal and Tolstory; Portraits of Women; Ambitious Young Men; Revolutions and Revolutionaries.
398  Special Topics in Modern Languages. Foreign Study.

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.
349 Modern Languages. Teaching Modern Languages (cross-listed as Education 349).
351 Modern Languages. German Phonology and Phonetics. An in-depth study of the language's sound system and intensive pronunciation practice.
Nursing

Sister Mary Jeremy Buckman, R.S.M., Ph.D., R.N., 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

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; however, pre-requisite science courses taken 10 years prior to entering the program must be repeated or challenged for credit; (3) registered nurses fulfilling degree requirements are accepted on the basis of academic record. 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

Sister Mary Jeremy Buckman, R.S.M., Ph.D., R.N.,
Professor and Chairperson

Saint Louis University

Sally Ballenger, M.S., R.N., Associate Professor
DePaul University

Kathleen Byrne, M.S., R.N., Adjunct Professor
DePaul University

Sr. JoAnn Cuscurida, D.C., M.S.N., R.N., Adjunct Professor
DePaul University

Juyne DeLessio, Ph.D., R.N., Assistant Professor
Illinois Institute of Technology

Edith Hogle, Ph.D., R.N., Associate Professor
Loyola University of Chicago

Merle Kataoka-Yahiro, M.S.N., M.P.H., R.N., Instructor
Northwestern University

Marilyn Kosmala, M.S.N., Ph.D., R.N., Associate Professor
University of Illinois

Saint Xavier

Betty Margolis, M.S., C.S., R.N., Instructor

Mary McCarthy, M.S.N., R.N., Lecturer
DePaul University

Marcia McCaughey, M.S., R.N., Lecturer
DePaul University

Jody Mechanic, M.S., R.N., Adjunct Professor
DePaul University

Carmella Moran, M.S.N., R.N., Instructor
Loyola University of Chicago

Jeanne Panuncialman, M.S.N., R.N., Assistant Professor
DePaul University

Michele Paradzisz, M.S., R.N., Instructor
Saint Xavier College

Sharon Rinaldi, M.S., R.N., Instructor
DePaul University

Sandra Sayles-Cross, M.S.N., R.N., Assistant Professor
Northern Illinois University

Patricia Wagner, M.S., R.N., Associate Professor
DePaul University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 Pre-requisite course; Psych. 303 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; 290 Dimensions of Professional Nursing; 291 Introduction to Professional Practice; 294 Health History and Physical Assessment; plus 52 quarter hours of upper division nursing courses.
Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology; and 210 Microbiology.
Chemistry: 111 General and Analytical Chemistry I.
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: 303 Human Development.
Sociology: 202 Cultural Anthropology.

II. Concentration for the Registered Nurse

Registered Nurse students can obtain 32 quarter hours of credit for prior learning by passing specific tests from the American College Testing Proficiency Examination Program (ACT-PEP). A maximum of 66 semester hours (99 quarter hours) can be accepted from a Community Junior College.

Failure to pass the ACT-PEP tests will necessitate the registered nurse enrolling in specific sophomore and junior level nursing courses. (Students have the opportunity to repeat each ACT-PEP test once.) After passing the ACT-PEP tests or DePaul Nursing courses, all registered nurse students must enroll in Nursing 294, 296 and 298 prior to taking senior level nursing courses.

All 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 nursing courses. Opportunities are available for registered nurse students to take most liberal arts and nursing courses in the day and/or evening sections.

Graduates from Diploma or Associate Degree programs must be licensed to practice nursing in the State of Illinois and must have sufficient credit hours at DePaul University to be classified as a senior student before starting senior level nursing courses. Placement of students in clinical sections will be done according to space and professional experience of the registered nurse students.
SPECIAL PROGRAMS OR REQUIREMENTS

Scholastic Conditions

A Bachelor of Science degree with a major in nursing requires a minimum of 188 quarter hours. Courses in the nursing major are sequentially arranged by levels (sophomore, junior, and senior) 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 level. Students must have at least a cumulative grade point average of 2.0 on a 4.0 scale before starting junior & senior level nursing courses.

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. A student will have only one opportunity to repeat a nursing course from which she/he has withdrawn. 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 a nursing course are required to see the Chairman of the Department the quarter prior to registering to repeat the course so that 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

Generic Students

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 standardized achievement tests. A physical examination is required before starting Nursing 291 and selected laboratory tests are required for some courses per agency request. Certification as a basic rescuer in Cardiopulmonary Resuscitation before Nsg 291 with annual recertification. Students who are out of the program for one or more quarters must update their health status to meet clinical agency requirements. Transportation to cooperating agencies is the responsibility of the student.

Registered Nurse Students

The fees and responsibilities for registered nurse students are identical to those of the generic students. The physical examination, selected laboratory tests, and malpractice insurance from DePaul are required before registered nurse students can enter clinical courses at the senior level. In addition, these students must have a current license to practice nursing in Illinois.

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 and health care delivery is introduced in the beginning courses and continued throughout the program of studies. The nursing process is the vehicle used to approach selected concepts.
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.)

290  **Dimensions of Professional Nursing.** 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.)

291  **Introduction to Professional Practice.** This course emphasizes the clinical application of fundamental concepts and skills required for providing basic care of persons. (Prerequisite: Nursing 250 and 290 as well as all allied field prerequisites.) Fee: $2000.

294  **Health History, Physical and Other Assessment Techniques.** A survey course with a laboratory, which will provide an enhancement of basic skills needed to carry out the nursing process. (Prerequisite: Biology 201 and 202.)

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 Junior Level Nursing Courses:

1) All students must have completed at least 88 quarter hours, 2) all prerequisite courses (250, 290, 291 and 294; Biology 201, 202, and 210, Chemistry 111, Physics 160, Psychology 303 and Sociology 202 as well as most general education requirements) must be completed with a grade of C or better, 3) student achievement in relation to pre-requisite courses and satisfactory GPA will be reassessed prior to admission to Junior level nursing courses.

310  **Nursing: The Expanding Family.** This course places emphasis on family-centered maternity care. Childbearing is viewed as a normative, physiologic process. Health problems of women are also explored. The nursing process is used as a way of organizing delivery of the essential content for the learner.

311  **Clinical Nursing: The Expanding Family** (Concurrent registration in Nursing 310 is required). This course focuses on the clinical application of Nursing 310 theoretical base. The primary setting will be an obstetrical unit in a general hospital/medical center with planned field trips. The nursing process is used as the organizing framework for nursing practice. Fee: $15.00.

312  **Nursing: Child and Family.** This course emphasizes the developmental, socialization, and adaptation processes in assisting the child and the family to attain and maintain optimum health.

313  **Clinical Nursing: Child and Family** (Concurrent registration in Nursing 312 is required). This course centers on the clinical application of Nursing 312 theoretical base in an episodic and distributive pediatric setting. The nursing process serves as an organizing framework for nursing practice. Fee: $15.00.
Nursing: Health Management of the Adult. This course incorporates the developmental, socialization and adaptation processes in assisting adults to attain, regain and maintain optimum health.

Clinical Nursing: Health Management of the Adult (Concurrent registration in Nursing 314 is required). This course focuses on the clinical application of Nursing 314 theoretical base in an episodic and distributive medical-surgical setting. The nursing process serves as an organizing framework for nursing practice. 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 rescuer in Cardiopulmonary Resuscitation. Students must update personal health records based upon agency requirements.

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.)

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: $15.00.

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)

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 338.) Fee: $15.00.

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.)

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: $15.00.

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.)

FLEXIBLE OPTION FOR REGISTERED NURSE STUDENTS

Health History, Physical and Other Assessment Techniques. A survey course with a laboratory, which will provide an enhancement of basic skills needed to carry out the nursing process. (Prerequisite: Completion of a program for registered nurse students.) Fee: $20.00

188
Introduction to the Functioning Health Care System. This course presents the health care system as a composition of subsystems affecting all as consumers and as health care providers. It serves as a basis for the mutual sharing of concerns related to culture, changing roles for consumer and provider, and future trends and their potential effect. (Nursing 250 is an acceptable replacement.)

Conceptual Approach to Nursing (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. An assessment of clinical skills is a part of this course.

Prerequisites for entrance into senior level of the flexible option: 1) license to practice professional nursing in Illinois; 2) purchase of malpractice insurance through DePaul; 3) professional experience; 4) successful passing of ACT-PEP tests and/or sophomore and junior level nursing courses, 294, 296 and 298, allied required courses and most of general education courses; 5) physical examination with selected laboratory tests is required before starting senior level courses; 6) students must be certified in cardiopulmonary resuscitation; and 7) students must provide own transportation to agencies.

Nursing: Health Care Delivery of the Adult (Senior Registered Nurse Students only.) This course is designed to explore the planning and delivery of health and illness care for adults. Major concepts include assessment of health needs, maturational and situational crises, acute and chronic disruptions in homeostasis. The effects of aging and chronicity are emphasized along with management principles and their application to the health care system. Research process and findings are also explored.

Clinical Nursing: Health Care Delivery of the Adult (Concurrent registration in Nursing 318—for Senior Registered Nurse Students only.) This course requires the clinical application of the concepts identified and explored in Nursing 318. Fee: $15.00.

Nursing: Mental Health Across the Life Span (Senior Registered Nurse Students only.) This course is designed to provide a holistic perspective of the person as an organizing framework for the nursing process. The course builds on theories from basic and applied sciences and nursing research. Communication principles are applicable to all aspects of nursing.

Clinical Nursing: Mental Health Across the Life Span (Concurrent registration in Nursing 322 is required—Senior Registered Nurse Students only.) This is the clinical application of Nursing 322, in a mental health setting. Fee: $15.00.

Nursing: Health Care Delivery for the Family in the Community (Senior Registered Nurse Students only.) This course is designed to provide the students with a comprehensive view of nursing, aging and research in the community. Community health nursing is a broad base specialty within the field of nursing that has as its major goal the promotion and maintenance of health and healthful living practice.

Clinical Nursing: Health Care Delivery for the Family in the Community (Concurrent registration in Nursing 326 is required—Senior Registered Nurse Students only.) This course focuses the clinical application of the concepts developed in Nursing 326. Community health nursing is a broad base specialty within the field of nursing. The clinical setting provides the student the opportunity through the nursing process to assist clients and their families to manage their health problems and meet their health needs. Fee: $15.00.

ELECTIVE COURSES

Seminar. Selected topics in Nursing.

Independent Study.
Philosophy

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

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; and by helping one understand the nature and grounds of ethical judgments, 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 in which philosophy is moving and being applied in the world today.

FACULTY

Thomas N. Munson, S.T.L., Ph.D., Professor and Chairman
Kenneth D. Alpern, Ph.D., Assistant Professor
Bernard J. Boelen, Ph.D., Professor Emeritus
Robert A. Cooke, Ph.D., Associate Professor
Parvis Emad, Ph.D., Professor
Manfred S. Frings, Ph.D., Professor
Gerald F. Kreyche, Ph.D., Professor
James W. Keating, Ph.D., Professor
Mary Jeanne Larrabee, Ph.D., Associate Professor
Robert Lechner, C.Pp.S., Ph.D., Professor Emeritus
Thomas N. Munson, S.T.L., Ph.D., Professor
David W. Pellauer, Ph.D., Assistant Professor
Bruno Switalski, S.T.D., Ph.D., Professor Emeritus

University of Louvain
University of Pittsburgh
University of Louvain
University of Chicago
University of Vienna
University of Cologne
University of Ottawa
Catholic University of America
University of Toronto
University of Fribourg
University of Louvain
University of Chicago
University of Toronto
LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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).

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. With departmental permission, the student may elect 304 Introduction to Analytic Philosophy as a skills course. History, Traditions and Foundations: 3 courses, two of which must be in History and one in Traditions or Foundations (one of the History courses must be either 310 Greek Thought or 312 Modern Thought). Value Studies: 2 courses, one of which must be 200 Ethical Theory. Topics and Controversies; one course. The remaining twelve quarter hours may be taken from any of the offerings.

 Supporting Fields: 20 quarter hours (5 courses) of specialized knowledge in another academic subject. This concentration must be approved by the departmental advisor. Also, the student must elect 44 quarter hours (11 courses) of additional coursework.

 The regular program of courses is supplemented by annual philosophical symposia featuring prominent philosophers and by departmental colloquia. The student is expected to consult with his departmental advisor on course selection. With departmental permission, the senior may take one course selected from the graduate offerings in philosophy. He may elect to take this course on a Pass/Fail basis. Certain courses in other departments are acceptable equivalents for philosophy credit.
SPECIAL PROGRAMS

Philosophy Minor

The minor program is flexibly designed to complement the majors of other departments. It is designed also for those who, while not wishing to specialize in philosophy, nonetheless seek to pursue enduring questions, appraise contemporary values, and discuss critically 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. A study of fundamental logical concepts and techniques, methods of argument and ways of detecting fallacies.

302 Symbolic Logic. A study of the methods and techniques of appraising arguments involving compound statements, relations, and propositional functions. The nature of deductive systems, a propositional calculus, and alternative systems and notations will also be examined. (301 recommended, but not required.)

303 Critical Thinking. A study of argumentation as it occurs in real-life situations.

II. HISTORY, TRADITIONS AND FOUNDATIONS

100 Philosophy and Its Issues. An introduction to basic philosophical concepts, methods and problems.

304 Introduction to Analytic Philosophy. An introduction to the development and concerns of contemporary Anglo-American philosophy.

310 Greek Thought: The Roots of Western Culture. A study of some of the writings that have shaped the course of Western philosophical thought.

311 Medieval Thought: Reason and Faith. A study of key religious thinkers, Christian, Muslim and Jewish, who attempted to synthesize their beliefs.

312 Modern Thought: Ideas in Revolution. A study of selected writings of thinkers from Descartes to Hegel who chartered the course of Western thought from 1650.

313 Contemporary Thought: The Human Condition. A study of major trends in contemporary thought, with emphasis upon developments regarding the human person.

314 Existentialism. A study of the origin and development of existentialist thought and of the challenge it presents to traditional philosophy.
American Philosophy: Political Ideals and Pragmatism. A study of selected American writers who have fostered the pragmatic mentality and influenced our political ideology.

Systems of Metaphysics. A critical examination of different kinds of metaphysical systems.

Theories of Knowledge. Selected readings that highlight different approaches to the problems of knowledge, its origin and justification.

Basic Concepts of Phenomenology. This course emphasizes the principal themes of Husserl and touches on developments in both German and French phenomenology.

III. VALUE STUDIES

Ethical Theories. Selected readings to acquaint the student with different approaches to ethics and their consequences.

Philosophy of God. An investigation of the ways in which philosophers have talked about, and argued for or against, God.

Philosophy and Existential Themes. A study of the principal ideas regarding the human condition developed in existentialist literature: death, absurdity, alienation, freedom, God, authenticity.

Values and the Person. A study of the meanings attached to “value” and “person” and an exploration of the philosophical issues involved in these.

Business, Ethics, and Society (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world.

Biomedical Ethics (cross-listed as Religious Studies 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspective of Religious Studies and of Philosophy. (Prerequisite: Religious Studies 100 and Philosophy 100.)

Philosophy of Religion. An investigation into the significance of religious phenomena for philosophy, with emphasis upon the nature of religion and the development of its concepts.

Philosophy of the Arts. A study of the relationship of philosophy to the arts, with a critical appraisal of theories of aesthetics.

Philosophy of Law. An examination of fundamental legal concepts, particularly of law itself, in order to make clear their philosophical presuppositions and consequences.

Science and Ethics (Honors. Cross-listed as Bio 225, Chem 208, and Religious Studies 345.) A team-taught course to explore the ethical dimensions of scientific investigation and technological application.

IV. TOPICS AND CONTROVERSIES

Topics and Controversies. An intensive study of a theme of current relevance, e.g. theory of interpretation, leisure, etc.

Philosophy of Social Issues. A philosophical investigation of such topics as the family, civil society, work, racism, etc.

Philosophy and Sociology (cross-listed as Sociology 367). A discussion of the philosophical implications of sociological theory and the social background of philosophical development.
Philosophy and Psychology. The impact of philosophical thought on psychological theory.

Philosophy and History. A study and critique of theories of history.

Figures in Intellectual History. An examination of some of the works of selected seminal thinkers in Western thought.

Themes in Eastern Thought. An analysis of some of the problems and thought patterns of Eastern thinkers.

Philosophy and Feminism. A study and critique of issues related to women and their philosophical presuppositions and consequences.

Selected Topics (e.g., Phenomenology of Resentment, Theory of Interpretation, Philosophy and Technology, Leisure and Celebration, etc.).

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, computer science, 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. A program in Secondary Teacher Education (in cooperation with the School of Education) is also available.

FACULTY

Zuhair M. El Saffar, Ph.D., Professor and Chairman
Anthony F. Behof, Ph.D., Associate Professor
Mary L. Boas, Ph.D., Professor Emeritus
Eric D. Carlson, Ph.D., Adjunct Assistant Professor
(Adler Planetarium)
Martin J. Durbin, M.S., Assistant Professor
Margaret S. Greenwood, Ph.D., Associate Professor
Julius J. Hupert, Ph.D., Professor Emeritus
Gerard P. Lietz, Ph.D., Associate Professor
Edwin J. Schillinger, Ph.D., Professor
Thomas G. Stinchcomb, Ph.D., Professor
Donald O. Van Ostenburg, Ph.D., Professor

University of Wales, Great Britain
University of Notre Dame
Massachusetts Institute of Technology
Northwestern University
DePaul University
University of Colorado
Northwestern University
University of Notre Dame
University of Notre Dame
University of Chicago
Michigan State University
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

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 (not in Physics), at least 2 of which must be at Level II.

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

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III.

Mathematics: 160 Calculus for Mathematics and Science Majors I; 161 Calculus for Mathematics and Science Majors II; 162 Calculus for Mathematics and Science Majors III; 260 Multivariable Analysis and Linear Algebra I; 261 Multivariable Analysis and Linear Algebra II; 393 Methods of Theoretical Physics I; 394 Methods of Theoretical Physics II.

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, DePaul University does not grant a degree but the student benefits from the high faculty/student ratio in courses.

The Physics department administers the Pre-Engineering program in all fields except for Chemical and Petroleum Engineering, which are administered by the Chemistry department.

DePaul has cooperative agreements with a number of engineering schools. 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


Mathematics: 160 Calculus for Mathematics and Science Majors I; 161 Calculus for Mathematics and Science Majors II; 162 Calculus for Mathematics and Science Majors III; 260 Multivariable Analysis and Linear Algebra I; 261 Multivariable Analysis and Linear Algebra II.

Supporting Fields: Seven courses which can be selected from the following: Physics 270, 271, 310, 320, 340, 350, 360, 361, 362, 392, 393, 394; Computer Science 320, 343, 360, 362, 385; Chemistry 111, 113, 115; Mathematics 211, 215. 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 111 and 113.

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 111 General and Analytical Chemistry I, 113 General and Analytical Chemistry II, and 115 General and Analytical Chemistry III; Education 339 Teaching Science in the Secondary School; Mathematics 160 Calculus for Mathematics and Science Majors I, 161 Calculus for Mathematics and Science Majors II, 162 Calculus for Mathematics and Science Majors III, 260 Multivariable Analysis and Linear Algebra I and 261 Multivariable Analysis and Linear Algebra II.

Non-Calculus based program: General Physics 150, 151 and 152, eight additional Physics courses from Concentration III; Chemistry 111 General and Analytical Chemistry I and 113 General and Analytical Chemistry II, and 115 General and Analytical Chemistry III; 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. Following this plan, a student should be able to complete the
B.S. and M.S. in five years. 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 231 Linear Electric Circuits; 232 Basic Digital Electronics; 331 Active Circuits—Solid State Devices; 332 Logic Design—Theory & Practice; 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.
These courses are prerequisites to General Physics IV and Intermediate Physics, which should
be taken in the Sophomore year together with Multivariable Analysis and Linear Algebra. 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 courses 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 labora-
tory) in General Physics without calculus.

All lab courses (except Physics 206, 223, 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.

105 Physical Geology (cross-listed with Geography 105). A description of the earth’s materials and structures and the analysis of the mechanisms which are responsible for them.

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 105, 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: Any two Level I NSM course.)

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 (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 215 and 218 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. These two courses count for one Level II NSM course.

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.)

215 Exploring the Universe I. Modern explorations of the earth, the sky and the solar system. 2 quarter hours credit. (Prerequisite: Physics 104.)

218 Exploring the Universe II. Modern explorations of the stars, the galaxies and the cosmos. 2 quarter hours credit. (Prerequisite: Physics 215.)

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 (cross-listed as Art 223). Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Laboratory. (Prerequisite: Any Level I NSM course.)
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

Physics 155 and 156 carry 6 hours of credit.

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. Includes Physics 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent.) 6 hours. Laboratory.

156 General Physics. Includes half of Physics 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.) Laboratory.

CONCENTRATION III

110 Basic Electronics Principles and Techniques. Laboratory.

160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory.

PERSONALIZED (Offered in all programs and concentrations)

384 Advanced Laboratory. Laboratory experience in techniques selected in consultation with instructor. (Prerequisite: Consent.) Variable credit. Laboratory.

398 Reading and Research. Undergraduate research participation. (Prerequisite: Consent.) Variable credit.

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

CONCENTRATION I, MICROELECTRONICS, AND PRE-ENGINEERING


Intermediate Physics I. Mechanics and heat. (Prerequisite: 270 and Mathematics 260 and knowledge of programming in Basic is recommended.) Laboratory.

Intermediate Physics II. Electricity and magnetism. (Prerequisite: 271.) Laboratory.

Mechanics. Conservation laws; systems of particles; linear and non-linear oscillations; central forces; dynamics of fluids. (Prerequisite: 271, Mathematics 260.)

Introduction to Computer Interfacing. Micro-computer based laboratory treats the design of simple interfacing circuits and programs suitable for experimental work. Intended for Computer Science, Psychology and other experimental science majors. (Prerequisite: 232 is strongly recommended but not required.) Laboratory.

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.)

Active Circuits—Solid State Devices (formerly 211). Circuit analysis and use of JFETs, MOSFETS, and BJTs. Frequency response and feedback. Logic-circuit families. Laboratory. (Prerequisites: 231 and 232.)

Logic Design—Theory and Practice (formerly 221). Application of switching theory to the solution of logic design problems. Analysis of synchronous and asynchronous sequential networks. Laboratory. (Prerequisite: 232.)

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

Computer Architecture. Introduction to computer organization, digital logic and microprogramming. (Prerequisite: CSC 312, CSC 344 or Consent.)

Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 393.)

Analog Signal Processing and Systems (formerly 311). Analog filter design. Systems analysis: Convolution, Laplace, and Fourier techniques. Laboratory. (Prerequisite: 331.)

Digital Signal Processing and Systems (formerly 321). Discrete-time signals and systems. Digital filters. DFT, FFT, and Z-transform. Laboratory. (Prerequisite: 332.)

Twentieth Century Physics I. Relativity; historical and Schrodinger quantum theory. (Prerequisite: 270; Corequisite: 393.)

Twentieth Century Physics II. Atomic physics, nuclear and particle physics. (Prerequisite: 360.)

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).

Thick Film Microelectronics. An introduction to the fabrication, design and applications of thick-film hybrid micro-circuits. (Prerequisite: 331.)

Experimental Physics I. Selected measurements. (Corequisite: 272.) 2 hours Laboratory.

Experimental Physics II. (Prerequisite: 380.) 2 hours. Laboratory.

Experimental Physics III. (Prerequisite: 381.) 2 hours. Laboratory.

Hardware Projects. Independent study. The student is expected to design, implement and de-bug a large microprocessor based digital system. (Prerequisite: 397.)

Methods of Theoretical Physics I (cross-listed as Mathematics 393). Infinite series, complex numbers, sets of linear equations, matrices, vector algebra, probability. (Prerequisite: Mathematics 260.)

Methods of Theoretical Physics II (cross-listed as Mathematics 394). Vector calculus, Fourier series, calculus of variations, partial differential equations. (Prerequisite: 393.)
395 Methods of Theoretical Physics III (cross-listed as Mathematics 395). Special functions, complex integration, integral transforms, other advanced topics. (Prerequisite: 394.)

396 Microprocessors (cross-listed as CSC 396). 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. Laboratory. (Prerequisite: CSC 312.)

397 Computer Interfacing. Design and implementation of microprocessor based systems. Micro-computer architectures, interfacing, networking, peripherals and driver software. (Prerequisite: 232.)
Political Science

Larry Bennett, Ph.D., Associate Professor and 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

Larry Bennett, Ph.D., Associate Professor and Chairman
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
Eleanor French, Ph.D., Assistant Professor
Larry Garner, Ph.D., Lecturer
Robert Leonardi, Ph.D., Associate Professor
Michael L. Mezey, Ph.D., Professor
Rose Spalding, Ph.D., Associate Professor
María Torres, Ph.D., Assistant Professor
Harry Wray, Ph.D., Associate Professor

Rutgers University
Stanford University
New York University, School of Law
Ohio State University
University of Minnesota
University of South Carolina
Syracuse University
Columbia University
University of Illinois
Syracuse University
University of North Carolina, Chapel Hill
University of Michigan
University of North Carolina, Chapel Hill
LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 Systems; 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 Authoritarian Regimes, 353 Comparative Leadership, 354 Political Representation in Comparative Perspective and 361 International Law.

American Politics Minor

The minor in American Politics provides the non-major with a survey of American political institutions and behavior. The following sequence of courses totaling twenty-four hours is required:

120 The American Political System. Three courses from the following: 202 Community Politics in Urban America; 206 Law and the Political System; 220 The American Presidency; 221 Congress and the Legislative Process; 222 American Political Parties; 224 Public Administration; 225 State Politics; 226 Political Culture and Socialization; 227 Women and Politics. Two additional courses are to be selected from the following: 320 Dynamics of Public Policy; 321 Public Opinion and Mass Media; 322 Urban Policymaking; 324 Inequality in American Society; 326 Topics in American Politics; 329 Topics in Public Policy; 331 American Political Thought; 362 The Criminal Justice System; 369 Topics in Public Law.

Senior Honors

Selected seniors majoring in Political Science may take the Honors Seminar, Political Science 393. Following the Honors Seminar they may enroll for Senior Thesis, Political Science 394, under the supervision of one of the department faculty members.

Courses

All courses except 200 and 259 carry 4 quarter hours of credit. Normally, 100 and 200 level courses are offered at least once a year. Some 300-level courses are offered in alternate academic years. Titles of courses offered in the Liberal Studies Program are italicized.
REQUIRED

200 Political Analysis and Research. This required course will focus on how a student can go about understanding politics. It introduces concepts, frameworks, and techniques by which one can conceptualize, organize, collect, and analyze data for political research. It will include lectures, discussions, labwork, and projects. The course carries 6 quarter hours of credit. (Prerequisite: at least one 100-level political science course or Political Science 202, 204, or 206.)

AMERICAN POLITICS

120 The American Political System. 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 Congress and the Legislative Process. An analysis of the structure of the United States Congress, the behavior of its members, and the relationship of the Congress to interest groups, the public, the President, and the bureaucracy.

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.

227 Women and Politics. This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and "women's" political issues are also evaluated. Particular attention is given to women and politics in the United States, but some cross-cultural analysis is also included.

320 Dynamics of Public Policy (cross-listed as MPS 541). 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 (cross-listed as MPS 542). U.S. urban policy is examined from the standpoints of program objectives, 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 Ideas and Ideologies in the Modern World.** An introduction to the enduring political issues confronted by major theorists and political traditions.

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

231  **Modern Political Thought.** Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.

232  **Legal Theory.** A survey of juridical theory from ancient to recent times, including natural law, legal positivism, legal realism, and sociological jurisprudence.

330  **American Political Thought.** An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, social Darwinism, and pragmatism.

331  **Contemporary Political Thought.** An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

332  **Empirical Theory.** An examination of a number of empirical theories useful for the purpose of political analysis: communication theory, systems theory, decision-making theory, structural-functional theory, conflict theory.

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

339  **Topics in Political Thought.**

**INTERNATIONAL RELATIONS**

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.

242  **American Foreign Policy.** An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities, and constraints presented by the international environment are also considered.

243  **Soviet Foreign Policy.** This course will probe the institutions, objectives, and techniques which are reflected in contemporary Soviet external policy. Economic, military, and cultural dimensions will augment the primarily political focus of the course.
244 Foreign Policy of Third World Nations. Case studies of the foreign policy of specific developing nations are used to demonstrate the unique perspective of nations tied to neither the United States nor the Soviet Union, how that perspective is a response to their position in the world, and how it is reflected in their stands on current issues.

340 Theories of World Politics. Some of the models widely used by international political analysts are presented, evaluated, and used to illuminate current problems. "Realist" and "Marxist" approaches, systems analysis, decision-making, and game theory are examples of the models that may be included.

342 Arms, Security, and War. Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

343 Soviet-American Relations. This course examines the relationship between the two superpowers in the context of their relations with other nations. The current status of relations is described and related to historical trends and explanatory models. Political, economic, cultural, and military dimensions are covered.

344 World Political Economy. Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

349 Topics in World Politics.

COMPARATIVE POLITICS

150 Political Systems of the World. This course focuses 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, political change and revolution. Examples are drawn from western Europe, Marxist political systems, and third world nations.

250 West European Politics. An overview of major European governments, including England, France, West Germany, and Italy, highlighting their 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 Authoritarian Regimes. This course analyzes the rise and consolidation of authoritarian political systems. Although it focuses on authoritarianism in the Third World, it considers an array of authoritarian sub-types, including traditional dictatorships, praetorian systems, military regimes, fascist systems, and socialist authoritarianism. It evaluates and critiques major theories explaining the rise of authoritarianism in the 20th century.
Comparative Leadership. The 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 biographical as well as aggregate sources.

Political Representation in Comparative Perspective. A comparative treatment of those processes and institutions that comprise the representative system, including political parties, elections, and legislatures.

Topics in Comparative Politics.

PUBLIC LAW

Law and the Political System. An examination of 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.

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.

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.

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.

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.

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.

Topics in Public Law.

ADVANCED STUDY

Special Topics. Variable credit.

Internships.

Honors Seminar. By Permission.

Senior Thesis. By Permission.

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

Independent Study.
Pre-Law Study

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Sciences is intended for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study is intended to develop the following skills: (1) the ability to use the English language skillfully and effectively in oral and written advocacy situations, (2) the power to think clearly, critically, and independently in situations requiring problem solving ability and sound judgment, and (3) the ability to use and understand statistical calculations. Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law.

Admission to the College of Law, DePaul University, is based on collegiate performance, scores achieved on the Law School Admissions Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree of Juris Doctor (J.D.).

Students who want to prepare for law school should, whatever their academic major, consult with any of the following members of the faculty to design a coherent program from the courses listed below: Dr. Bannan (Sociology), Dr. Barnum (Political Science), Dr. Tracy (Psychology), Dr. Erlebacher (History), Dr. Fahrenbach (English), and Dr. Larrabee (Philosophy).

For additional suggestions, see the Pre-Law Study heading in the College of Commerce section of this Bulletin.

PROGRAMS

All courses 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. 220 Public Speaking; Eng. 208 Introduction to Reasoned Discourse (Prerequisite: Eng. 106); Eng. 300 Composition and Style (Prerequisite: Eng. 106); Eng. 306 Rhetoric (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 Introductory Statistics for the Behavioral Sciences (Prerequisite: Math. 130 or equivalent 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
Cmn. 202 Introduction to Linguistics
Phil. 200 Ethical Theories; Phil. 342 Philosophy of Law.
Rel. 211 The American Religious Experience; Rel. 227 Religious Ethics and Professional Life; Rel. 320 Topics in Religious 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
Hist. 385 United States Constitutional History to 1865; Hist. 386 United States Constitutional History Since 1865; Hist. 394 The Law, the State, and Freedom in America; Hist. 395 Sources and Evidence: Nuremberg to Central America.
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. 208 Law and Society; Soc. 220 Theories of Crime and Delinquency; Soc. 301 The Juvenile Court System: Its Operation; Soc. 304 Social Deviation; 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 six 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 five B.A. concentrations (Standard, Human Development, Human Services, Industrial/Organizational and Comprehensive Evening Program) provide alternative programs for students with a variety of interests. A combined B.A./M.A. program in Industrial/Organizational Psychology is also available. 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

Sheldon Cotler, Ph.D., Professor and Chairman
Robert E. Brewer, Ph.D., Associate Professor
Mari J.K. Brown, Ph.D., Associate Professor
Linda A. Camras, Ph.D., Associate Professor
Ernest J. Doleys, Ph.D., Associate Professor
Jane Halpert, Ph.D., Assistant Professor
Frederick H. Heilizer, Ph.D., Associate Professor
Leonard A. Jason, Ph.D., 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., Associate Professor
Patrick Tolan, Ph.D., Assistant Professor
Robert J. Tracy, Ph.D., Associate Professor
Midge Wilson, Ph.D., Associate Professor
Edwin S. Zolik, Ph.D., Professor

Southern Illinois University
Columbia University
University of Pennsylvania
University of Missouri
Wayne State University
University of Rochester
University of Rochester
Virginia Polytechnic Institute and State University
Michigan State University
University of Kansas
University of Georgia
University of Tennessee
Texas Christian University
University of North Carolina
Catholic University of America

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
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. Psychology 105 and 106 are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order.

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 or 390 Applied Research Methods for the Behavioral Sciences; and four 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.

V. Comprehensive Evening Program

Psychology: Common Core plus two courses from 380 Industrial and Organizational Psychology, 381 Personnel Selection and Placement, 382 Personnel Training and Organizational Development, and 384 Consumer Behavior and Advertising; two courses from 302 Personal Adjustment and Mental Health, 351 Theories of Personality, and 353 Abnormal Psychology; two courses from 303 Human Development, 347 Social Psychology, and 360 Theories of Learning; and two electives from the remaining above courses.
BACHELOR OF ARTS/MASTER OF ARTS FIVE YEAR PROGRAM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The B.A./M.A. Program in Industrial/Organizational Psychology is a five-year program in which the student can earn both a B.A. and an M.A. in Psychology. The student will begin taking graduate level courses in his/her senior year and complete requirements for an M.A. in Psychology during the fifth year of study. Students must apply to the chairperson of the department before starting the junior year. The common core in psychology must be completed. An overall GPA of 3.2 or better is required to be considered for the program.

LIBERAL STUDIES PROGRAM (See Requirements Above)

DEPARTMENTAL PROGRAM REQUIREMENTS

Undergraduate courses: The same courses as the B.A. Industrial/Organizational Concentration (see page 214); however, two graduate level Industrial/Organizational courses are substituted for two undergraduate courses in Industrial/Organizational beyond 380.

Graduate courses: Four of the following six core courses: 402 Perceptual Processes; 404 Learning Processes; 406 Physiological Processes; 430 Advanced Social Psychology; 437 Advanced Personality; 439 Advanced Developmental Psychology. A total of five graduate level 10 courses are selected in consultation with a program adviser. In addition three advanced statistics are required, plus 500 Professional Ethics and History of Clinical Psychology and 597 Master's Thesis Research.

Note: Please see the Graduate Bulletin for course descriptions.

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 in Psychology: 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.

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.

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.)

217 Psychology of Interpersonal Relationships. An overview of psychological issues in the study and understanding of interpersonal relationships outside the home and family and such processes as acquaintanceship, friendship, and status-determined associations.

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

225 Psychology of Women. A review of research and theory on women, including stereotyping, sex roles, sexism, and psychobiology.

302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward major by students in the Comprehensive Evening Program. (Prerequisite: 105 or 106.)

303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit toward major by students in the Comprehensive Evening Program.
GROWTH AND DEVELOPMENT

Human Development

303 Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit toward major by students in the Comprehensive Evening Program.

333 Child Psychology. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 105 or 106.)

334 Adolescent Psychology. Biological, cognitive, emotional, and social development. Covers theories and research on normal and abnormal development during adolescence. (Prerequisite: 105 or 106.)

370 Research Methods in Developmental Psychology. (Prerequisite: 333.)

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: 105 or 106.)

367 Psychology of Exceptional Children. 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. (Prerequisite: 105 or 106.)

SOCIAL AND PERSONALITY

Social

345 Minority Relations in the United States.

347 Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (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.

355 Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. (Prerequisite: 347.)

372 Research Methods in Social Psychology. Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field. (Prerequisite: 275 and 347.) Laboratory fee: $5.00

Personality and Adjustment

302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward major by students in the Comprehensive Evening Program. (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 cause 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. (Prerequisite: Permission of instructor.)
358 **Applied Psychology II.** Approaches to counseling, psychotherapy, and helping relationships. (Prerequisite: 357.)

363 **Alcoholism, Drug Addiction, and Recovery.** Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery. (Prerequisite: 105 or 106.) 4 credit hours.

392 **Psychology of Alienation.** Causes of individual and group alienation, and the resultant behavior. (Prerequisite: 105 or 106.)

### BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

360 **Theories of Learning.** Classical and modern theories of learning. (Prerequisite: 105 or 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: 105 or 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: 105 or 106.)

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 and 240.)

381 **Personnel Psychology.** Application of concepts from differential psychology and measurement to employee selection, performance appraisal, 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 (cross-listed as Psychology 443).** Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisite: 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.)

### STATISTICS AND RESEARCH METHODOLOGY

**Analysis**

380 **Introductory Statistics for the Behavioral Sciences.** Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or equivalent or three years of high school mathematics.)

368 **Computer Programming (cross-listed as Sociology 368).** 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.

Measurement

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

Experimental Psychology I. Design, execution, analysis and interpretation of psychology research. (Prerequisite: 105 or 106, and 240.) Laboratory fee: $10.00.

Experimental Psychology II. Introduction to experimental psychology of learning and cognition. (Prerequisite: 275.) Laboratory fee: $10.00.

Experimental Psychology III. Research methods in sensation and perception; psychophysical techniques. (Prerequisite: 275 or 276 or consent.) Laboratory fee: $7.00.

Research Methods in Developmental Psychology. (Prerequisite: 333.)

Research Methods in Social Psychology. Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field. (Prerequisite: 347.) Laboratory fee: $5.00

SPECIAL TOPICS

Contemporary Issues. Psychological aspects of topics of current interest and relevance. (Prerequisite: 105 or 106.)

Advanced Topics in Psychology. (Prerequisites: Senior standing and consent of chairman.)

Field Work/Internship. Supervised experience in selected off-campus settings and associated readings. (Prerequisites: Junior standing and consent of chairman.)

Reading and Research. (Prerequisites: Senior standing and consent of chairman.)

Independent Study. (Prerequisite: Consent.)
Religious Studies

Paul F. Camenisch, Ph.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, world-views, and value systems, to clarify their own beliefs and values, and to develop the power to make critical and informed judgments. The Department pursues these goals in several ways: through its major concentrations; its departmental minors; its contributions to the Liberal Studies Program; and departmental courses available as electives to all students.

The Department of Religious Studies offers two major concentrations, each of which makes use of the interdisciplinary resources of the University. Concentration I (Academic) permits students to do religious study with emphasis on research or to pursue 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, prepares students for a career in teaching religion. Students in either concentration can take courses offered by the Spertus College of Judaica to complete or enrich their programs. (For information concerning the Jewish Studies Program, consult page 155 of the Bulletin.)

FACULTY

Paul F. Camenisch, Ph.D., Professor and Chairman
Hugo N. Amico, S.T.D., M.S., Associate Professor
John Dominic Crossan, S.T.D., S.S.L., Professor
Edmund J. Fitzpatrick, S.T.D., Associate Professor
Frida Kerner Furman, Ph.D., Assistant Professor
Paul Golden, C.M., J.C.D., Adjunct Professor
Ann Graff, Ph.D., Assistant Professor
George Hall, Ph.D., Adjunct Professor
John T. Leahy, S.T.D., M.Ed., Associate Professor
Dennis P. McCann, Ph.D., Associate Professor
John L. McKenzie, S.T.D., Professor Emeritus
Patrick O'Brien, C.M., S.T.D., Professor Emeritus
Charles R. Strain, Ph.D., Associate Professor
William VandenMarc, Ph.D., Professor

Princeton University
University of St. Thomas, Rome
St. Patrick's College Maynooth
St. Mary's of the Lake, Mundelein
University of Southern California
University of St. Thomas, Rome
University of Chicago
University of Chicago
Marianum, Rome
University of Chicago
St. Mary's College, Kansas
Catholic University of America
University of Chicago
University of Fribourg, Switzerland

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LIBERAL STUDIES PROGRAM

In addition to the 16 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 required for the Religious Studies major are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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; 200 God: Western Approaches to the Sacred; 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; 200 God: Western Approaches to the Sacred; 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 should contact the Department of Religious Studies for further details.

Religious Studies Minor

Two types of minors are available for students interested in perspectives that the study of religion can offer the non-major. The first is the general minor, designed to provide insights into the way religion appears and functions in human life. The minor consists of Religious Studies 100, 232, 233, either 220 or 221, one course in world religion, one from the history, thought and worship section, and one in ethics chosen with the assistance of an advisor in the Religious Studies Department.

The other type of minor is designed to broaden and complement a student’s major, or to highlight a specific interest within the field of religious studies. In consultation with an advisor and following several models developed by the department, the student can pursue a minor in any of several areas of religious studies such as Biblical studies, world religion, or ethics. Alternatively, minors are available to complement majors in History, Sociology, Literature, Psychology, Political Science, and Philosophy.

All Religious Studies minors require seven courses in the department, including those taken to meet the Liberal Studies requirement.

SEQUENCING

Religious Studies 100 is prerequisite for all students to all other department 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, 232, 233, 262, and 263. Required and elective courses chosen from this list should be taken relatively early in the student’s program. Religious Studies 390 must be taken by all departmental majors in their junior or senior year.
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: Traditions and Dynamics

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 (cross-listed as Sociology 343). Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

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. (This course may not be taken for Religious Studies major credit.)

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.

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.

Judaism and Christianity: History, Thought, 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.

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.

241 Theological Themes and Medieval Art. Theology in art through the Ottonian, Romanesque, Gothic, and late Gothic eras.

242 Theological Themes in Modern Art. Contemporary artists and movements expressing theological themes.

258 God, Justice, and Christian Action. A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein.

268 Modern Judaism. An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel. Co-sponsored by the Jewish Chautauqua Society.

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.

278 Women in Religion. A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

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 (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world. (Prerequisites: Rel. 100 and Phil. 100.)

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

254 Love and Sexuality: Religious Perspectives. Love and sexuality in biblical and non-biblical religions, examined cross-culturally, conceptually, and ethically.
Dying, Death, Afterlife. Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually, and ethically.

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.

Moral Education and Ethics (cross-listed as Secondary Education 321). Relation of moral reasoning and values clarification to ethics and their use in the classroom.

Science and Ethics. (Honors. Cross-listed as Phy. 225; Bio. 225, Chem. 208, Phil. 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.)

Teaching of Religion

Introduction to Special Religious Education. The developmentally disabled and their integration with communities of faith. Cross-listed with Secondary Education 281. This course is taught at the SPRED Center.

Special Religious Education: Role Orientation and Field Placement. Description and selection of specific skills as a team member. Cross-listed with Secondary Education 282. This course is taught at the SPRED Center.

Center Design: Pilot and Model in Special Religious Education. Practicum to design and establish a center. Cross-listed with Secondary Education 283. This course is taught at the SPRED Center.

Religion and American Education. Legal basis of their current relationship and state certification of religion teachers.


Secondary Student Teaching and Seminar (cross-listed as Secondary Education 390). 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. Open only to DePaul Students. (Prerequisite: Permission of program counselor.) (12 quarter hours.)

Advanced Study

Integrating Seminar. A seminar focusing upon the methods, classic texts and current issues in the study of religion. (Prerequisite: junior or senior standing.)

Independent Study. (Prerequisite: senior standing and permission of the department.)
Sociology

Charles S. Suchar, Ph.D., Associate Professor and Chairman

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 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

Charles Suchar, Ph.D., Associate Professor and Chairman
Northwestern University

Nancy M. Abbate, B.A., Lecturer
Mundelein College

Therese Baker, Ph.D., Associate Professor
University of Chicago

Rosemary S. Bannan, Ph.D., Professor
Loyola University

Noel Barker, M.A., Lecturer
University of Illinois, Urbana

Judith A. Bootcheck, Ph.D., Associate Professor
Purdue University

Grace Budrys, Ph.D., Associate Professor
University of Chicago

Kenneth Fidel, Ph.D., Associate Professor
Washington University

Roberta Garner, Ph.D., Professor
University of Chicago

John P. Koval, Ph.D., Associate Professor
University of Oregon, Eugene

Patrick Murphy, J.D., Lecturer
Northwestern University

Lavinia C. Raymond, Ph.D., Professor Emeritus
University of Sao Paulo

Robert Rotenberg, Ph.D., Associate Professor
University of Massachusetts, Amherst

Catherine Ryan, J.D., Lecturer
DePaul University

John Paul Ryan, Ph.D., Lecturer
Northwestern University

Charles Stevens, Ph.D., Associate Professor
Northwestern University

Joyce Sween, Ph.D., Professor
University of Chicago

David Taylor, M.A., Lecturer
Purdue University

Deena A. Weinstein, Ph.D., Professor

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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 field 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 five 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 (241 Introduction to Computer Use in the Social Sciences may substitute for 240); 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 304 Social Deviation; 306 Families; 322 The Treatment and Prevention of Delinquency; 353 The Sociology of Mental Illness; 361 Techniques and Problems in Social Work Practice. (The prerequisite for courses in Phase II is the completion of at least two courses in Phase I).

One Phase III Practicum Course may substitute for a Phase II course from Sociology 380 Research Methods I; 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; 304 Social Deviance.

Four Phase II courses from Sociology 301 The Juvenile Court System; 353 The Sociology of Mental Illness; 310 Criminal Justice: The Courts and Corrections; 315 Sociology of Law; 322 The Treatment and Prevention of Delinquency. (Students need to have at least one Phase I course before selecting from Phase II.)

Major
Common core plus two courses from Phase I; four courses from Phase II; and two additional 300-level courses in Sociology.

SPECIAL PROGRAMS

Anthropology
While there is no degree program or minor concentration in Anthropology, the department offers a number of courses in this field.

Sociology: 202 Cultural Anthropology; 215 Origins of Society (Archeology); 216 Biology and Culture (Physical Anthropology); 217 Anthropology of Communication; 318 Culture Change and Applied Anthropology; 319 Medical Anthropology; 346 Urban Anthropology; 382 Qualitative Methods; 395 Seminar in Anthropology.

See the departmental Anthropology advisor for additional information.
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 Chairperson for additional information.

SEQUENCING

For majors, 101 should be taken in the freshman or sophomore year; 240 or 241 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.)
Sociology of Women. Cross-cultural analysis of women's roles. How various social institutions (the media, work, the family, education, religion) treat sex-role distinctions and how the women's movement is attempting to confront them.

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.)

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.)

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.)

Police and the Urban Community. The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

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.)

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.)

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.

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.

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.

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.

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.

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.

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.

Introductory Statistics for the Social Sciences (cross-listed as Mathematics 242). 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.)

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.
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.

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.

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

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.

Protest: Violence and Nonviolence. The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphases: social and historical indicators that precipitate violence; court response to civil disobedience.

The Juvenile Court System: Its Operations. An introduction to the juvenile court system. The interaction of police, judges, and court officers. The role of discretion in disposition. (Prerequisite: 220.)

Social Deviation. Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

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.

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.)

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.

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.)

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.)

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.)

Sociology of Rock Music. Rock music is studied as an object of culture, both as art and mass culture. Attention is given to its creation, dissemination and appreciation.

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.)


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.)
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.)

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.

Techniques and Problems in Social Work Practice. 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.)

Sociology and Philosophy (cross-listed as Philosophy 351). Discussion of the philosophical implications of sociological theory and the societal background of philosophical development.

Computer Programming (cross-listed as Psychology 368). Development of FORTRAN programs for computing statistics. (Prerequisite: 240 or consent of instructor.) Laboratory fee: $15.00

Video Workshop I: Small Format Video Production (cross-listed as Communication 371). The use of video cameras, recorders, and other equipment needed to make videotapes. Focuses on selected technical skills involved with video production. Integrates theoretical perspectives with practical applications.

Video Workshop II: The Documentary (cross-listed as Communication 372). Continued training in the use of video equipment. Students apply technical skills to the production of a video documentary. (Prerequisite: 379 or consent of instructor.)

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.) (To be offered only in alternate years at Lewis Center, yearly at Lincoln Park.)

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.) (To be offered only in alternate years at Lewis Center, yearly at Lincoln Park.)

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.)

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.

Seminar in Sociology. Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

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.)
Seminar in Anthropology. In-depth examination of selected topics in cultural diversity, often based on a geographical area. (Prerequisite: 202.)

Travel/Study. Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs.

Independent Study. (Prerequisites: Senior standing and permission of chairperson.) Two to four credit hours.
Social Sciences

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)          Northwestern University
Judith Bootcheck, Ph.D., Associate Professor (Sociology)             Purdue University
Floyd Dill, Ph.D., Assistant Professor (Economics)                  Cornell University
Robert Garfield, Ph.D., Associate Professor (History)               Northwestern University
Midge Wilson, Ph.D., Assistant Professor (Psychology)               University of North Carolina, Chapel Hill
Harry J. Wray, Ph.D., Associate Professor (Political Science)       University of North Carolina, Chapel Hill

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

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, Psychology 240 Introductory Statistics for the Behavioral Sciences or Sociology 240 Introductory Statistics for the Social Sciences. 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, Psychology 240 Introductory Statistics for the Behavioral Sciences or Sociology 240 Introductory Statistics for the Social Sciences. 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.
The Urban Studies Program at DePaul University is a multi-disciplinary curriculum designed to prepare students for a variety of careers with public and private agencies, doing work in the areas of urban analysis, planning, and development.

The purpose of the Program is to provide students with a foundation in urban analysis through comprehensive interdisciplinary study. The multidisciplinary core courses introduce students to several of the academic disciplines offering insights on the nature of cities as social systems, urban problems, and urban policies. The student then selects a disciplinary concentration from among participating departments. Because urban-related careers involve many areas of interest, each student will be individually counseled in the selection of courses to meet his or her individual needs.

Thus, this program provides students with the knowledge of basic concepts of Urban Studies and with the opportunity for additional study in upper-division, urban-related courses from participating departments. Graduates of the program are prepared for entry level positions of employment or further training in related graduate programs.

**FACULTY**

Donald Dewey, Ph.D., *Professor and Director*

Larry Bennett, Ph.D., *Associate Professor*

Sally Chappel, Ph.D., *Professor*

Kenneth Fidel, Ph.D., *Associate Professor*

Gerald Ropka, Ph.D., *Associate Professor*

Adolph Mark, Ph.D., *Associate Professor*

University of Nebraska

Rutgers University

Northwestern University

Washington University

Michigan State University

University of Illinois

**Bachelor of Arts**

**Liberal Studies Program**

In addition to the 16 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 Urban 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses in the Departments of Art, Music, or 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 selected from the Departments of Economics, Geography, Political Science, Psychology, or Sociology, 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).
DEPARTMENTAL PROGRAM REQUIREMENTS

The Urban Studies major has the following prerequisite: Urban Studies 100 Introduction to Urban Studies.

Methods Requirement


Geography: Two courses from the following: 342 Computer Graphics; 376 Population and Urban Demographics.

Political Science: 200 Political Analysis and Research.

Sociology: 351 Urban Demography; 380 Research Methods; 381 Qualitative Methods.

Content Requirement

Three courses from different departments as follows:

Geography: 133 Urban Geography; 230 Problems of Modern Transportation.
Economics: 104 Principles of Microeconomics.
History: 254 The City in History.
Political Science: 202 Community Politics.
Sociology: 230 The City; 231 Ethnicity and Community.

Four courses from different departments as follows:

Art: 324 The History of Architecture
Economics: 310 Economics of an Urban Environment (Prerequisite: Economics 104.)
Geography: 321 Chicago Metropolitan Area; 333 Urban Planning.
History: 301 The History of Chicago.
Political Science: 322 Urban Policy Making; 323 Chicago Government and Politics
Sociology: 345 Urban Sociology; 346 Urban Anthropology

Supporting Fields

Each student will select four additional advanced courses in consultation with an advisor from one of the following departments: Economics; Geography; Political Science; Sociology.

Internship or Research Project

In the Junior or Senior year the Urban Studies major will take one of the following: Urban Studies 390 Urban Internship; Urban Studies 395 Research in the Urban Community.
Courses

All courses carry 4 quarter hours of credit unless otherwise specified. See departmental listings for descriptions of Urban Studies Program courses.

100  Introduction to Urban Studies. This course surveys approaches to studying cities and their problems, the concept of community, the history of cities, basic vocabulary of Urban Studies, and the nature of metropolitan societies and systems. 4 hours.

390  Urban Internship (4 or 8 hours.)

395  Research in the Urban Community
Women's Studies

Women's Studies is an interdisciplinary program offering a minor concentration. It focuses on women's accomplishments, conditions, and contributions within their cultural contexts, thus illuminating the values implicit in women's place in society. As interdisciplinary, Women's Studies crosses the boundaries of traditional fields of study, giving fresh views of their subject matter and creating a new coherent way of understanding human experience.

A minor in Women's Studies will strengthen preparation for many careers in the public and the private sectors, especially where women are the primary clients or the majority of employees. Students interested in careers in counseling, personnel, teaching, sales, advertising and marketing, among others, would find the minor beneficial.

Students who would like to know more about the Women's Studies program are invited to speak with the coordinator and the other faculty members of the program.

PROGRAM COMMITTEE

Mary Jeanne Larrabee, Ph.D., Coordinator of Women's Studies, Associate Professor (Philosophy)
Therese Baker, Ph.D., Associate Professor (Sociology)
Judith Bootcheck, Ph.D., Associate Professor (Sociology)
Carol Klimick Cyganowski, Ph.D., Assistant Professor (English)
Frida Kerner Furman, Ph.D., Assistant Professor (Religious Studies)
Kristine Garrigan, Ph.D., Associate Professor (English)
Ann Graff, Ph.D., Assistant Professor (Religious Studies)
Jane Halpert, Ph.D., Assistant Professor (Psychology)
Jean Knoll, Ph.D., School for New Learning
Jeanne LaDuke, Ph.D., Associate Professor (Mathematics)
Marjorie Piechowski, Ph.D., (Sponsored Programs and Research)
Susan Ramirez, Ph.D., Associate Professor (History)
Rose Spalding, Ph.D., Associate Professor (Political Science)
Jacqueline Taylor, Ph.D., Assistant Professor (Communication)
Midge Wilson, Ph.D., Associate Professor (Psychology)

University of Toronto
University of Chicago
Purdue University
University of Chicago
University of Southern California
University of Wisconsin
Wayne State University
University of Chicago
University of Oregon
University of Wisconsin
University of Wisconsin
University of North Carolina
University of Texas
University of North Carolina

Women's Studies Minor

A six course minor is offered. For the minor, a student must take at least three of the core courses, including the WMS 200 course. The remaining courses can be selected from either the core courses or the elective courses designated below, as well as those listed in the class schedule under Women's Studies.
Common Core
Women's Studies: 200 Women's Studies.
Communication: 361 Gender and Communication.
English: 383 Women and Literature.
History: 258 Women in History.
Philosophy: 385 Philosophy and Feminism.
Political Science: 227 Women and Politics.
Psychology: 225 Psychology of Women.
Religious Studies: 278 Women in Religion.
Sociology: 209 Sociology of Women.

Electives
Communication: 336 Film and Literature (specified sections only).
Philosophy: 390 Selected Topics: Equal Rights.
Psychology: 215 Human Sexuality.
Political Science: 299 Special Topics: Women and Law (specified sections only).
Sociology: 207 Youth and Society; 211 Sex Roles; 306 Families; 326 Life Cycle: Middle Age and Aging.
Women's Studies: 210 Values and Gender; 394 Seminar in Selected Topics; 399 Independent Study.

Courses

200  **Women's Studies: An Interdisciplinary Survey.** This course provides a theoretical framework for the discipline of Women's Studies and examines research by and about women in selected academic fields.

210  **Values and Gender.** This course explores the dominant issues stemming from our being gendered subjects and examines the values underlying various theories on the nature and roles of females and males in different cultures.

394  **Seminar in Selected Topics.** (Prerequisites: Senior standing or completion of three courses of the common core.)

399  **Independent Study.** (Permission of the instructor and the Women's Studies Coordinator required before registration.)
SCHOOL OF EDUCATION
ADMINISTRATION

Kenneth F. Sarubbi, D.P.E.
   Dean
Charles P. Doyle, M.Ed.
   Administrative Assistant to the Dean
George Maniates, M.A.
   Administrative Assistant to the Dean
Peter Pereira, A.M.T.
   Director of Undergraduate Programs
Joan M. Lakebrink, Ph.D.
   Director of Graduate Programs
Linda Stewart, B.S.
   Academic Advisor, Undergraduate Programs

DEGREE PROGRAMS

ACCREDITATION

ADMISSIONS

CURRICULUM

Liberal Studies Program
Academic Programs
   Elementary 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, 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.

Kenneth Sarubbi, D.P.E., Dean
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 in Secondary Education in the following areas: English, Geography, History, Modern Languages, or Social Science.
- Bachelor of Science in Secondary Education in Biology, Chemistry, Computer Science, Mathematics, or Physics.
- 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: 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 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

Kenneth Sarubbi, D.P.E., Dean and Associate Professor
Linda Bliss, M.Ed., Lecturer
John C. Bohan, Ed.Spec., Assistant Professor
Urban H. Fleege, Ph.D., Professor Emeritus
Gerald Foster, Ph.D., Assistant Professor
Edward Gordon, M.A., Lecturer
William E. Gorman, Ed.D., Associate Professor
Sharon R. Guthrie, Ph.D., Assistant Professor
Andrew T. Kopan, Ph.D., Professor
Joan M. Lakebrink, Ph.D., Associate Professor
John J. Lane, Ph.D., Professor
Michael McCormick, B.S., Lecturer
Peter Pereira, A.M.T., Associate Professor
Barbara R. Reque, Ph.D., Associate Professor
Sr. Frances Ryan, A.C.S.W., Ph.D., Assistant Professor
Hans A. Schieser, Ph.D., Professor
James J. Seri, M.S., Associate Professor

Indiana University
Erikson Institute
Rutgers University
Catholic University of America
University of Iowa
DePaul University
Northwestern University
Ohio State University
University of Chicago
University of Wisconsin-Madison
Southern Illinois University
Harvard University
University of Chicago
Loyola University
Loyola University
University of Wisconsin
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) 341-8300. 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 339 of the Bulletin.

Students who meet University admission requirements are eligible to apply for admission to one of the Teacher Education programs. Students who already hold a Bachelor's Degree from an accredited institution and wish only to meet Teacher certification requirements should contact the School of Education's Academic Advisor directly, 341-8105.
The students' academic program in the School of Education consists of two parts: the Liberal Studies Program and courses for the major field. Together these two components contribute to the common purpose of all study in the school, namely, professional preparation grounded in Liberal Education. Students seeking State of Illinois certification must meet additional requirements.

**GENERAL REQUIREMENTS**

I. Test Requirements: All students seeking State certification in the School of Education must take and pass the United States and Illinois Constitution Examination. Students interested in teaching with the City of Chicago must take the National Teachers Exam; for all other students the National Teachers Exam is 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 16 quarter hours required in Common Studies, all students in the School 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106). 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 academic advisor 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 different 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

While the equivalent of 22 courses is listed above as the requirements of the Liberal Studies Program, only 20 are required because students may reduce, by two, the number of courses required in 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 the Academic Advisor.

Students who have declared their major field should consult the distribution requirements below to determine their distribution of Liberal Studies requirements. 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 Academic Advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field.

Elementary 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 Program

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 83 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 300, English 302, or EE 301 or SE 301); Political Science 120 or American History; Math 110 and 111 for Elementary Education majors; one mathematics (unspecified level) for Secondary, 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, CU 380, R&L 201, and HSC 200) unless otherwise indicated in the description of the program, one theory course in HE or PE, and/or from (1) to (3) activity courses for a total of six (6) quarter hours.

I. Program in Elementary Education (EE)

Liberal Arts courses: LSE 201 or Sociology 212; special Professional Education courses: EE 301, EE 303, EE 317, EE 319, EE 324, EE 326, EE 331, EE 342, EE 355, EE 381, 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/L 380 Teaching Reading in the Content Areas (cross-listed with SE 359), EE 324 Beginning Reading Instruction, R/L 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/L 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/L 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 as 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 Childrens Literature SE 386 Literature and the Reader
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).
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.

II. Program in Physical Education (PE)

This Bachelor of Science degree allows students to choose between two concentrations, teaching or fitness management. The teaching concentration is a certified program that qualifies students to teach or coach in a school or recreational setting. Alternately, the fitness management concentration prepares individuals interested in managing or developing fitness/exercise programs in a small business or large corporate setting.

Teaching Concentration


Movement Analysis IV—Team and Individual Sports Foundations: Five 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.

Fitness Management Concentration

Liberal Arts/Commerce Courses: Biology 201 and 202, Management 200 and one course from: Organizational Law (4 hrs.); or Accounting (4 Hrs.). Physical Education courses: 206, 302, 303, 345, 351, 352, 360, 361, 374, 380.


Movement Analysis IV—Team and Individual Sports Foundations: PE 065, 066, 067, 071, 276, and choose three courses from PE 181, 182, 183, 185, 186, 187.
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.

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: Coaching Minor Sequence

Theory: PE 302, 303, 345, 351, 352, 390, 391

PROGRAM C: Athletic Training Minor Sequence (Leading to Certification by National Athletic Training Association, N.A.T.A.)

Biology 201, 202
HE 206, 273
PE 302, 303, 351, 352, 390, 392, 393

III. 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, Computer Science, Mathematics, and Physics. 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.

Biology page 90
Chemistry page 96
Computer Science page 110
English page 127
Geography page 139
History page 145
Mathematics page 159
Modern Language page 173
Physics page 195
Social Science page 236

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 one course 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.

IV. 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.
V. 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. Students who have received their Early Child Care Certificate normally will have fulfilled the following requirements of the Elementary Education Program:

CU 095 Clinical Experience with Children and Youth
CU 337 Human Growth and Development
CU 338 The Process and Evaluation of Learning
EE 342 Methods: Art or EE 319—Methods: Music
R&L 201 Strategies for Mainstreaming
LSE 201 Education and Society
6 quarter hours of Physical Education and/or Health Education

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. Consult the Academic Advisor for courses offered in the sequence.

VI. 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).

Students entering the program will register with the School of Education as “Certification” students, and will receive an I.D. card from the Registrar.
ACADEMIC ADVISOR
The School of Education provides an Academic Advisor who is responsible for the initial interviewing and counseling of all undergraduate degree seeking and certification students. It is the responsibility of the Academic Advisor to assist each new student with the selection of courses for each quarter, in order to ensure academic progress toward graduation or certification in a timely fashion.

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
- Curriculum 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 Graduate Programs.

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.

LIBERAL STUDIES IN EDUCATION (LSE)
These courses are open to all students in the University. Titles of courses offered in the Liberal Studies Program are in italics.

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 examines 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 211 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.

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 underlie 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.

**CORE UNIT (CU)**

Professional courses required in all degree programs. Social, Historical, Psychological, and Philosophical Foundations of Education.

CU 095 **Clinical Experience with Children and Youth.** (No Credit.) 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.

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.** (3 quarter hours.) 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.)

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. (3 quarter hours.) 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.

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 Carkhuff, Fritz Perls, Carl Rogers, and Bandler & Grinder.

ELEMENTARY EDUCATION (EE)

Courses in Bilingual/Bicultural Education are included in this listing. In the Elementary Education courses listed below—317, 319, 324, 331, 326, 355, and 381—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.

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 301 The Teaching of Language Arts: The Structure of Grammar This course has a two-fold purpose: that the students as future teachers will become knowledgeable about the theory of grammar so that their speaking and writing will improve and that they will develop useful methods of teaching grammar. Oral and written exercises will be practical to develop this knowledge.

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: English 112, 113, and EE 301 or equivalent.)

EE 307 Correcting Reading Problems (cross-listed as 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 as 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, word attack skills, comprehension and reading assessment; focus will also be placed on developing activities for preschool to grade three.

EE 326 Methods: Teaching Reading in the Elementary Schools. Major attention given to: 1) development of the reading process, 2) techniques for developing study skills and reading comprehension in the content areas, 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.

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. (8 quarter hours.) 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 and Mathematics 110.) Material fee: $10.00.

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 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 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-9.** (6 quarter hours.) The teaching-learning process in programs for children. Clinical experiences include observation, participation, and directed teaching of small pupil groups. (2 clock hours of clinical activities per week required in addition to course work.) Materials fee: $7.00.

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.** (12 quarter hours.) 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.

EE 399  **Independent Study.** 1 to 2 quarter hours. (Prerequisite: Permission of program counselor.)

**SECONDARY EDUCATION (SE)**

SE 281  **Introduction to Special Religious Education** (cross-listed as Religious Studies 281). The developmentally disabled and their integration with communities of faith. This course is offered at the SPRED Center.

SE 282  **Special Religious Education: Role Orientation and Field Placement** (cross-listed as Religious Studies 282). Description and selection of specific skills as team member. This course is offered at the SPRED center.

SE 283  **Center Design: Pilot and Model in Special Religious Education** (cross-listed as Religious Studies 283). Practicum to design and establish a center. This course is offered at the SPRED center.

SE 301  **The Teaching of Language Arts: The Structure of Grammar** This course has a two-fold purpose: that the students, as future teachers, will become knowledgeable about the theory of grammar so that their speaking and writing will improve and that they will develop useful methods of teaching grammar. Oral and written exercises will be practical to develop this knowledgeable.
SE 307 Correcting Reading Problems I (cross-listed as 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 as R/LD 308). Methods and materials appropriate to the diagnosis and remediation of reading problems. Organizational of corrective reading programs in the school setting.


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 (cross-listed as Religious Studies 321 and CU 321). Relation of values clarification to ethics and their use in the classroom.


SE 349 Teaching Modern Languages (cross-listed as Modern Language 349). The theory and practice of teaching modern languages.

SE 357 Methods: Curriculum and Instruction in the Secondary School. (6 quarter hours.) Curriculum planning, teaching methods, materials development, student evaluation, and classroom observation. Includes laboratory periods as well as field and clinical experiences.

SE 359 Teaching Reading in the Content Areas (cross-listed as 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 Only open to those undergraduates opting for the Reading Specialist minor sequence). The purpose is to explore the nature of the interactions that occur between the reader and what is being read at different stages of development from the primary grades to college. The various aspects of the reader’s response will be analyzed, with particular attention to how these vary at different grade levels, and what the implications are for classroom teaching and curriculum development.

SE 390 Secondary Student Teaching and Seminar. (12 quarter hours.) 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.

SE 399 Independent Study. 1 to 2 quarter hours. (Prerequisite: Permission of advisor.)

READING AND LEARNING DISABILITIES (R/L)

R/L 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/L 307 Correcting Reading Problems I (cross-listed as 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/L 308 Correcting Reading Problems II (cross-listed as 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/L 380 Teaching Reading in the Content Areas (cross-listed as 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/L 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/L 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.

HEALTH EDUCATION (HE)

HE 206 Personal and 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 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.
PHYSICAL EDUCATION (PE)

PE 053 Swim Conditioning. (2 quarter hours.) Instruction in competitive and non-competitive stroke mechanics combined with the development process. (Prerequisite: Beginning swimming or instructor's approval.)

PE 054 Skiing. (2 quarter hours.) Instruction for beginners and intermediate skiers; fundamental movements, and skiing safety.

PE 055 Tennis. (2 quarter hours.) Instruction and practice on basic patterns of movement for forehand, backhand and service skills. Knowledge of rules, etiquette, playing instructions and class competition.

PE 057 Badminton-Table Tennis. (2 quarter hours.) Analysis, instruction and practice skills, group drills, styles of offensive and defensive play, and strategy

PE 058 Beginning Judo. (2 quarter hours.) The essential holds and falls of the beginning wrestler.

PE 059 Archery. (2 quarter hours.) (Beginners.) Instruction and practice in use and care of missile weapons—bows and arrows. To include indoor shooting and tournament forms.

PE 060 Danceexercise. (2 quarter hours.) Participation and instruction in the dynamics of body movement through a combination of dance and exercise.

PE 063 Karate I. (2 quarter hours.) Instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art.

PE 064 Karate II. (2 quarter hours.) Advanced instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (Prerequisite: PE 063.)

PE 065 Racquetball. (2 quarter hours.) Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. 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.

PE 067 Recreational Sports. (2 quarter hours.) 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.

PE 070 Danceexercise II—The Workout. Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. (Prerequisite: PE 060 or instructor’s approval.)

PE 071 Exercise and General Fitness. Participation and instruction in a variety of approaches to improving overall fitness through exercise and a balanced nutrition.

PE 076 Advanced Weight Training. Advanced instruction and participation in the use of free weights and various machines for body building and weight training. (Prerequisite: PE 066 or instructor's approval.)

PE 111 Developmental Basis of Movement and Rhythm. Participation and instruction will focus on the developmental sequence of gross motor skills in children and the application of rhythmic activities as a means for providing instructional practice.

PE 121 Swimming. (2 quarter hours.) Skill analyses and development based upon individual’s initial swimming level; beginning through advanced swimming. (A.R.C. classification). Introduction to skin diving skills and basic rescue and water safety.

PE 122 Advanced Lifesaving. Introduction to swim conditioning techniques as a basis for the development of advanced lifesaving skills. American Red Cross Advanced Lifesaving Certificate may be earned. (Prerequisite: PE 121 or swimming test.)

PE 151 Introduction to Gymnastics. (2 quarter hours.) Basic tumbling, stunts, apparatus, exercises, and marching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations.
PE 181 Football-Flag Football. (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play.

PE 182 Volleyball. (2 quarter hours.) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.

PE 183 Soccer. (2 quarter hours.) Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in speedball and other lead-up activities.

PE 185 Baseball-Softball. (2 quarter hours.) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.

PE 186 Track and Field. (2 quarter hours.) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.

PE 187 Basketball. (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy.

PE 206 Personal and Community Health. Community involvement in preventing disease, improving human efficiency and prolonging life. Open to all University students.

PE 211 Ballet-Modern Dance. (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.

PE 212 Tap-Modern Jazz. (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.

PE 213 Folk-Social Dance. (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.

PE 233 Water Safety Instructors. (2 quarter hours.) Methods of teaching swimming, advanced lifesaving, and basic rescue and water safety. Instructor certificate may be earned. (Prerequisite: PE 121 and current ARC advanced lifesaving certificate or instructor's approval.)

PE 253 Gymnastics. (2 quarter hours.) Basic and intermediate skills required in Olympic gymnastics with instruction on "spotting," scoring and teaching techniques. (Prerequisite: Physical Education 151 or instructor's approval.)

PE 263 Gymnastic Techniques. (2 quarter hours.) Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253.)

PE 276 Tennis. (2 quarter hours.) 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.

PE 277 Golf. (2 quarter hours.) 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.

PE 302 First Aid. (2 quarter hours.) 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.

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 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  Historical and Philosophical Foundations 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  Management of 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 361  Physical Fitness Assessment and Programming Students will gain practical experience in appropriate exercise programming and conducting a variety of fitness tests which measure the efficiency of both the muscular and cardiovascular systems.

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. (6 quarter hours.) 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. Open only to DePaul students. (Prerequisite: Permission of program counselor.)

PE 379  Secondary Student Teaching in Physical Education and Seminar. (6 quarter hours.) 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.
PE 390 Psycho-Social Aspects of Sport and Physical Activity. This course is intended to provide an overview of the key philosophical and psychological concepts and theories which are applicable to athletics and physical activity.

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 Therapeutic Modalities and Exercise. An introduction to the modalities used in the treatment of injuries.

PE 395 Clinical Observation and Practice in Corrective Therapy. (6 or 10 quarter hours.) 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.) Tuition fee for special students: $50.

PE 399 Independent Study or Pre-Student Teaching Experience. 1 or 2 quarter hours. (Prerequisite: Permission of program counselor.)

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. Open only to DePaul students. (Prerequisites: ECC 270 and Permission of Program Director.)

ECC 272 Practicum III in Early Child Care and Development. Continuation of ECC 270 and 271. Open only to DePaul students. (Prerequisites: ECC 270, 271 and Permission of Program Director.)

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-prespchool child to be arranged individually with the Early Child Care Program Director.

ECC 274 Philosophy and Practices of Early Child Care and Development. (4 quarters hours.) 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.

ECC 288 Literature for the Young Child. (2 quarter hours.) 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.
ECC 289 Study of Preschool Exceptional Child Growth and Development. (3 quarter hours.) Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. (Prerequisite: ECC 290.)

ECC 290 Child Growth and Development I. (3 quarter hours.) 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.

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.

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.

ECC 293 Programming for Creative Play and Activities I. (2 quarter hours.) 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.

ECC 294 Programming for Creative Play and Activities II. (2 quarter hours.) Continuation of ECC 293 with treatment of physical and movement activities for the preschool child. (Prerequisite: ECC 293.)

ECC 295 Art and Music for Early Childhood I. (2 quarter hours.) Theory, methods and materials of art and music programs for young children.

ECC 296 Art and Music for Early Childhood II. (2 quarter hours.) Continuation of ECC 295. (Prerequisite: ECC 295.)

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.

ECC 298 Health and Nutrition of the Young Child. Physical and nutritional needs of young children and how to provide for them in early childhood programs. First aid applied to young child with the review of early childhood physical diseases included.

ECC 299 Practicum IV in Early Child Care and Development. Continuation of ECC 270, 271 and 272. Open only to DePaul Students. (Prerequisites: ECC 270, 271, 272 and Permission of Program Director.)
SCHOOL OF MUSIC
ADMINISTRATION
Frederick Miller, D.M.A.
   Dean
Robert S.C. Myers, Mus.M.
   Associate Dean
Robert Krueger, Mus.M.
   Coordinator of Admissions
Lawrence E. Scofield, Mus.M.
   Administrative Assistant to the Dean

FACILITIES

ADMISSIONS

FINANCIAL AID

FACULTY

CURRICULUM
Bachelor of Arts
Bachelor of Music
   Performance
   Composition
   Music Education
   Jazz Studies
Bachelor of Science
   Emphasis in Electrical Engineering
   (Recording Technology)

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 some twenty members of the Chicago Symphony and Chicago Lyric Opera Orchestras. 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, D.M.A., Dean
FACILITIES

The School of Music is housed in attractive 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) 341-6844.

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, Mus.B., Lecturer, Violin
Murray Allen, Mus.M., Lecturer, Jazz Studies
Charles Argersinger, Ph.D. Associate Professor, Composition, Jazz Studies
Sheldon Atoisky, D.M.A. Lecturer, Composition, Musicianship.
Peter Ballin, Mus.B., Lecturer, Jazz Studies
Susanne Baker, Mus.M., Lecturer, Class Piano
Elaine Scott Banks, Mus.M., Lecturer, Cello
Gilda Barston, Mus.M., Lecturer, Music Education, Cello
Ross Beacraft, Mus.B., Lecturer, Trumpet, Coordinator of Brass Program
Warren Benfield, Lecturer, String Bass
Robert Black, Mus.B., Lecturer, Saxophone
J. Lawrie Bloom, Mus.M., Lecturer, Clarinet
Paul Bro, Mus.B., Lecturer, Saxophone
Thomas A. Brown, Ph.D., Professor, Musicianship, Coordinator of Graduate Studies
Jerome Butera, D.M.A., Lecturer, Organ
Joseph Casey, Ph.D., Associate Professor, Music Education
Bobby Christian, Lecturer, Percussion
Mark Colby, M.M., Lecturer, Jazz Saxophone
Cliff Colnot, Ph.D., Lecturer, Jazz Studies
Larry Combs, B.M.E., Lecturer, Clarinet
Gary Czapinski, Mus.B., Lecturer, Music Education
Joe Daley, Mus.B., Jazz Improvisation
Donald DeRoche, Mus.M., Assistant Professor, Director of Band Organizations, Chair of Music Education
Julie DeRoche, Mus.B., Lecturer, Clarinet
Diane Dressler, Ed.D., Associate Professor, Musicianship
Martha Farahat, Mus.M., Lecturer, Flute
George Flynn, D.M.A., Professor, Chair of Musicianship Studies and Composition
Ron Friedman, Mus.M., Lecturer, Trumpet
Annemarie Gerts, Mus.B., Associate Professor Emeritus
Ellen Gold, Mus.B. Lecturer, Music Education
Larry Gray, Lecturer, Jazz Bass
Michael Green, Lecturer, Percussion, Coordinator of Percussion Program
Viola Haas, Mus.M., Associate Professor Emeritus
Mary Beth Harding, B.F.A., Lecturer, Music Education
Jean Harrison, Mus.B., Lecturer, Music Education
Stephen Hartman, Mus.M., Lecturer, Harp
B. Lynn Hebert, D.M.A., Assistant Professor, Musicianship
Mary Hickey, Mus.B. Lecturer, Flute
Linda Hirt, Mus.M., Lecturer, Piano
Hilel Kagan, Lecturer, Violin
Marjorie G. Kenny, Mus.M., Associate Professor Emeritus
Paul Kiesgen, Mus.M., Lecturer, Voice
Edward Kocher, Mus.M., Associate Professor, Trombone, Euphonium, Chair of Performance Studies
Thaddeus Kozuch, Mus.M., Associate Professor Emeritus

Franz Liszt Royal Academy
DePaul University
University of Minnesota
Northwestern University
University of Miami
University of Wisconsin
Westminster Choir College
The Juilliard School
Eastman School of Music
Curtis Institute of Music
Northwestern University
Arizona State University
Iowa State University
University of Wisconsin
American Conservatory of Music
University of Iowa
University of Miami
Northwestern University
Eastman School of Music
University of Wisconsin
University of Illinois
University of Illinois
Northwestern University
Teachers College, Columbia University
University of Chicago
Columbia University
Northern Illinois University
DePaul University
University of Iowa
State Conservatory-Prague
University of Wisconsin
University of Iowa
Indiana University
Stanford University
Northwestern University
Indiana University
University of Leningrad
Northwestern University
Northwestern University
University of Iowa
Chicago Musical College

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Philip Kraus, Mus.M., Lecturer, Opera
Northwestern University

Julian Leviton, Mus.M., Lecturer, Piano
Northwestern University

Christina Lucia, Mus.M., RMT, Assistant Professor, Music Therapy,
Coordinator of Music Therapy Program
Michigan State University

Gregory Lyne, D.M.A., Associate Professor, Director of
Choral Organizations
University of Northern Colorado

Rex Martin, Mus.M., Lecturer, Tuba
Northwestern University

Mark Maxwell, Mus.M., Lecturer, Guitar
Southern Methodist University

Mark McDunn, Associate Professor, Trombone, Trumpet
Eastman School of Music

Manny Mendelson, Mus.M., Lecturer, Jazz Studies
Northwestern University

Ethel Merker, Mus.M., Lecturer, French Horn
University of Iowa

Frederick Miller, D.M.A., Professor, Dean
Indiana University

Robert Morgan, Mus.B., Lecturer, Oboe
Pennsylvania State University

Robert S.C. Myers, Mus.M., Associate Professor, Jazz Studies,
Associate Dean
American Conservatory

Norbert Nielubowski, Lecturer, Bassoon
University of Minnesota

Eloise Niwa, Mus.B., Lecturer, Piano
Tchaikovsky State Conservatory

Bradley Opland, Lecturer, String Bass
University of Illinois

Larry Novak, Lecturer, Jazz Piano
Curtis Institute of Music

Dmitry Paperno, D.M., Professor, Piano
DePaul University

Albert Payson, Mus.B., Lecturer, Percussion
DePaul University

Donald Peck, Lecturer, Flute
American Conservatory of Music

Herman Pedtke, Mus.M., Associate Professor Emeritus
Chicago Musical College, Orff Institute

Anne Perillo, Mus.M., Lecturer, Voice
Institute of Music

Anne Porayko, Mus.B., Lecturer, Voice
Wichita State University

Jacobeth Postl, Mus.M., Lecturer, Orff-Schulwerk

Milton Preves, Mus.B., Lecturer, Viola

Thomas Radtke, Lecturer, Jazz Percussion

Wayland Rogers, Mus.M., Lecturer, Voice

Akio Sasajima, Lecturer, Jazz Guitar

Mary Sauer, Mus.M., Lecturer, Piano, Coordinator
Northwestern University

of Keyboard Program

Annemarie Schuessler, Mus.M., Lecturer, Class Piano

Robert Shamo, M.M.E., Lecturer, Music Education,
Coordinator of String Program

Clara Siegel, Mus.B., Lecturer, Chamber Music, Piano

Rami Solomonow, B.A., Assistant Professor, Viola

Joel Spencer, B.S., Lecturer, Jazz Percussion

Leon Stein, Ph.D., Professor Emeritus, Dean Emeritus

Mary Stolper, Mus.M., Lecturer, Flute

Robert Stone, Mus.M., Lecturer, Jazz Voice

Alan Swain, Mus.M., Lecturer, Musicianship

Charmian Tashjian, Ph.D., Lecturer, Musicianship

Frank Tesinsky, B.A., Lecturer, Jazz Trombone

Meng-Kong Tham, Mus.M., Assistant Professor, Director of

Orchestral Organizations

Gail Tremitiere, D.M.A., Assistant Professor, Voice

Wesley Vos, Ph.D., Associate Professor, Musicianship

Kurt Westerberg, D.M., Lecturer, Composition, Musicianship

Lilian Yaross, Mus.M., Lecturer, Orff-Schulwerk

John Bruce Yeh, Mus.B., Lecturer, Clarinet

Larisa Zhizhin, Lecturer, Suzuki Strings

Mark Zinger, Associate Professor, Violin

Northwestern University
Northwestern University
Northwestern University
DePaul University
Northwestern University
Northwestern University
Northwestern University
The Juilliard School
Odessa State Conservatory
Odessa State Conservatory
Four-year programs are offered leading to the degrees of Bachelor of Arts in Music, Bachelor of Music (with majors in performance, composition, jazz studies, and music education), and Bachelor of Science in Music (with emphasis in electrical engineering/recording technology). Programs leading to the Master of Music Degree are described in the Graduate Bulletin of the School of Music.

**Bachelor of Arts in Music**

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 16 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: 16 quarter hours as required, 8 hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).
- 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. 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.
DEPARTMENTAL PROGRAM REQUIREMENTS

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
# SAMPLE PROGRAM—BACHELOR OF ARTS IN MUSIC

## Freshman Year

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td><strong>AUTUMN</strong></td>
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<td>Applied Music (lesson)</td>
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## Sophomore 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

In addition to the 16 quarter hours required in Common Studies, all students are required to enroll in 9 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: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

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: 2 Level 1 courses in different departments.

Behavioral and Social Sciences: 2 Level 1 courses in different departments.

Natural Sciences and Mathematics: 2 Level 1 courses in different departments.

Level II: Each student must take one additional Level II course in any division except Fine Arts and Literature.

MODERN LANGUAGE OPTION

Music students who wish to study a modern language must take a three course sequence. One of those courses can replace the Level II Liberal Studies course, the remaining two may be taken as free electives.

CORE REQUIREMENTS

The common core includes those experiences and competencies necessary for all students in the School of Music. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (24 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (6 quarter hours). Musicianship Studies consist of a two-year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano. In addition, students in the School of Music must complete 12 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-sophomore years. Major requirements for each of the programs total 45 quarter hours as follows:

I. Performance

A. Keyboard Majors
   Applied Music .................................................. 24
      (beyond the initial 24 hrs.)
   Accompanying class (three quarters) ........................... 6
   Piano Pedagogy (two quarters) ................................ 4
   Chamber Music workshop (three quarters) ...................... 6
   Piano Literature (one quarter) .................................. 2
   Applied Music Electives ........................................... 3

B. Voice Majors
   Applied Music .................................................. 24
      (beyond the initial 24 hrs.)
   University Chorus or Chamber Choir ........................... 3
      (beyond the initial nine quarters)
   Interpretation of Vocal Literature (three quarters) ......... 6
   Introduction to Vocal Pedagogy (one quarter) ................. 3
   Techniques of the Musical Stage (two quarters) ............... 4
   History of the Opera (one quarter) ............................ 2
   Applied Music Electives ........................................... 3

C. String Majors
   Applied Music .................................................. 24
      (beyond the initial 24 hrs.)
   Large Ensemble .................................................. 3
      (beyond the initial nine quarters)
   Small Ensemble .................................................. 6
   Orchestral Repertoire for Strings I, II, III ................... 6
   String Pedagogy I, II, III ...................................... 6

D. Brass Majors
   Applied Music .................................................. 24
      (beyond the initial 24 hrs.)
   Large Ensemble .................................................. 3
      (beyond the initial nine quarters)
   Small Ensemble .................................................. 6
   Brass Concepts ................................................. 3
   Applied Music Electives ........................................... 9

E. Percussion Majors
   Applied Music .................................................. 24
      (beyond the initial 24 hrs.)
   Large Ensemble .................................................. 3
      (beyond the initial nine quarters)
   Percussion Ensemble ............................................. 6
   Applied Music Electives ........................................... 12
F. Woodwinds Majors

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<tr>
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<tr>
<td>Large Ensemble (beyond the initial nine quarters)</td>
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<td>Small Ensemble</td>
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<tr>
<td>Orchestral Repertoire</td>
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<tr>
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II. Composition

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<td>Counterpoint (two quarters)</td>
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<td>Orchestration</td>
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<td>Analytical Techniques</td>
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III. Music Education

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<tr>
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<td>Brass, Woodwind, String, and Percussion Class</td>
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<td>Class Voice</td>
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<td>Class Guitar</td>
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<tr>
<td>Music for Exceptional Children</td>
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<td>Music Education Electives</td>
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<tr>
<td>Instrumental Emphasis only:</td>
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<tr>
<td>Brass, Woodwind, String, and Percussion Class (a second quarter of each)</td>
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<tr>
<td>Junior and Senior High School Instrumental Methods &amp; Lab</td>
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<tr>
<td>Vocal Emphasis only:</td>
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<tr>
<td>Choral Development</td>
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<td>Junior High Vocal Methods &amp; Lab</td>
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<td>Professional Education (including student teaching)</td>
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<td>Clinical Experience with Children and Youth</td>
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<td>Physical Education</td>
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<td>English/Communications (to include one course in composition or one course in speech)</td>
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<td>Art, Mathematics, and United States History or American National Government (one course each)</td>
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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 fulfill Liberal Studies requirements simultaneously with those of the specialization.
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<td>Jazz Chamber groups</td>
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<td>Jazz Arranging I for Jazz Ensemble</td>
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<td>Jazz Arranging II for Studio Orchestra</td>
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<td>Jazz Arranging III for Jingle Writing</td>
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<td>Jazz Arranging and Composition IV</td>
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<td>History of Jazz I, II</td>
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<td>Jazz Ensemble (6 quarters minimum)</td>
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<td>Business of Music</td>
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### Sample Program—Bachelor of Music

#### Freshman Year

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#### Sophomore Year

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Bachelor of Science
(Recording Technology)

Offered in association with Universal Recording Corporation, this professional degree program prepares students for careers as recording engineers and sound technicians. The program includes requirements in Liberal Studies, Core requirements in music, requirements in the major (specialization), and electives.

LIBERAL STUDIES

In addition to the 16 quarter hours in Common Studies, all students are required to enroll in 15 courses in Fine Arts and Literature, Philosophy and Religion, Behavioral and Social Sciences, and Natural Sciences and Mathematics. (For further information on the purposes and curriculum of the Liberal Studies Program, consult page 9 of the Bulletin.) The number of courses in each division are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

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 courses in different departments).

Philosophy and Religion: 2 courses.

Behavioral and Social Sciences: 2 courses.

Natural Sciences and Mathematics: 9 courses as follows:

- Mathematics: 130 College Algebra; 131 Trigonometry and Elementary Functions; 150 Calculus I. Mathematics 151 Calculus I and 152 Calculus II may be substituted for 130 and 131 respectively.

- Physics: 110 Basic Electronics, Principles and Techniques; 206 Sound and Acoustics; 232 Basic Digital Electronics; two courses chosen from 231 Linear Electric Circuits; 331 Active Circuits—Solid State Devices; 332 Logic Design—Theory and Practice; 396 Microprocessors; 397 Computer Interfacing.

Computer Science: 110 Elements of Computer and Information Science.
CORE REQUIREMENTS

The common core includes those experiences and competencies necessary for all students in the School of Music. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (12 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (7 quarter hours). Musicianship Studies consist of a two year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.

In addition, students in this program must complete 8 quarter hours of Free Electives, which may be taken in music or non-music courses chosen in consultation with a faculty advisor.

REQUIREMENTS IN THE MAJOR

Students are admitted to this major program (specialization) on the basis of a petition. This process normally occurs between the mid-freshman and mid-sophomore years. Major requirements for this program total 36 quarter hours, as follows:
Recording Sound Technology (24 quarter hours) Sound Recording Practicum (6 quarter hours)
Business of Music (2 quarter hours) Introduction to Electronic Music (4 quarter hours)

Recording Technology consists of six consecutive quarters, normally taken in the junior and senior years. Sound Recording Practicum is normally taken in three quarters during the senior year.
# SAMPLE PROGRAM—BACHELOR OF SCIENCE

## Freshman Year

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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 125 Italian Diction. (0 hrs.)
APM 126 French Diction. (0 hrs.)
APM 127 German Diction. (0 hrs.)
APM 242 Accompanying Class. (2 hrs.) Role of pianist as accompanist.
APM 243 Chamber Music Workshop. (2 hrs.) Performance class for chamber ensembles. Repertoire will include works appropriate to available ensembles.
APM 328 Orchestral Repertoire for Woodwinds. (4 hrs.) Study of standard orchestral repertoire, audition preparation, and those skills required in 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 335 Piano Master Class. (1 hr.)
APM 336 Voice Pedagogy. (3 hrs.) Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches-scientific, mechanistic, empirical.

APM 350, 351, 352 Interpretation of Vocal Literature. (2 hrs. each.) Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.

APM 370 Brass Concepts I. (3 hrs.)
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.

272  *Trends in 20th Century Art and Music.* (4 hrs.) Appreciative approach to the styles of selected 20th-century artists and composers.

275  *History of the Symphony.* (4 hrs.) An examination of the development, literature and spirit of one of Man's great artistic traditions.

278  *Jazz History and Styles.* (4 hrs.) A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917.

Musicianship Studies: The two-year program in Musicianship Studies provides both a common theoretical and historical background for all students and a foundation for specialized courses in the student's field of concentration. The history of Western music provides the chronology and framework for an integrated and comparative approach to the study of theoretical materials and their creative use, the acquisition of music reading, writing, ear and keyboard skills, and the development of analytical facility, stylistic awareness, and repertory experience.

Freshman Year


**MUS 120 Musicianship II.** (4 hrs.) (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part I. (Prerequisite: MUS 110.)

**MUS 130 Musicianship III.** (4 hrs.) (Spring) Continuation of Baroque studies. (Prerequisite: MUS 120.)

**MUS 111-121-131 Aural Training I, II, III.** (1 hr. each.) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

Sophomore Year

**MUS 210 Musicianship IV.** (4 hrs.) (Autumn) Classic period. (Prerequisite: MUS 130.)

**MUS 220 Musicianship V.** (4 hrs.) (Winter) Romantic period. (Prerequisite: MUS 210.)

**MUS 230 Musicianship VI.** (4 hrs.) (Spring) Twentieth-century studies. (Prerequisite: MUS 220.)

**MUS 211-221-231 Aural Training IV, V, VI.** (1 hr. each.) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

**MUS 113, 123, 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 307 Introduction to Composition. (2 hrs.) Basic composition. Recommended as preparatory for COM 307.

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 331 Jazz Arranging and Composition IV. (3 hrs.) Further exploration of jazz harmony including substitutions, quartal voicings, modality, compositional devices, and third stream techniques.

MUS 334, 335, 336 Jazz Improvisation I, II, III. (2 hrs. each.) 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.) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.

MUS 350 Jazz Pedagogy. A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. (Offered every other year.)

MUS 380 Piano Literature. (2 hrs.) A history of piano literature from the Baroque to the present; 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 to the present; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382 History of the Symphony. (2 hrs.) A history of symphonic literature from the early 18th-century to the present; emphasis on the development of musical style with particular reference to significant compositions, musical examples, and recordings.
The following courses are concerned with the history and development of musical styles during the respective periods, with reference to significant compositions, musical examples, and recordings.

MUS 378 Medieval Music. (2 hrs.)
MUS 379 Renaissance Music. (2 hrs.)
MUS 383 Baroque Music. (2 hrs.)
MUS 384 Classic Music. (2 hrs.)
MUS 385 Romantic Music. (2 hrs.)
MUS 386 Music Since World War II. (2 hrs.)
MUS 387 Early 20th Century Music. (2 hrs.)
MUS 388 History of Musical Instruments. (2 hrs.) A survey of the development of musical instruments from prehistoric times to the present day, with special emphasis given to the period from the Renaissance to the 20th century.

MUSIC ENSEMBLE

MEN 101 Concert Band. (1 hr.) Study and rehearsal of traditional 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 traditional and new orchestra repertoire.

MEN 205 Guitar Ensemble. (1 hr.) The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 213 Trombone Choir. (1 hr.) Study and rehearsal of trombone choir repertoire from all periods.

MEN 221 Wind Ensemble. (1 hr.) A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. (1 hr.) A choral ensemble of selected voices.

MEN 232 Brass Quintet. (1 hr.) Survey of Brass quintet literature from the Baroque 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 include 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 emphasized; performances both on and off campus.

MEN 283 Jazz Chamber Ensemble. (1 hr.) Study, rehearsal, and performance of literature for jazz chamber groups.

MEN 285 Jazz Vocal Ensemble. Study, rehearsal and performance of literature for jazz ensemble.

MEN 286 Jazz Vocal Workshop. Survey of contemporary jazz and pop vocal techniques. Primary emphasis on teaching jazz vocal solo and ensemble performance skills.

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.) Not offered 1988-89.

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. Not offered 1987-88.

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.) Not Offered 1988-89.

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. (Prerequisite: COM 304 or equivalent.)


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

The following six Methods courses include 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 300 Elementary Instrumental Methods & Lab. (2 hrs.)
MED 301 Junior and Senior High 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 Education. (2 hrs.)

The following 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 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.)

The following courses represent 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 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.)
MED 121 Class Guitar. (1 hr.) Techniques of functional guitar.
MED 196 Class Voice. (1 hr.) A developmental approach to singing; class instruction in groups of 12-15 students.

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 Marching Band Techniques. (2 hrs.) 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, with special emphasis on stylistic considerations in the performance of the music.

MED 313, 314 Choral Literature I, II. (2 hrs. each) An examination of Choral literature appropriate to the high school chorus. Students will explore appropriate topics and present evidence of suitable research.

MED 316 Literature for Wind Organizations. (2 hrs.) A general survey of literature will be undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations and concert bands. Particular emphasis will be placed on music utilizing contemporary techniques.

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 preschool, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

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.

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.

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.
THE THEATRE SCHOOL

FOUNDED AS
THE GOODMAN SCHOOL
OF DRAMA IN 1925
ADMINISTRATION
John Ransford Watts, Ph.D.
    Dean
John F. O'Malley, Ph.D.
    Associate Dean
John Bridges, M.A.
    Assistant Dean
Leslie Shook, M.A.
    Theater Manager
Peggy Froh, B.A.
    Director of Development
Melissa Meltzer, B.S.
    Admissions Coordinator

FACULTY

ADMISSIONS

CURRICULUM
    Acting
    Costume Design
    Lighting Design
    Scene Design
    Theatre Technology
    Production Management
    Costume Construction
    Theatre Arts: Playwright Option
    History/Criticism Option
    Child Drama/Youth Theatre Option
    General Theatre Arts Option

COURSES
The Theatre School

The Theatre School’s professional training programs are intensive and focused. As a leading drama school in the United States, The Theatre School (founded as the Goodman School of Drama in 1925) 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. Programs of study are offered in acting, scene design, costume design, lighting design, theatre technology, and costume construction. A program in production management is offered by invitation only. Graduate programs in acting, directing, scene design, and costume design are also offered.

The specific objectives of the professional curriculum 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.

For those interested in careers outside the areas of acting, design, or theatre technology, the School also offers a program leading to the BFA in Theatre Arts. Students in this program may select from a number of concentration options including playwriting, child drama/youth theatre, history/criticism, or general theatre arts.

The Theatre Arts program prepares graduates for careers in areas such as education, criticism, dramatic writing, youth work, recreation and community services. By offering the student a broad range of theatre and theatre-related educational experiences, this program also provides a sound basis for concentrated graduate work in appropriate fields of study.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the student, the most important element in The Theatre School program, will have been exposed to the necessary artistic tools and shown their proper usage in order to realize his or her goals. In addition, liberal education requirements are incorporated into all of the school’s programs so that the student may practice this craft with an awareness of history, literature, philosophy, and current and past cultural and social events.

John Ransford Watts, Ph.D., Dean
FACILITIES

Theatre School offices are situated in the Theatre School Building, located at 2135 North Kenmore on DePaul's Lincoln Park campus. The building is minutes from downtown Chicago by elevated trains, buses, or car. In addition to housing most Theatre School classes, the building provides rehearsal rooms, faculty offices, and design studios.

The Theatre School Showcase is a five-play season of productions shown at the DePaul Performance Center, 2324 N. Fremont, on the Lincoln Park campus. This building (also known as the Commons) is a recently renovated, 200-seat, versatile performing space that was realized through the efforts of Theatre School students, faculty and staff.

The Theatre School Playworks presents a series of three plays yearly, shown at the First Chicago Center, a 500-seat auditorium in the lower level of the downtown First National Bank, Dearborn Street at Madison. The Theatre School Playworks, formerly known as the Goodman Children's Theatre, reflects a half century Chicago tradition of performances for children. Both the Playworks and Showcase series have spawned such talents as Linda Hunt, Adrian Zmed, Ted Wass, Melinda Dillon, Bruce Boxleitner, Elizabeth Perkins, Joe Guzaldo, Joe Mantegna, Kevin O'Connor, and Kevin Anderson.

The Theatre School is situated in the center of Chicago's off-Loop theatre movement. Neighboring theatre and related performing arts companies include The Body Politic Theatre, Steppenwolf Theatre, Victory Gardens Theater, The Organic Theater, Apollo Theater Center, and MoMing Dance and Arts Center. The Theatre School's location and tradition make possible contact with innovative working theatres, a resource unparalleled between the two coasts. In addition, the rapidly growing film and television industries in Chicago offer 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); Chicago's nationally known Steppenwolf Ensemble; author/actor Orson Bean; Shelly Winters; television news personality Bill Kurtis; Chicago theatre critics Richard Christiansen and Glenna Syse; actress/playwright Gretchen Cryer (I'M GETTING MY ACT TOGETHER AND TAKING IT ON THE ROAD); cast members from NICHOLAS NICKLEBY; comedian Shelley Berman; Obie Award-winning playwright David Mamet; producer of Chicago's Goodman Theatre, Gregory Mosher; and alumnus Jim Ragona, singing ringmaster for the Ringling Bros. and Barnum & Bailey Circus; Actress Geraldine Page; Actor Peter Falk; and Oscar-winning production designer Patrizia von Brandenstein.

Guest artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Carriou and Zoe Caldwell. Recently, guest workshops have been given by professional clown Steve Smith (Ringling Bros. & Barnum and Bailey; NBC Television); stage combat experts David Boushey and James Finney; famed Japanese Kabuki actor/director Onoe Kuroemon II; musical theatre actor Carl Hall (THE WIZ). Marie Higleman of the Guthrie Theatre conducted a dye and paint workshop on the latest techniques used in costume fabrications. Playwright Pamela Blake previewed her play, BLACKBIRD, as a new playwriting-in-residence with The Theatre School Showcase; playwright Max Bush presented his new play, AALMAURIA:
THE VOYAGE OF THE DRAGONFLY as the playwright-in-residence with the Theatre School Playworks. Hollywood film director Peter Werner (Academy Award-winner) spent an intensive weekend workshop with students in Acting for Film and Video; and Chicago's master of comedy improvisation, Del Close (Second City and Saturday Night Live writer and comedy coach), taught a workshop to student actors in Comedy Improv.

John Ransford Watts, Ph.D., Dean
Jane Alderman, B.A., Audition
David Avcolie, M.F.A., Acting
Jeff Bauer, M.F.A., Scene Design
John Bridges, M.A., Assistant Dean
Dennis Brozynski, B.F.A., Drawing
Bill Burnett, M.F.A., Voice and Speech
Nan Cibula, M.F.A., Costume Design
James Clark, B.A., Master Carpenter
Carol D. Delk, B.F.A., Movement
Jeanne M. Dwan, Box Office Assistant, Playworks
Kristin Finger, B.A., Box Office Manager, Playworks
Peggy Froh, B.A., Development Officer
Judy Geichman, M.F.A., Drawing
Anastasia Gonzalez, Administrative Assistant
Phyllis Griffin, M.F.A., Voice and Speech
Betsy Hamilton, B.F.A., Movement
Anchalee Hocharoen, B.A., Seamstress
Donald Ilko, Ph.D., Acting
Tom Irwin, B.S., Acting
Bella Itkin, Ph.D., Acting
John Jenkins, B.A., Movement
Trudi Kessler, M.F.A., Voice and Speech
Dan LeMonnier, M.F.A., Box Office Assistant, Playworks
James Maronek, M.F.A., Scene Design
Dawn McKesey, Assistant to the Costume Shop Manager
Melissa Meltzer, B.S., Admissions Coordinator
Janet C. Messmer, M.A., Costume Shop Manager
Ric Murphy, M.A., Acting
Joseph Nieminski, B.F.A., Scene Design
Robert D. Nino, B.A., Group Sales Assistant, Playworks
John O'Malley, Ph.D., Associate Dean
James Ostholthoff, M.F.A., Acting and Directing
Michael S. Philippi, Light Design
Gerald Reynolds, Carpenter
Karen Sheridan, M.F.A., Movement
Leslie Shook, M.A., Theatre Manager
Robert Shook, M.F.A., Light Design
Joseph Slowik, M.F.A., Acting and Directing
Wayne Smith, B.F.A., Property Master
Michael Sokoloff, M.F.A., Stage Combat
Marty Weiss, Carpenter
Ian White, Acting
Kevin White, Certificate, Production Coordinator
Frank Wukitsch, M.F.A., Technical Director
Nan Zabriskie, M.F.A., Make-up

Union Graduate School
Adelphi University
Southern Methodist University
Northwestern University
Western Illinois University
Art Institute of Chicago
Ohio University
Yale University
Western Illinois University
University of Utah
Columbia College
Indiana University
Northern Michigan University
Art Institute of Chicago

Goodman School of Drama
University of Texas
College of Commerce, Thailand
Case Western Reserve University
Illinois State University
Western Reserve University
Pittsburgh State University
University of California, Irvine
Goodman School of Drama
Art Institute of Chicago

Northwestern University
University of Illinois, Urbana
University of Washington
Art Institute of Chicago
Columbia College
Florida State University
Art Institute of Chicago

DePaul/Goodman School of Drama
University of Illinois
Ohio University
Art Institute of Chicago
University of Illinois, Urbana
New York University

Royal Academy of Dramatic Art
DePaul/Goodman School of Drama
Art Institute of Chicago
University of Minnesota
ADMISSIONS

Candidates interested in admission to The Theatre School should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 341-8300. 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.

Conservatory Programs

Once an application is received by the Office of Admissions, The Theatre School 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 Theatre School looks for quality and is highly selective. A transfer student, regardless of hours accumulated, is placed in The Theatre School program by the faculty based on the audition/interview.

Students are admitted to the professional programs of The Theatre 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. Retention in the program is by invitation of the Dean. Each Spring, students in the first and second year of each discipline are evaluated by the faculty within that discipline. They and the Dean decide whether the student should be invited to return, and students are notified at the beginning of each summer of the decision. Some students are invited back under specific conditions. Students in the Design and Technical areas have an additional retention evaluation between the third and fourth years of their program. The evaluation, a professional and confidential process, looks at three key elements: student attitude, growth, and professional potential.

BFA Theatre Arts:

Students interested in pursuing the Theatre Arts major follow standard University admissions procedures. No audition or interview is required. Transfer credit is more flexibly applied in this program, and it is therefore sometimes possible for transfer students to begin their work in any academic quarter. New freshmen will normally be accepted for the Fall Quarter only.

Since new enrollment in the Theatre Arts program is limited to 25 students per year, standards are high, and the School admits only the most qualified students. There is no annual retention evaluation, and students remain in the program as long as their academic records meet University guidelines.
Throughout the more than sixty years of its existence, the basic concept of The Theatre School has been intensive classroom instruction integrated with extensive production experience. All students enrolled in the professional conservatory programs have continuing opportunities for practical theatre experience in the performing company of the School and are eligible for casting or production assignments in both the Showcase and Playworks series. Students also participate in the Workshop and Introduction to Performance presentations 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 Theatre Crafts.

LIBERAL STUDIES PROGRAM

The Theatre School offers three distinct programs of study: a 3 year certificate program, a 4 year conservatory program, and a 4 year theatre arts program. Both 4 year programs are offered in conjunction with the College of Liberal Arts and Sciences and culminate 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 costume construction. The degree programs are 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 4 courses in the Common Studies sequence (totaling 11 quarter hours) and additional courses (40 quarter hours for conservatory students and 44 quarter hours for theatre arts students) 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.) Satisfactory completion of the Assessment tests is required by all entering degree seeking students before beginning the Common Studies sequence. The particular requirements in each of the divisions are as follows:

Common Studies: 11 quarter hours are required, 6 in College Writing and Research (107, 108), 5 in World Civilizations (107, 108).

Fine Arts and Literature: 3 courses are required, 204, 205, 206 History of Dramatic Literature (to be taken sequentially). Theatre arts majors are additionally required to take English 120.

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

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 The Renaissance: 104, 105, 106
Voice and Speech I: 131, 132, 133
Movement I: 121, 122, 123 Acting I: 111, 112, 113
Acting I: 111, 112, 113
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses
Stage Combat: 281
Theatre Crafts Crew: 107, 108, 109

Second Year
History of Dramatic Literature: Restoration through 20th Century: 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
Acting Lab: 314, 315, 316 (Work with directors in Directing II)
Liberal Studies: 3 courses

Third Year
Voice and Speech III: 331, 332, 333
Movement III: 321, 322, 323
Acting III: 311, 312, 313
Technique: 317, 318, 319
Rehearsal and Performance I: 361, 362, 363
Liberal Studies: 3 courses

Fourth Year
Acting IV: 411, 412, 413
Audition: 414, 415, 416
Rehearsal & Performance II: 461, 462, 463
Theater Elective: may be Directing I, with permission.

II. Costume Design Concentration

First Year
History of Dramatic Literature: Classical Greece through The Renaissance: 104, 105, 106
Drawing I: Art 107, Art 208, Art 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses
Theatre Crafts Crew: 107, 108, 109
Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Drawing II: 284, 285, 286
Costume Construction I: 254, 255, 256
Costume Design I: 244, 245, 246
Production Practice I: 271, 272, 273
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

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 The Renaissance: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses
Theatre Crafts Crew: 107, 108, 109

Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Scenographic Drafting: 251, 252, 253
Aesthetics of Lighting Design I: 247, 248, 249
Mechanics of Lighting Design I: 240, 240, 240
Production Practice I: 271, 272, 273
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
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 The Renaissance: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses
Theatre Crafts Crew: 107, 108, 109

Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Drawing II: 284, 285, 286
Scenographic Drafting: 251, 252, 253
Scene Design I: 241, 242, 243
Production Practice I: 271, 272, 273
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

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
History of Dramatic Literature: Classical Greece through The Renaissance: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Liberal Studies: 3 courses
Theatre Crafts Crew: 107, 108, 109
Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Scenographic Drafting: 251, 252, 253
Construction and Rigging I: 257, 258, 259
Construction and Rigging Lab: 250, 250, 250
Production Practice I: 271, 272, 273
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

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: 471, 472, 473

VI. Production Management 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 some portions of the first year core curriculum in Acting. An audition may be required. Conversely, students in Acting and Theatre Arts invited into the program will be required to complete the first year core curriculum of the Design and Technical area. An audition/interview may be required of Theatre Arts and Acting majors. Except in very rare and exceptional cases, no student may transfer into this program from another school.

Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Principles of Design: 141, 142, 143
Production Practice I: 271, 272, 273
Stage Management: 367, 368, 369
Theatre Elective: Drafting/Drawing/Rendering
Liberal Studies: 3 courses

Third Year
Survey: Art, Architecture, Fashion & Furniture, 381, 382, 383
Scene Design I: 241, 242, 243
Lighting Design I: 247, 248, 249
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Fourth Year
Costume Design I: 244, 245, 246
Production Practice III and/or Internship: 471, 472, 473
Theatre Elective 1
Theatre Elective 1
Theatre Elective 1
1 Theatre Elective to be determined by consultation between student and faculty.
VII. Costume Construction Certificate

First Year
History of Dramatic Literature: Classical Greece through The Renaissance: 104, 105, 106
Drawing I: Art 107, 208, 209
Make-up: 214, 215, 216
Principles of Design: 141, 142, 143
Theatre Crafts: 101, 102, 103
Costume Construction I: 254, 255, 256
Theatre Crafts Crew: 107, 108, 109

Second Year
History of Dramatic Literature: Restoration through 20th Century: 204, 205, 206
Drawing II: 284, 285, 286
Costume Construction II: 354, 355, 356
Production Practice II: 371, 372, 373

Third Year
Costume Construction III: 454, 455, 456
Management: 200, 201
Production Practice III: 471, 472, 473
Independent Study: This course is taken in costume shop management and related to the internship. It is taken in the quarter that Management 200 or 201 is not taken.

VIII. Theatre Arts Major

A. Playwriting Option

First Year
History of Dramatic Literature: 104, 105, 106
Theatre Crafts: 101, 102, 103
Theatre Crafts: Crew 107, 108, 109
Stage Management: 367, 368, 369
Liberal Studies: 3 courses
Elective, English 120, Elective

Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141, 142, 143
Performance Workshop: 291, 292, 293
Liberal Studies: 3 courses

Third Year
Introduction to Directing: 581, 582, 583
Dramatic Criticism: 324, 325, 326
Playwriting: 327, 328, 329
New Play Workshop: 417, 418, 419
Liberal Studies: 3 courses

Fourth Year
New Play Workshop: 417, 418, 419
Playwright's Seminar: 427, 428, 429
Communication: 230, 330, 334
B. History/Criticism Option

First Year
History of Dramatic Literature: 104, 105, 106
Theatre Crafts: 101, 102, 103
Theatre Crafts Crew: 107, 108, 109
Stage Management: 367, 368, 369
English: 120, 208
Liberal Studies: 3 courses

Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141
Dramatic Theory: 224, 225
Performance Workshop: 291, 292, 293
Liberal Studies: 3 courses

Third Year
Introduction to Directing: 581
Communication: 346
Philosophy: 303
Dramatic Criticism: 324, 325, 326
New Play Workshop: 417, 418, 419
Liberal Studies: 3 courses

Fourth Year
Seminar: Topics in History/Criticism 424, 425, 426
English: 300, 302, 306
Philosophy: 341
2 Electives

C. Child Drama/Youth Theatre Option

First Year
History of Dramatic Literature: 104, 105, 106
Theatre Crafts: 101, 102, 103
Theatre Crafts Crew: 107, 108, 109
Stage Management: 367, 368, 369
Liberal Studies: 3 courses
Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design 141, 142, 143
Child Drama Practicum: 262, 263
Performance Workshop: 291, 292, 293
Liberal Studies: 3 courses

Third Year
Introduction to Directing: 581, 582, 583
Child Drama Practicum: 362, 363
Dramatic Criticism: 324, 325, 326
Theatre Management: 301, 302, 303
Liberal Studies: 3 courses

Fourth Year
Children’s Theatre Production Practice 471, 472, 473
Developmental Drama: 437, 438, 439
Communication: 230, 334
Early Child Care: 290, 291
2 Electives
### D. General Theatre Arts Option

This is the most flexible of the Theatre Arts options. What follows is a sample program, but there are a number of other possible variations.

#### First Year

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311
With the possible exception of Independent Study and Rehearsal & Performance, and some courses in the Theatre Arts major, Theatre School courses are minimally a year in length. Course goals are realized annually rather than quarterly. The courses below are offered and registered for in a fall, winter, spring sequence.

101, 102, 103 Theatre Crafts. A 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 each.)

104, 105, 106 History of Dramatic Literature: Classical Greece through The Renaissance. A three quarter survey of significant literature, histriionics, 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 Showcase, Playworks, 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 the sensory requirements in the text. (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. (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: Restoration through 20th Century. Courses continued as described in 104, 105, 106. (4 quarter hours.)

211, 212, 213 Acting II. Scene study work is begun. Students explore the relationship of the actor to the role by examining intention, relationship, and justification while working on scenes from contemporary plays. Emphasis is placed on developing a role throughout the play and using scenes from plays where the acting calls for the use of special skills. (3 quarter hours.)

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 quarter 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.)
224, 225 Dramatic Theory. Through this course the student confronts the larger theoretical issues related to drama as both literature and theatrical experience. In reading and discussion the student is exposed to major works in dramatic theory from Aristotle to Northrop Frye. (4 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 layout 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. Duties may include practical work on planning, constructing, rigging, painting, crewing and running of productions. Areas may include scenery, costumes, lighting, sound and stage movement. (3 quarter hours.)

281 Stage Combat. Students learn the fundamentals of hand to hand combat and weaponry with a focus on developing skills safely and effectively for the stage. (0 quarter hours.)

291, 292, 293 Performance Workshop. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in in-class performances of selected scenes from a variety of American contemporary plays. (4 quarter hours.)

301, 302, 303 Theatre Management. Through theory and practice the student learns to master the demands of front-of-house operations. Topics range from box office management to publicity and public relations. (4 quarter hours.)
311, 312, 313 Acting III. Intensive work in Shakespeare and other period plays. Scene work is integrated with movement and voice classes. Each actor's work is examined critically resulting in specific exercises created to help the actor develop strengths and minimize weaknesses. (3 quarter hours.)

314, 315, 316 Acting Lab. Advanced problems in acting investigated through lectures, individual and group exercises, and student-directed projects under faculty guidance and supervision. The projects, involving scenes with special problems in styles and genres, are proposed by both students and faculty. Each piece of work receives a thorough critique. (0 quarter hours.)

317, 318, 319 Technique. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills, in preparing a role. (1 quarter hour.)

321, 322, 323 Movement III. Students explore physical techniques and movement requirements encountered in performing the period play; taught in conjunction with Acting III. (2 quarter hours.)

324, 325, 326 Dramatic Criticism. Through reading, lecture, discussion, and writing practicum, the student learns foundational concepts in descriptive and evaluative dramatic criticism. Topics covered range from criteria for script evaluation to expected outcomes of the theatrical experience. (4 quarter hours.)

327, 328, 329 Playwriting. A practical course in which the student writes a series of short plays centering on the basic techniques of playwriting. Selected plays are submitted to the New Play Workshop for further work. (4 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 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 Showcase, Playworks, or Workshop productions. These students constitute the acting company for the school. (6 quarter hours.)

367, 368, 369 Stage Management. This course develops the skills required of the working stage manager. Through discussion and application, students work problems of stage management through to practical solutions. (2 quarter hours.)

371, 372, 373 Production Practice II. See 271, 272, 273. For all design and technical students. Assignments 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. This course draws upon what was taught and experienced in the previous three years. Utilizing an ensemble approach and team taught by three members of the performance faculty, the class attempts to integrate skills by focusing on acting through the use of exercises, games, discussion, and a variety of performance projects. (7 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.)

417, 418, 419 New Play Workshop. A specialized workshop which brings together actors, new playwrights, and playwrights. The work of the year centers on contacting the vital life of new playscripts. The scripts—together with the playwrights—come to the school by invitation. Techniques and attitudes necessary for the work are developed through structured improvisation and writing exercises as well as active work with new playscripts and playwrights.

424, 425, 426 Seminar: Topics in History/Criticism. According to the expertise of faculty and the needs and interest of advanced students, this course deals variously with selected topics in theatre history and criticism. Possible subjects range from the dramaturgy of Euripides to the theatre of the absurd. (4 quarter hours.)

427, 428, 429 Playwrights' Seminar. Advanced playwrights work on longer more complicated projects; the production values of these scripts are explored by Conservatory actors in the New Play Workshop. Prerequisite: Playwriting, New Play Workshop. (4 quarter hours.)

437, 438, 439 Developmental Drama. The student explores how drama techniques can be used in the discovery and enrichment of human personality. The course defines developmental drama through readings, discussions, and classroom exercises (including theatre games and improvisations) and examines possible applications in teaching, in the other helping professions, and in personal enrichment. (4 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.)

454, 455, 456 Costume Construction III. This course focuses on non-sewing methods of costume construction such as foam rubber shapes, fiberglass, celastic, varaform, molding, and leather work. In addition, discussion and projects will introduce the student to problems of estimating materials, budgeting, time budgeting, shop organization, equipment needs, etc. (4 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 assignments will be commensurate with ability and experience. (7 quarter hours.)

484, 485, 486 Rendering II. An advanced continuation of 384, 385, 386, Rendering I (2 quarter hours.)
ADMINISTRATION
David O. Justice, M.A.
    Dean
Catherine Marienau, Ph.D.
    Associate Dean
Robert Shiverts, M.A.
    Assistant Dean
Donna Agee, M.A.
    Academic Advisor
Jeanne Larmee, M.A.
    Coordinator, O'Hare and Oak Brook
Paul Golden, C.M.
    Director, Institute for Leadership of
    Religious Organizations
Betta LoSardo, M.A.
    Admissions Coordinator
Morris Fiddler, Ph.D.
    Faculty Coordinator
Patrick Ryan, M.A., M.Ed.
    New Learning Coordinator
Fred B. Wiegman, Ph.D.
    Assessment Coordinator

GRADUATE DIVISION
Jean Knoll, Ph.D.
    Coordinator, Master's Program
Renee Gilbert-Levin, Ph.D.
    Academic Mentor, Graduate
Jack Leahy, S.T.D.
    Academic Mentor, Graduate

PROCESS STEPS

COMPETENCE AREAS

COURSES
School for New Learning

The School for New Learning is DePaul's alternative college for adult learners who are at least 24 years of age. It offers a Bachelor of Arts degree for adults who wish to take initiative in setting their own educational goals and designing their programs of learning. Individuals 24 years of age or older may also enroll in SNL courses without seeking a BA degree.

Courses at SNL are designed with the adult learner in mind. They are offered in the evenings and on weekends. Courses are offered by a talented and diverse group of experienced teachers, scholars, practitioners, and performers. Among this group are faculty from DePaul University and from other academic institutions in the greater Chicago area. Students are expected to participate actively in courses and to discover applications for the knowledge and skill gained. SNL courses may be used toward SNL degree requirements or for credit at DePaul or another college or university.

The Bachelor of Arts program is designed to help adult students attain and demonstrate competence in specific areas of understanding and skill that are characteristic of educated persons. SNL has defined the educated adult through 50 competence statements which cover five domains. This competence framework allows individual students to pursue career (World of Work) goals within the context of the liberal arts. Degree candidates design their own educational programs with guidance from an Advisory Committee which includes faculty and community mentors and SNL staff. While each B.A. candidate must fulfill the designated competence requirements, the work may be performed in a variety of ways: by demonstrating learning from previous experience; by doing coursework in SNL or in other accredited colleges; and by doing independent learning projects.

David O. Justice, M.A., Dean
The SNL learning process is designed to help students assess their own potential, set realistic goals, and select learning activities that are compatible with their style of learning, life situations, and goals. This learning process is accomplished in successive stages while the student is moving toward the B.A. degree.

Information sessions describing the program in greater detail are held at SNL offices in the Loop, at DePaul's O'Hare Campus, and Oak Brook Campus. For dates and times, contact:

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<tr>
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<tr>
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**PROCESS STEPS**

The process steps are the core of the SNL learning experience, providing the tools necessary to be a self-directed learner and to be an academic achiever.

The SNL Process Steps are mandatory for each B.A. candidate, however, 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. All other SNL courses are open to any adult, aged 24 or older.

**Discovery Workshop**

SNL conducts Discovery Workshops throughout the year. This experience is designed to help adults make educational decisions in the context of their career and personal goals, to learn about the philosophy and competence framework of SNL, and to make concrete plans for pursuing their education. Persons seeking admission to SNL must complete a Discovery Workshop before making application to the degree program.

**Admissions and Orientation**

A written application for admission, accompanied by an educational autobiography and college transcripts, is submitted to the School for New Learning. Admissions are acted upon as they are received. Following acceptance to SNL, students attend an orientation which includes a writing skills diagnostic.

**Foundations of New Learning**

In this course, students formulate their educational goals, explore the foundations of a liberal education, examine ways of learning from experience, develop evidence of prior learning, and plan ways to fulfill remaining requirements. At the completion of this course, students are ready to write their Learning Plan, select members of their Academic Committees, and identify a major area of inquiry.
Major Seminar

This seminar teaches critical thinking and methods of formal inquiry and prepares students for the Externship and Major Piece of Work.

Externship

Students plan and execute an independent study project, guided by their Academic Committees, that engages them in learning under new or different conditions and in reflecting on methods and strategies of learning.

Major Piece of Work

Students create, complete, and evaluate a document or other artifact that represents a culmination of their learning in the chosen area and demonstrates ability to do academic work with excellence.

Summit Seminar

After completing their learning contracts to the satisfaction of their Academic Committee, students gather to evaluate their total learning experiences in the program, to examine their skills and attitudes as lifelong learners, and to set new goals for learning.

COMPETENCE AREAS

SNL process steps and courses are based on a framework of competence. The framework contains 50 competences, grouped in five domains.

The World of Work (WW) Competences

are written by the student with advice from the Academic Committee. They describe the knowledge and skills required for the student’s chosen career.

Human Community (HC) Competences

are concerned with understanding actions and interactions in and among social groups, organizations, and society at large.

Physical World (PW) Competences

are concerned with natural sciences, technologies, math, health, and the physical environment.

Arts of Living (AL) Competences

are concerned with the fine arts, leisure, philosophy, and spiritual values.

Lifelong Learning (LL) Competences

are concerned with adults’ abilities to pursue learning in all aspects of their lives and are treated in the Bachelor of Arts process steps.

Students in SNL demonstrate their competences by providing evidence of learning from past experience, from courses, and from independent projects. SNL courses are designed to teach competences. For most students, they are an efficient way to achieve competence within the SNL system.
Courses in the School for New Learning are designed for adult learners, 24 and older, and are open to all such DePaul students. SNL courses are problem-, issue-, or theme- focused and are multidisciplinary in approach. All courses are taught by faculty from other colleges of the University or from the academic and professional community of Chicago. The curriculum evolves from year to year to reflect the interests and needs of SNL students.

The following courses are illustrative of SNL offerings in each of the four domains of its liberal education program. Approximately 25 courses are offered through SNL each quarter. Most may be taken for either one or two competences (two or four credit hours). For a complete listing of 1986-87 courses, consult the SNL Course Guide which is available through the SNL Office (650 O’Malley Place) or by calling 341-8001.

WORLD OF WORK

Each student in the SNL program designs several competence statements in the World of Work domain to reflect his or her particular career and educational interests. SNL offers a variety of courses in this domain to reflect the wide-range of interests of current students, as for example:

WW 203 Advanced Financial Markets. This course will teach information sources and provide an analytical framework for making effective economic decisions. Students will learn how to allocate financial assets among cash equivalents, stock, bonds, and real estate, then how to analyze specific investments within these categories. At each session, the students will see an actual decision making situation analyzed. Next, they will be expected to present an analysis of a particular investment situation which was assigned the previous week. Through this process, students will accumulate the expertise to make effective economic decisions.

WW 217 New Product Development. The objective of this course is for students to conceptualize the major tasks of product management. Methods will be explored which assist in establishing a disciplined procedure for new product development and management. Students will learn to understand the basic steps of opportunity identification, design, testing, implementation, and management. A process to identify the key product performance variables that should be monitored and managed will be analyzed. Finally, the relationship of product development to the management function within an organization will be discussed.

WW 262 Computers in Business. “Bit,” “Byte,” “Baud,” and “Bottom Line” are terms that informed adults should have in their vocabulary. This course will give the student a basic understanding of the computer and its many uses in the world of finance. Business system design methods will be introduced as part of the computer project planning cycle after first examining the elements of the decision to automate. This is not a programming course. It will provide an introduction to data processing principles, as well as an introduction to concepts in finance and economics.

WW 285 Organizational Improvement. This course is designed for students with a basic understanding of management acquired through experience or previous coursework. With that level of understanding as a point of departure, this course will explore the processes by which organizations plan, control, direct, and communicate efforts to improve themselves. This will include examining the use of human resource systems as interventions. Of these, job analysis, evaluation and clarification, goal-setting and performance appraisal will receive particular attention.
HUMAN COMMUNITY

HCO 207 Law and Values. This course will focus on law as it embodies and changes societal values. Such topics as the Karen Ann Quinlan case, the Equal Rights Amendment, the Marvin v. Marvin suit, and recent laws relating to abortion and capital punishment will be studied as examples of the dynamic tension between our code of law and our collective conscience. The materials used will include readings from professional journals, essays dealing with the social and moral implications of legal decisions, and presentatons by guest speakers from the legal community. Each student will prepare an oral advocacy presentation.

HCO 227 Coping: Support Networks. During the past ten years, extensive research has pointed out how social support contributes to health, mental health, morale, and well-being. The purpose of this course is to appraise this research and translate the concepts and findings for everyday use. This course will focus upon an analysis of the recent research literature for the topics of social support and social networks in the fields of health, mental health, and organizational behavior.

HCO 229 U.S. and Vietnam: 1945-75. This course will cover a variety of topics in the history of the relationship between Vietnam and the U.S., including Vietnam before the French, the French Vietnam, Vietnam and World War II, and many others in the continuing history of American involvement in Vietnam. It is hoped that through this study there will be a deeper understanding of the complexities of U.S. involvement in Vietnam, Vietnam's evolving relationship with its neighboring countries, the influence of the Vietnamese War on American politics and attitudes, the America position in the world, and its effect on international political history.

HCO 234 Solving Urban Problems. This course will focus on the goals-oriented problem-solving approach-identify the problem, formulate goals and objectives, generate alternative solutions, measure the anticipated impacts, evaluate the alternative solutions, select the recommended solution, and then implement it. Useful methodologies with applications to housing, crime, transportation, community development, and other urban issues will be described. The course will provide an opportunity for students to apply problem-solving techniques, thereby increasing individual problem-solving skills.

HCO 241 Stages of Adult Development. This course helps the learner understand the stages of growth he or she has gone through and explores future stages. The course will examine traditional theories as they apply to our own experiences and to the experience of our families and friends. The course uses movies and literature for comparative study. What are our tasks in life? What choices do we have? What issues have to be dealt with at each stage? What are the differences between male and female stages of development? These and other questions are dealt with in this course.

HCO 249 Marriage and Family. This course will look at the dynamics of marriage and the family from a number of different perspectives. The idealized and romanticized fantasies associated with marriage and family will be discussed as we explore the realities of these complex relationships. Theoretically, this course will study family life from the structural, systems, developmental, interpersonal, and intrapsychic perspectives. The subject of intimacy will be explored in some depth, especially patterns of intimacy common to marriage.
HCO 261 **Social Dimensions of Language.** Webster's defines the concept “language” as “the expression or communication of thoughts and feelings by means of vocal sounds...to which meaning is attributed; human speech.” This notion that language is mainly a medium of human communication fails to embrace the significant nonlinguistic dimensions of our verbal behavior and of the social problems that regularly surface from our attitudes and use of language. This course will approach language not only as a system of communication, but as an instrument of social interaction. Among the topics to be covered are social, geographic, and ethnic dialects in America, legal issues of language, and language and its connection with power, gender, disadvantage, persuasion, and politics.

HCO 262 **Organizing in the 80's.** This course will examine the processes of social change and the techniques for organizing social change. The scope of power may differ between the local and the national level, but people seeking to influence others with their decisions will call on the same kinds of competence. In this course, emphasis will be placed on case studies of Chicago organizations involved in efforts of social change.

HCO 264 **Arts of the 20th Century.** The arts reveal a multicolored and often contradictory fabric of belief. In this course, students will examine the momentous events and discoveries that shaped the beliefs and arts of the 20th century. We will discover how such inventions as the photograph, phonograph, laser, and computer have revolutionized society and, hence, the notions of what art is and how art is made. We will examine changes in political and scientific thought that have inspired artists and musicians to create styles that characterize the arts of this century.

HCO 266 **American Women—Historical View.** This course examines the history not of famous women, but of “ordinary” women: how they lived, what they thought, and how their lives changed as the world changed around them. It is a course for both women and men who wish to understand and better appreciate how the past lives of women like our mothers and grandmothers shape our lives today.

HCO 268 **Women's Work.** Feminist Carolyn Heilbrun says, “Each cycle of progress for women seems to end after a decade or two with precious little real advance toward equality. The complacency in women that a few steps forward induces drains the movement of its energy. Progress halts or is even reversed.” This course will test Heilbrun’s statement by asking students to study and discuss questions that particularly affect women, both personally and professionally. The course will chart women’s progress, or lack of it, as seen in the works of both male and female historians, sociologists, novelists and journalists.

HCO 276 **Planned Change and Innovation.** Through case studies and the experiences of the course participants, this course will introduce students to the theories and practices of organizational change. Students will learn the rationales for change, the structures and formats within which planning occurs, and the steps of implementing an unusual innovation. They will also discover the structures and processes in which organizations can grow, and the procedures through which they can position themselves as positive, dynamic forces in their own workplaces, churches, civic organizations, etc.

HCO 285 **Life Cycles & Life Work.** This course will examine psychological and physiological theories of adult development, with the premise that understanding the nature and causes of life stages and transitions is the first step toward managing them successfully. Concentrating on the “crises” that evolve when one reaches midlife, the course will examine aging from three points of view: the individual, the business organization, and the society.
HCO 295  Women's Issues Research Seminar. This seminar is designed specifically for students who have completed one of three courses in women's studies and received consent of the instructors. Students will participate in three all-day seminar discussions on Saturdays. The first two are designed to stimulate critical thinking leading to an independent research project. The results of the project will be shared with participants attending the last Saturday session.

ARTS OF LIVING

AOL 206  Ideas and Images. What does it mean to think creatively, to give birth to an idea, a poem, a story, a drawing? What makes an idea creative? What is an image? The purpose of this course is for each student to explore his or her creative process.

AOL 216  Ideas and Images II. “Imagination is more important than knowledge,” said Einstein. Ideas and Images started to explore the imagination — that of the student in class and of a number of artists and writers; it also looked at how a trust in the imagination could aid us in the day to day living of our lives. This course will continue the exploration. The aim of the course will be to build a conceptual framework through direct experience of art of various kinds — both as artist and as audience — that will deepen the student's understanding of the importance of the imagination.

AOL 217  Arts in America. This course will examine four themes in the history of America by way of the visual art and literature of four different periods ranging from 1800-1950. Students will explore the creation of American mythology, American spiritual idealism in the 19th century, the significance of the frontier American thought, and urbanism versus rural society in the first half of the 20th century. This dual approach invites a comparison of visual and literary forms and allows the students to focus on the way in which formal elements influence and communicate ideas.

AOL 220  Dimensions of the Religious Experience. How does a person inquire about faith and God? Religious persons and communities have created paths for inquiry which have guided some followers to satisfaction and understanding while others have found only disappointment. In this course, students will explore their own religious ideas, backgrounds, and experiences. They will examine the various ways that human beings have attempted to speak about and believe in God.

AOL 224  Meanings in Music. This course will examine how and why very different pieces of music have the power to impart a meaningful message. In doing so, we will also discover how such notions as classicism and romanticism, formalism and expressionism, determinism and chance, have shaped the music of the West for the past 200 years.

AOL 235  Photographic Language. The world looks different through the lens of a camera. This course will explore how to use photographic language for communication and expression. Students will gain a working knowledge of photography. Basic camera, lighting, composition, depth of field and process will be covered. Students will need a 35mm camera that will accept a variety of lenses. No expertise in photography is necessary for this course.

AOL 244  Judging Works of Art. In this course we will evaluate some of the statements we routinely make about art in everyday conversation by exposing the deeper philosophical assumptions that motivate and ground them. However, we will not do this by examining the “classics” of literature, but by examining films and short works of fiction—works of popular culture, primarily—which are “flawed” in one way or another. By examining what is wrong with a given work, we will explore the unspoken assumptions we make about the purposes and functions of art.
AOL 251 **The Humane Professional.** While specialization is vital to progress in many professional areas, it can also lead to the erosion of humane values. These values can only be achieved through the cultivation of broader perspectives upon the world of knowledge. This course examines the dimensions of humane professionalism and the ways in which it can be achieved. An emphasis will be placed on the relationships between professional behavior and the scope of professional knowledge.

AOL 259 **Three Prophets of Nonviolence.** Is it necessary to live in a world of violence and aggression? Our answer to this question affects profoundly our perspective on the moral perfectibility and evolution of individuals and societies. In this course we will examine three great social and political reformers of the 19th and 20th centuries: Tolstoy, Gandhi, and Martin Luther King, Jr. We will concentrate on their philosophies of society, religion, and the individual as applied to relations within a society, social justice, human behavior, and the solving of human problems in living. We will also examine their teachings from the critical vantage point of psychologists such as Freud, Jung, May, and Fromm, who have studied human aggression and have developed holistic approaches to restoring individuals’ lives.

AOL 261 **Reading and Interpreting Shakespeare.** This course focuses on Shakespearean drama as accessible, open to direct audience reading and appreciation. Class participation in imaginative critical interpretation is stressed so that the reader, and potential playgoer without previous experience, can be comfortable with Shakespeare. Emphasis is on literary immediacy, class reading, and interpretation rather than on research. Representative plays will be chosen for study. Video taping will be used as we read Shakespeare aloud.

AOL 270 **Design for Living.** This course will focus on such major components of urban development as transportation, housing, environmental factors, commercial, industrial, and urban design. The development of Chicago’s commercial architecture, and its contribution to modern architectural theory and practice, will receive special emphasis. Students will be able to evaluate urban designs and plans in general, as they apply specifically to Chicago. They will also gain an understanding as to why Frank Lloyd Wright referred to Chicago as “the national capital of the essentially American Spirit.”

**THE PHYSICAL WORLD**

PWO 202 **A Body in Motion: Physics.** This course will examine the intuitive and reasoning processes of physicist which allowed them to look at the world “just a little differently.” The basic understanding of the laws of physics (e.g. the three laws of Newton, electricity, theory of relativity) are not only the basis for understanding contemporary achievements in technology but also for developing problem-solving techniques. Through discussions, lectures, and demonstrations students will explore the history of physics from ancient Egypt to the present day.

PWO 205 **Practical Math/Applied Algebra.** Many adults who have not used mathematics for years need a review of mathematical operations. This course provides both a review and an introduction. Students coming into the course will begin using arithmetic and plane geometry skills including fractions, decimals, percentages, and metrics.

PWO 209 **Survival Math.** This course is for people who have been away from mathematics for some time, but who wish to update their math skills. It may be preliminary to further work in mathematics or in fields requiring a math background; it may stand on its own for those interested in understanding mathematical concepts.
PWO 215 Humans in the Biosphere. This course will help students understand how natural ecosystems function and how human activities impact them. The class will examine energy flow, nutrient cycling, and ecosystem stability in order to understand the effects of continuous human population growth and technological operations.

PWO 217 Human Uses of the Environment. This course will address two broad questions. How do various aspects of the physical environment such as climate, landscape, and abundance of resources pose problems for human habitation? And how does the human use of the earth in farming, mining, manufacturing, and urbanization create environmental problems?

PWO 250 Issues in Genetics. The rapid increase of detailed information regarding mechanisms of heredity along with the development of technologies to manipulate genetic processes have many legal, social, medical, and personal ramifications. This course will provide an understanding of advances in genetics. Learning first to view science as a process and not a mere collection of complex data, students will learn to address some of the current issues in genetics research and technology. A major theme will be the “rights” of individuals compared with those of society. These rights may conflict, for example, when the possibility of transmitting mental retardation is met with a proposal for birth control.

PWO 255 Brain, Mind, and Behavior. Scientists have only recently found means to isolate chemicals of the brain and analyze its electrical systems. Better information about the physical operations of the brain is becoming available to answer questions such as: How does the brain strike a balance between its genetic blueprint and influences from the environment? Where does it hold language? This course explains what science knows—and does not know—about the human brain. It draws on the most current findings, theories, and applications of research on the brain and its connection to mental life and to behavior.

PWO 257 Age of Technology. Technology helps shape everyone’s life. This course will look at the history of technology and science in the human environment that produces them. Many people believe that the objects they use have been created by single inventors. However, the scientific and technological developments of history are not a linear series of isolated events. When studied in their historical perspective, modern achievements of our “technological age” such as aircraft, plastics, and telecommunications can be seen as only the latest surge of the technological wave that began in the ancient world.
HANDBOOK FOR UNDERGRADUATE STUDIES
The University

At DePaul students may pursue undergraduate degree programs on three campuses: Lincoln Park, the Loop or O'Hare. Regular students of any School or College may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

THE CAMPUSSES

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 Theatre School 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, and The School for New Learning offer programs leading to these degrees:

- Bachelor of Arts (Evening)
- Bachelor of Science in Commerce (Day and Evening)

The O'Hare Campus is located near O'Hare Airport at 3166 River Road, Des Plaines, Illinois (at the intersection of Devon Avenue and River Road). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning all offer courses at this campus.

The Oak Brook Campus is located at Two Westbrook Corporate Center, Suite 200, Westchester, Illinois (on 22nd Street, just east of the I-294 tollway). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning offer courses at this campus as well.

THE UNIVERSITY LIBRARIES

The DePaul Libraries are divided into five different units: the Lincoln Park Campus Library, the Loop Campus Library, the Law Library, the Oak Brook Campus Library and the O'Hare Campus Library. In the DePaul Libraries, the delivery of information and materials is increasingly linked to computer technologies. The Library Computer System (LCS) is an on-line circulation system that contains records for materials in the DePaul Libraries as well as the materials in the libraries of 26 other colleges and universities in Illinois. These universities include the University of Illinois at Urbana-Champaign, which is the third largest university library in the nation, and all the other state universities in Illinois. There are LCS terminals on all library floors that allow users to search for materials by author and/or title in any LCS library. The Circulation Departments can use LCS to order items from these LCS libraries and have them sent to DePaul. Another computer system, OCLC, can be used to locate and obtain materials throughout the United States. A third computer system accesses information resources in the sciences, social sciences, business, and humanities and produces customized subject bibliographies.

The combined collection of the DePaul University Libraries includes nearly 520,000 volumes, 116,000 microform volumes, over 8,500 current serial subscriptions, and a varied microcom-
puter software and audiovisual collection. Handbooks, brochures, and bibliographies explain-
ing library services, describing the physical arrangement of the libraries, and detailing various aspects of the collection are available in all five locations.

The Lincoln Park Campus Library supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Theatre School. Areas of particular strength are religion, philosophy, and Irish studies. The library also has a microcomputer with 20 IBM-compatible computers, a media area for using audio-visual materials, an Education Resource Center with materials for elementary and secondary school teaching, the Verrona Williams Derr Collection of Afro-American studies, an art slide collection, and a collection of music recordings and scores. Rare book collections include the Napoleon Collection, the Dickens Collection, and the Sporting Collection, as well as numerous titles dealing with nineteenth-century literature and book illustration. The University Archives contains various materials documenting the growth and development of DePaul.

The Loop Campus Library primarily contains business materials to support the programs of the College of Commerce but also has core collections of materials in other areas. The Reference Department maintains the industry file and the corporate annual report file. A microfiche collection of corporate reports dating back to 1978 and Moody's Manuals starting with 1920 also are available.

The library of the College of Law has an extensive collection of Anglo-American legal materials, and provides both basic and advanced resources needed for study and research in the law school curriculum. The collection includes reports of American federal and state courts; court reports of Great Britain; the codes, constitutions and statutes of all fifty states and American territories; materials on tax law; and legal periodicals. Designated an official depository for government publications, the Law Library provides a comprehensive collection of federal documents.

The Oak Brook and O'Hare Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. There are no permanent book or magazine collections; LCS or OCLC are utilized to identify needed books which are then sent to the suburban campuses in a scheduled intra-university shuttle. Journal articles are transmitted from the two main campus libraries by facsimile machines.

ACADEMIC COMPUTING SERVICES

Academic Computer Services (ACS) provides facilities and resources for the purpose of instruction and research at DePaul University. DePaul's academic network consists of a VAX-cluster of two VAX 11/780s, an IBM 4381, and an AT&T 3B2. Microcomputers are also provided on all campuses to further aid in the objective of achieving computer literacy throughout the University community.

The academic computer facilities currently support 408 computer ports and 512 terminal ports of which 144 are dial-in lines. Approximately 200 terminals and 250 microcomputers are available for student use within the following lab facilities:

**Administration Center**

Terminal Lab
243 S. Wabash, 4th Floor
Chicago, IL 60604
312 341-8336

Microcomputer Lab
243 S. Wabash, Room 208
Chicago, IL 60604
312 341-6126

**Oak Brook Campus Terminal & Micro Labs:**

Two Westbrook Corporate Center
Westchester, IL 60153
312 562-2020
312 341-8873

**O'Hare Campus Terminal & Microcomputer Labs:**

3166 River Road
Des Plaines, IL 60018
312 296-5344
Lincoln Park Campus—Schmitt Academic Center
Terminal Lab: (SAC)
2323 N. Seminary, Room 193
Chicago, IL 60614
312 341-8342
Microcomputer Lab
2323 N. Seminary, Room 472
Chicago, IL 60614
312 341-8051

Students have access to a variety of software applications, languages, and utilities. Word processing, statistical packages, financial modeling, and database management are available for coursework and research. Computers are used extensively in coursework within the traditional computer science curriculum as well as in commerce and the humanities.

Additional services provided by ACS include quarterly seminar offerings and a microcomputer purchase program. Both services are available to faculty, staff and students. The microcomputer purchase program provides discount purchase arrangements, hardware/software consultation, and end-user training.

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement Center counselors welcome students to begin utilizing the services of the Placement Center as soon as they have enrolled for classes at DePaul. By using the resources of our office, students can identify career goals and prepare for professional employment.

To assist students in making career decisions, we urge that they use the following services as early as their freshman year for: (1) help in finding career-related part-time jobs and summer internships, (2) interviewing and resume writing workshops, (3) individual career counseling, (4) abilities and interest testing, (5) co-op and alumni mentoring opportunities, and (6) career seminars presented by leading corporations and the placement staff counselors.

Juniors are encouraged to register for on-campus interviews in the spring of their junior year. To prepare for interviews held in the Placement Center, we assist students by providing: (1) group workshops on job search techniques, (2) instruction on how to prepare resumes and cover letters, (3) “mock” interviews conducted by professional personnel recruiters, and (4) seminars in career education. As a supplement to the on-campus interview system, graduating seniors and alumni can attend the Placement Center sponsored Illinois Collegiate Job Fairs “Meet the Recruiters Nights”, Experienced Alumni Job Fairs, and Minority Student Job Fairs.

Our programs and facilities are open to DePaul students of all majors at the undergraduate and graduate levels. Alumni services include access to our job newsletter and a computerized job matching program as well as the availability of all the resources we provide to students.

ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS

The Associate Vice President for Student Affairs 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 Associate Vice President is assisted by an Administrative Assistant 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 Associate Vice President office is located in the Stuart Center, Room 328.
STUDENT LIFE DEPARTMENT

The Student Life Department is composed of the Programs and Organizations Office, the Residence Life Office, and the University Centers on both the Lincoln Park and Loop campuses.

The goal of Student Life is to provide opportunities and experiences for a student's development to enhance their academic endeavors. With emphasis on joint student-staff-faculty efforts and on formal and informal approaches, Student Life seeks to encourage and help in the development of social, cultural and encourage and help in the development of social, cultural and recreational programs that enhance the learning environment as well as the exploration of self-directed activities that provide opportunities for self-realization and growth. Through Student Life, students and student organizations are made aware of others from diverse backgrounds, cultures and interest, and are helped to understand institutional policies and procedures in relation to student life and activities.

The Student Life Offices are located on the third floor of Stuart Center at the Lincoln Park Campus, 341-8486, and on the fourth floor of the Lewis Center at the Loop Campus, 341-8634.

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 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 hall with all double rooms. Study rooms, laundry, and kitchenette facilities are also available in this building.

University Hall is the newest hall, housing 300 residents in double rooms. A variety of lounges on every floor provide access to kitchens, televisions, and computers, as well as quiet areas for studying. Laundry rooms are also located on each floor.

McCabe Hall consists of apartments—studio, one-bedroom, and two-bedroom. This hall is for upper class students.

All Housing facilities are reserved for full-time undergraduate DePaul students. Students who wish to reside on campus are strongly encouraged to complete a Housing Agreement prior to May 1, 1987.

For additional information write or call the Residence Life Office, DePaul University, 2324 North Seminary Ave., Chicago, IL 60614, (312) 341-8020.
Accreditation

DePaul University is accredited by
The American Assembly of Collegiate Schools of Business
The American Psychological Association
The Association of American Law Schools
The National Association of Schools of Music
The National Council for Accreditation of Teacher Education
The National League for Nursing
The North Central Association of Colleges and Secondary Schools

DePaul University is on the approved list of
The American Bar Association
The National Association for Music Therapy
The Illinois Department of Registration and Education
The Illinois Office of Education, State Teacher Certification Board
The State Approving Agency for Veterans Training

DePaul University is a member of
The American Association of Colleges of Nursing
The American Association of Colleges for Teacher Education
The American Association of Higher Education
The American Association of University Women
The American Council on Education
The Association of Catholic Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The Council of Graduate Schools
The Midwest Alliance in Nursing
The National Association of Independent Colleges and Universities
The National Catholic Education Association
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Angelo Velasquez
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Paul C. Wilson

General Administration

John T. Richardson, C.M., President
John R. Cortelyou, C.M., Chancellor
James S. Doyle, Vice President for Student Affairs
Patricia Ewers, Vice President and Dean of Faculties
Joyce A. Fecske, Executive Assistant to the President
Francis J. Harden, C.M., Treasurer of the University
Kenneth A. McHugh, Vice President for Business and Finance
Herbert Newman, Vice President for Development and Public Relations
Edward F. Riley, C.M., Secretary of the University
PHILOSOPHY AND POLICY

The admissions philosophy and policy of DePaul University reflect concern for the worth and talents of the individual. DePaul considers the overall achievements of the candidate and admissions decisions are not based solely on one particular factor or competence. 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, creativity, and qualities associated with leadership.

Following admission, incoming degree-seeking students are contacted by the Assessment and Advisement Center (AAC) to complete placement tests in reading, writing, and mathematics. Aligned to the demands of DePaul's curriculum, these test results provide a useful tool for academic advisement and registration. Students should consult the AAC section of the Bulletin which follows for information concerning assessment policies and procedures.

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

DEGREE SEEKING

Current high school students and recent graduates with or without college transfer credit who are interested in admission to a bachelor's degree program should direct inquiries to the Admissions Office, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 341-8300.

Adults 24 years of age or older should contact the Office of Adult Admissions at the same address, or telephone 341-6709 for special counseling.

The application, all required credentials, and a non-refundable $20 application fee should be on file in the Admissions Office at least one month prior to the beginning of the term for which admission is desired. Application deadlines allow only minimal time for review, decision, placement testing, registration counseling and award of financial aid. Consequently, applicants are urged to apply early.

Applications to the Nursing program, the School of Music, The Theatre School, and the School for New Learning should examine the proper section of this catalog for additional application procedures.

SPECIAL STUDENT ADMISSION

Persons who do not intend to earn a DePaul baccalaureate degree but who wish to enroll in undergraduate courses for personal or career related reasons should complete an Adult/Special Student Application. All such "Special Students" must have earned a high school diploma, its equivalent, and demonstrate sufficient maturity and academic or professional experience to carry college work successfully. Adults 24 years of age or older should contact the Office of Adult Admissions for special counseling.

Former college students 24 years of age or older who were not in good standing when leaving their previous institution two or more years ago may be considered for "Special Student" admission. Contact the Office of Adult Admissions for special counseling.
A student enrolled in another college or university intending to transfer credit earned at DePaul to that institution should use the Adult/Special Student Application.

A person interested in entering a certificate program offered by one of the DePaul University academic units or completing prerequisites for a graduate program should use the Adult/Special Application.

The Adult/Special Student Application must be on file in the Admissions Office by the last day of late registration. An application fee is required only of students intending to earn a degree at DePaul.

**CHANGING FROM SPECIAL TO DEGREE STATUS**

Students originally admitted to the university as Special Students using the Adult/Special Student Application, but now intending to work towards a bachelor's degree, should contact an Admissions Office counselor to initiate this transition.

**READMISSION**

Former DePaul students admitted with Special Student status must complete a new Adult/Special Student Application if absent from the university for three quarters, excluding summer sessions.

Former DePaul students originally admitted with Degree or Baccalaureate status must complete a Readmission Application if any of these conditions exist:

1. Absence from DePaul for three or more consecutive quarters, excluding summer sessions.
2. Absence from DePaul for one or more quarters, excluding summer sessions, and enrollment is now desired in a different college or school within DePaul.
3. Attendance at another accredited college or university after leaving DePaul. Official transcripts must be received before a readmission decision is made. Please note: A maximum of 99 quarter hours of credit can be transferred to DePaul from junior or community colleges.
4. Academic dismissal from DePaul. (Refer to Dismissal, page 362) A dismissed student can be considered for readmission after a period of two quarters, excluding summer sessions. A recommendation is required from the Dean of the college which initiated the dismissal. Students are bound by the standards of the bulletin in effect at the time of readmission. The Readmission Application is due one month prior to the term for which readmission is desired. Applications are available in the Admissions or Registrar's Office.

**FRESHMAN ADMISSION**

Current high school students may be considered for admission to the Freshman class on the basis of six or more semesters of high school work. However, by the time of enrollment the student must have graduated from an approved secondary school with a minimum of sixteen high school units, including 12 of an academic nature. Ordinarily this would be four units in English, two in mathematics, one in laboratory science, two in social sciences and additional units in college preparatory subjects.

Recent high school graduates from an approved secondary school can be considered for admission on the basis of eight semesters of high school work including 12 of an academic nature as noted above.

Applicants for unqualified admission based on high school records should have a general average in academic courses of at least C (2.5 or 84), rank in the upper half of their class, demonstrate involvement in extracurricular, community, or work activities. Applicants must present a high school counselor recommendation and acceptable scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

Adults 24 years of age or older should contact the Office of Adult Admissions for an adult application. Records and test scores from high school years are not required in certain cases.
Application Procedures

1. Complete and return the Application for Admission and the $20 fee.
2. Provide an official transcript of high school grades covering at least six semesters.
3. Provide official scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
4. Have the high school counselor complete and return the Recommendation form included in the Application for Admission.

In some instances additional letters of recommendation and a personal interview may be required of an applicant.

Early Admission Program

High school seniors who apply to DePaul prior to November 30th will be considered for the Early Admission Program. Students who meet entrance requirements will be notified by December 15th of acceptance and must acknowledge in writing their intent to attend DePaul the following fall term. Early Admission Program applicants have the benefit of completing the Financial Aid Early Award Form and are notified of their Financial Aid award by December 15th. If desiring university housing and submitting the $100 housing deposit at that time, they receive priority in the residence hall assignment process. They are provided with priority academic advising and registration and are invited to selected DePaul events and programs during the academic year. Applicants to the School of Music and The Theatre School must audition before an Early Admission decision can be made.

Early Attendance by High School Students

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. Recommendations are required from their parents, their principal, and their high school counselor. The application should be submitted directly to the Director of Admissions.

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. A recommendation indicating course areas in which the student is proficient is required from the high school principal or guidance director. Students in this program are not required to submit the regular application materials and test data. Students submit the Adult/Special Application; no application fee is charged. Courses may be taken during summer terms or the regular academic year. The application should be submitted directly to the Director of Admissions.

Advanced-Standing

Freshman and transfer applicants who have earned college credit in any of the following Advanced-Standing programs will be awarded credit according to University policies:
1. DePaul University Cooperative High-School-College Program (See Section Above)
2. College Board Advanced Placement Exams (AP) and/or College Level Examination Program (CLEP), and DePaul Credit-By-Examination Program. Refer to the Credit-By-Examination section of this bulletin for further information.
3. College Course Work in High School. Students successfully completing college-level course work while in high school are awarded credit for all transferable courses upon receipt of an official college transcript.
4. Military Service Program. Credit is accepted for service school training, USAFI, and DANTES courses following DePaul guidelines.
TRANSFER ADMISSION

Candidates who have completed at least 12 semester or 16 quarter hours of transferable college credit are considered transfer students. With fewer than 16 quarter hours, the student follows freshman admissions procedures.

To be considered for admission, a transfer applicant must be in good standing at the last college attended and must have at least an overall 2.00 (C) average in all transferable courses attempted. Transfer applicants to the College of Commerce and the Department of Nursing should have an overall 2.5 GPA. Transfers to the School of Music and the Theatre School must also complete auditions or interviews.

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.

Evaluation of Credit

Admissions counselors will prepare an evaluation of transfer credit as a service to inquiring transfer students. Interested students should call the Office of Admissions at 341-8300 to arrange an appointment. Adults 24 years of age or older should call the Office of Adult Admissions at 341-6709.

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

Community College: A maximum of 66 semester (99 quarter) hours in freshman and sophomore level course credit can be accepted.

Senior Institution: A maximum of 88 semester (132 quarter) hours in freshman, sophomore and junior level course credit can be accepted. Students must complete at DePaul the senior residency requirement of 56 quarter hours and the minimum major requirement of one-half of the credit required in the major.

If 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 in DePaul’s quarter system.

An evaluation of transfer credit from the Office of Admissions is sent with the letter of acceptance. This evaluation shows where the transfer credit applies to the student’s major program. The student’s college office may make minor changes to these applications. The college office evaluation is considered the official copy.

Inter-College Transfer

DePaul students with Degree status who desire 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.
2. The student must have earned a minimum of 12 quarter hours as a degree-seeking student at DePaul and those hours must be posted on the official DePaul transcript.

In addition to the above conditions, students desiring to transfer to the Nursing Department of the College of Liberal Arts and Science must have a minimum 2.00 DePaul GPA. Inter-college applicants to the Theatre School or the School of Music must meet the audition or interview requirements of those schools.

The Inter-College Transfer application must be on file in the Admissions Office at least one month prior to the beginning of the term for which transfer is desired.
INTERNATIONAL STUDENT ADMISSION

Freshman and transfer applicants educated outside of the United States must obtain, in addition to the standard application, the Educational History Form and Information Sheet by writing to the Director of Admissions. Candidates must meet academic requirements and demonstrate English proficiency. For those students who do not demonstrate English proficiency, the University offers a program in English Language Studies. Those requesting Student Visas (I-20) must demonstrate adequate financial support. The letter of admission and the visa form I-20 are issued only after admission. The deadline for applicants residing outside of the United States or needing a Student Visa is three months prior to the entry term desired.

CAMPUS TOURS AND INTERVIEWS

Tours and admission interviews for prospective students and their families are strongly recommended and are offered on both DePaul campuses. Call the Loop Campus Admissions Office at 341-8885 to arrange an interview or a tour of the facilities of the College of Commerce and the Lewis Center Campus. Call the Lincoln Park Admissions Office at 341-6710, outside of Illinois call toll free 1-800-4DePaul, to arrange an interview or a tour of the College of Liberal Arts and Sciences, the School of Education, the School of Music, the Theatre School, and Student Housing on the Lincoln Park Campus.

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) developmental courses, and (4) tutoring, workshops 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 who enter the University with fewer than 100 hours of applied credit. 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 does 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, workshops 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. Depending on test performance, transfer students with a deficiency in writing will demonstrate competence in one of two ways: (a) required two-quarter course sequence (WRC 101, 102), (b) one course (WRC 102) or successful retest within one calendar year of admission. 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 or reading are placed in a sequence of courses, offered through The Institute for English Language Studies. 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 or contact the AAC.

Diagnostic Testing

The Advisement and Assessment Center offers diagnostic testing to students who wish to have their strengths and weaknesses assessed within areas of a specific skill. Diagnostic tests are used to recommend self-paced instruction and tutoring in both basic and college-level skills and subjects. The tests are administered on a purely voluntary basis.

TUTORIAL PROGRAMS

The Assessment and Advisement Center coordinates tutoring programs to assist students in the development of basic and college-level skills. Tutorials are individualized, non-credit sessions with trained student tutors; they may supplement courses or serve as training outside the classroom format.

The DePaul Reading and Writing Programs offer individualized weekly tutorials under the supervision of the program Director, who also coordinates the WRC reading and writing courses. In the Writing Program, students receive guidance and practice in finding and organizing ideas as well as in correct grammar and usage. The Reading and Study Skills Program offers help in reading comprehension, speed reading and vocabulary. Tutoring in both programs is available at the Loop Campus as well as at the Lincoln Park. Students who wish to participate should go directly to the program offices or inquire at 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.

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.

WORKSHOPS

The Assessment and Advisement Center periodically sponsors workshops to help students review their mathematics, writing, reading and study skills. Specific workshops help students prepare for DePaul's competence tests. 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 intended to build a student's skills in college-level reading, writing or mathematics. A maximum of between four and twelve hours (depending upon the college or school enrolled) of WRC courses may be applied toward the degree as University electives. Students who take more than their maximum of WRC courses will graduate with an academic program in excess of the 188 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. An introduction to the requirements of academic writing; extensive practice in gathering and organizing ideas as well as in presenting written work that is correct in mechanics, grammar and usage.

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. 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 College Reading I.** This course focuses on techniques of reading which prepare the student to become a more effective reader of college level texts. Areas of emphasis include study skills, vocabulary enhancement, and reading comprehension. Students assigned to WRC 107 generally go on to WRC 108.

**WRC 108 College Reading II.** A sequel to WRC 107. The course focuses on critical thinking and analysis of a variety of texts, especially longer prose works. Students continue work on vocabulary growth and 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 and fees as conditions require.

TUITION

College of Commerce, School of Education, and Liberal Arts and Sciences
Day and Evening Students
Tuition per credit hour .................................................. $131.00

School of Music
Tuition per credit hour .................................................. $142.00
Applied Music (less than 12 hours)-per hour ..................... 174.00

School for New Learning
Discovery Workshop, per course ................................... $275.00
Summit Seminar, per course ......................................... 524.00
All Other, 1+ hours, per hour .................................... 131.00

The Theatre School
Tuition Package (12 credit hours) ................................. $2,475.00
Tuition for 1 to 11 quarter hours-per hour .................... 185.00
Students enrolled in internship programs should consult the director of the specific departmental program for more detailed information regarding tuition.

GRADUATE TUITION

Graduate School of Business
Courses in the 100-200 series-per hour ........................... $131.00
Courses in the 300-700 series-per course ...................... 770.00

Graduate School of Education
Courses in the 100-200 series-per hour ........................... $131.00
Courses in the 300-700 series-per hour ....................... 154.00

Graduate Liberal Arts and Sciences
Courses in the 100-200 series-per hour ........................... $131.00
Computer Science 300-700 Series-per hour .................... 168.00
All other 300-700 Series-per hour .............................. 157.00
The Theatre School

Tuition Package (12 credit hours) .............................................. $2,575.00
Tuition for 1 to 11 quarter hours-per hour ................................ 185.00

Graduate School of Music

Tuition-per hour .......................................................................... $174.00

ROOM AND BOARD

Clifton Hall (Room and Board)*
- Single Occupancy-Academic Year ........................................ $3,889.00
- Double Occupancy-Academic Year ...................................... 3,496.00

Corcoran Hall (Room and Board)*
- Double Occupancy-Academic Year ...................................... 3,091.00

University Hall (Room and Board)*
- Double Occupancy-Semi-Private Bath Academic Year .......... $3,604.00
- Alcove Double Occupancy-Semi-Private Bath Academic Year 3,685.00
- Double Occupancy-Private Bath Academic Year ..................... 3,763.00

Clifton, Corcoran and University Halls are open throughout the academic year except during the Christmas vacation. Consult the Director of Residence Life for rates at other times.

*Above rates are averages based on a mid-range meal plan.

McCabe Hall (Room Only)
- Studio Apartment ................................................................. $3,918.00
- One Bedroom Apartment, double occupancy (per person) ... 2,619.00
- Two Bedroom Apartment, triple occupancy (per person) ...... 2,619.00
- Two Bedroom Apartment, double occupancy (per person) ... 3,889.00

The rates for McCabe Hall are for the Academic Year only. Consult the Director of Residence Life for rates at other times. (McCabe Hall is for undergraduate Juniors and Seniors.) All of the housing rates listed include an $84 annual health service charge.

GENERAL FEES

Application Fee ................................................................. $20.00
Registration Fee (each registration) ..................................... 10.00
Late Registration Fee ......................................................... 25.00
Delinquency Fee .................................................................. 50.00
Deferred Examination Fee
  On Designated Dates .......................................................... 10.00
  At Time Not Designated ................................................... 20.00
The Theatre School Audition Fee ......................................... 10.00
The Theatre School Certificate Fee ...................................... 25.00
Graduation Fee .................................................................... 25.00
Service Fee, each returned check ......................................... 20.00
Computer User Fee ............................................................. 20.00*
Fee for each transcript of credits .......................................... 3.00

*Fees may vary according to specific courses affected. See schedule of classes.
PAYMENT

All charges are due DePaul University at the time of registration, but no later than the end of (Saturday, 1 p.m.) the first full 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. Payment may be made by Visa or Mastercard.

Students whose accounts show a balance due at the end of the first full week of the term:
1) Will be charged a $50.00 Delinquency Fee.
2) Will be prohibited from receiving 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. The University does not accept responsibility for delays in the U.S. Postal System. SIMPLY CEASING TO ATTEND OR NOTIFYING THE FACULTY DOES NOT CONSTITUTE A WITHDRAWAL OF RECORD.

Upon processing the Enrollment Change Form, refunds will be calculated according to the following schedule for the academic quarters beginning Autumn through Spring:
Through the end of the second full week of classes ............................. 100%
After the second week ................................................................. 0%

For courses of four weeks or less but more than two weeks duration, no refund will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no refunds will be granted after the workshops or sessions begin.

REGISTRATION AND CERTAIN COURSE FEES ARE NOT REFUNDABLE. Refunds are initiated by the Cashier’s Office upon the student’s request after enrollment change has been processed by the College Office.

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 is subject to cancellation.
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 no later than the end of the first full week of the term in order to avoid a 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. 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," "Refer to Maker," or "Account Closed," a $20.00 charge will be assessed for each such occurrence. The University reserves the right to refuse acceptance of a personal check without prior notice.

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 receive a revised confirmation and billing within one week of the change. The additional charges are payable immediately.

### DEPARTMENTAL FEES

#### Art

- Each course with material fee ........................................... $10.00
- Art 225 material fee .................................................. 15.00

#### Biology

- Each course with laboratory ........................................... $20.00

#### Chemistry

- Each course with laboratory ........................................... 30.00
- Breakage Deposit—each laboratory course ....................... 10.00

#### The Theatre School

- Locker, per quarter .................................................. 5.00
- Scripts and Materials, per quarter ................................. 5.00

#### Education

Physical Education Students
- Equipment Fee for each activity course ...................... 7.50
- Activities Accident Policy—each quarter .................... 4.50*
- Teacher Placement—Initial Registration Fee ................. 10.00
Music
Locker Fee .............................................. $7.00
Instrumental Rental Fee—each quarter .................. 20.00

Nursing
Laboratory Fee
Courses numbered 331, 333, 335—each course .......... 15.00
Courses numbered 337, 339, 341—each course .......... 10.00
Courses numbered 349 .................................. 20.00

Physics
Laboratory Fee
All courses numbered under 370 except courses 155 and 156
Each Course .............................................. 15.00
Courses numbered 155 and 156—each course .......... 22.50
Courses numbered 223 and 378—each course .......... 25.00
*Subject to change without notice.

NOTE: (a) Fees are not refundable and (b) certain Fees other than those listed above are shown with the course listing.
Undergraduate students at DePaul University received over 17 million dollars in financial aid during the 1986-87 academic year in the form of scholarships, grants, student loans, and employment. This assistance is provided by DePaul University in partnership with federal and state agencies, lending institutions, corporations, and foundations. All students are eligible for consideration for financial assistance. Inquiries should be directed to the Office of Financial Aid, Room 1730, Loop Campus, or Room 103, Schmitt Academic Center, Lincoln Park Campus. Telephone inquiries can be made by calling 341-8526 or 341-8371.

WHERE TO GET FINANCIAL AID APPLICATIONS

Financial aid needs analysis 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). The FAF will also serve as applications for the Illinois State Monetary Award and the Pell Grant.

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

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 offered.

Financial Aid Application Procedures

1. Complete the DePaul University Application for Financial Aid.
2. Complete the Financial Aid Form (FAF) through the College Scholarship Service. Indicate on the form that copies be forwarded to DePaul University, Pell Grant and the state financial aid agency. Students should file this form as soon as possible after January 1 in order to allow the CSS enough time to process the FAF.
3. Submit copies of the student's and spouse's 1986 IRS 1040, 1040A or 1040EZ and all required supplements. Dependent students must also submit a copy of their parent's 1986 IRS 1040, 1040A or 1040EZ and all required supplements. If no IRS tax forms are filed, written documentation of other means of support is required.
4. Transfers and students who have never previously completed files for DePaul financial aid must provide a Financial Aid Transcript for each U.S. college or university 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.

APPLICATION DEADLINE

All students are advised to file forms early. Forms are available in January, 1988 for funds for the 1988-89 school year. In order to receive priority consideration for University aid, NEW students must complete their financial aid file as soon after January 1 as possible. New students will be evaluated and packaged on a first-come first-served basis up to May 1, 1987 or as long as funds remain available. RETURNING students will be considered for financial aid if they have completed the filing requirements by April 22, 1988.
Aid Programs and Scholarships

FEDERAL

PELL Grant

Degree-seeking 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 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). This form is available from high school counselors or the Financial Aid Office.

There were 1,668 DePaul students who received a Pell Grant in 1985-86; the average award was approximately $1300. Awards may range from $250 to $2100 depending on the student's need.

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 at DePaul range from $300 to $1500.

In 1985-86, 536 DePaul students received SEOG. The average award was $700.

Perkins Loan (Formerly called National Direct Student Loan)

Co-sponsored by DePaul University, this loan program offers low interest (5 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 the student ceases at least half-time study at which time repayment begins. Deferment and cancellation provisions are available. Students may borrow up to a maximum of $9,000 for all undergraduate years. The actual amount per year will depend on the student's demonstrated need and the availability of funds.

College Work Study (CWS)

Co-sponsored by DePaul University and the Federal Government, this program provides jobs either on-campus or off-campus for students demonstrating financial need. Students are normally employed for up to 15 hours per week. The hourly salary depends on the job and student's qualifications. Job listings are maintained in the Office of Career Planning and Placement.

STATE OF ILLINOIS

Illinois State Monetary Award

This program of gift assistance is administered by the Illinois State Scholarship Commission (ISSC). Undergraduate students who are residents of Illinois are eligible to apply for awards, which ranged in 1986-87 from $300 to $3,100 per year. The awards are based on financial need, and may be used for tuition and fees only. Both full and half-time students are eligible.

In 1985-86, nearly 2586 students at DePaul received Monetary Awards totalling $5,488,565.

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 for first time borrowers is 8%. Repayment begins 6 months after the student is no longer enrolled at least half-time. The federal government will pay the interest on the loan in school and for the first six months after leaving school. Students must demonstrate need for this program.
The maximum borrowing for undergraduates is $2,625 per year for the first 2 years of study and $4,000 per year for subsequent years of undergraduate study. The maximum borrowing for all undergraduate years combined is $17,250.

More information is available from the Financial Aid Office, from participating lenders, and from the Illinois Guaranteed Loan Program, 102 Wilmot Road, Deerfield, Illinois 60015. A list of participating lenders is available from the Illinois Guaranteed Loan Program, or the Financial Aid Office.

DEPAUL UNIVERSITY

DePaul University offers a variety of scholarships, the funds for which are provided by both the University itself and generous alumni and friends of DePaul University. To apply, contact the Office of Admissions. Applications must be received by the Office of Admissions by February 1, 1988 for 1988-89.

DePaul University Dean’s Scholarships in Art, Education, Humanities, Science and Theatré

DePaul University Presidential Scholarships
Aetna Foundation Scholarship
Fritz Bauer Endowment Fund
James Cimino Endowment Fund
Farmers Insurance Group Scholarship
Brenda and Lee Freeman Scholarship Fund
Edward N. Gosselin Endowed Scholarship Fund
Hayes-Healy Funds
Michael Flynn Hie Scholarship Fund
Thomas C. Hilliard Scholarship Fund

Jeanette Jennings Endowment Fund
Lee Shaffron Johnson Endowed Scholarship
Helen Kinsella Memorial Scholarship
Ledger and Quill Alumni Fund
Otto Lehmann Scholarship Fund
John Mannion Endowment Fund
Frank McLoraine Scholarship
Arthur J. Schmitt Fellowship Program
Sarah Siddons Scholarship
William Stanley Endowment Funds
Tobin Endowed Scholarship Fund
James Vasa Memorial Scholarship

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. These awards range in value from $2,500 to $6,000 per year and are renewable for three additional years. Awards are based on merit.

To apply, contact the Office of Admissions. Applications must be received by the Office of Admissions by February 1, 1988 for 1988-89.

Grace and Walter Byron Smith Scholarships

The Department of Art, in a Partnership Program with The School of The Art Institute of Chicago, participates in awarding Grace and Walter Byron Smith Scholarships to DePaul students. These scholarships provide for study in programs conducted by The School of The Art Institute of Chicago. Contact the chairman of the Department of Art for information and application procedures.

DePaul University Competitive Scholarships and Endowed Scholarships

These scholarships are awarded to full-time students demonstrating academic achievement. Rank in class, ACT scores, and other leadership qualities are considered in awarding these scholarships. They are renewable for three additional years.

All students who meet the eligibility requirements are nominated as Stanley scholars and are eligible for a $1,000 scholarship. Students who demonstrate financial need may receive additional funds. To apply, contact the Admissions Office. Applications must be received by the Admissions Office by February 1, 1988 for 1988-89.
Specialized Scholarships

A number of scholarships are awarded directly by University departments. These include the School of Music, the Theatre School and the Athletic departments. Information is available from the Scholarship Coordinator in each of these departments.

ALTERNATIVE FINANCING

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid. These include:

EFI Fund Management Program A convenient monthly payment program which allows students or parents to budget the cost of attendance including tuition and fees and on-campus room and board charges (if applicable) in eight monthly payments for undergraduate or graduate students and ten monthly payments for law students beginning in July for those enrolling for the Fall term.

Knight Insurance Agency, Inc. Plan A ten-year loan plan with an Annual Percentage Rate which is adjusted quarterly to 4.5% above the 13-week Treasury Bill rate never to exceed 18%; this program enables students or parents to borrow the usual costs incurred for four years of college.

Sallie Mae's Family ED Financing Program A new ED credit private loan available to creditworthy borrowers, the plan features a variable interest rate based on the 91-day Treasury Bill auction rate.

For more information about these and other alternative financing programs, contact the Financial Aid Office.

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.

Students seeking scholarship assistance are also advised to inquire of 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 reference materials available 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.
CLASSIFICATIONS

College credit is accumulated on the basis of quarter hours earned. Degree seeking students are classified for administrative purposes as follows: Freshmen (less than 44 quarter hours), 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 is available through the Financial Aid Office. 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 may 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. Photo I.D. cards are available through the Student Association.
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 188 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 FA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.

QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:
A—four times as many quality points as the credit hours assigned to the course.
B—three times the number of credit hours.
C—twice the number of credit hours.
D—one quality point for each credit hour in the course.
F—FX (no quality points)
W—INC, PA (not calculated)
Illustration

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS PER CREDIT HOUR</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>QUALITY POINTS MERITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>×</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>×</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>×</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>×</td>
<td>4</td>
</tr>
<tr>
<td>F,FX</td>
<td>0</td>
<td>×</td>
<td>4</td>
</tr>
</tbody>
</table>

W, IN, PA, R Quality Points not assigned.

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.

**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>QUALITY POINTS MERITED</th>
<th>CREDIT HOURS ATTEMPTED</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>16</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>F,FX</td>
<td>0</td>
<td>+</td>
<td>4</td>
</tr>
</tbody>
</table>

W, IN, PA, R GPA not Calculated

**GRADES**

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus.

A—— Exceptional achievement

B—— Superior achievement

C—— Satisfactory achievement

D—— Poor achievement (A “D” grade will not fulfill the requirements in a major field of concentration.)

F—— Failure to meet minimum achievement

IN—— Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. An “IN” grade must be removed before the end of the following quarter. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to F.

PA—— Passing achievement in a “pass-fail” course. (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.

FX—— Student has had excessive absences.
REPEATING

A student who receives a "D," "F," or "FX" grade in an undergraduate course is permitted to repeat the course. The grade achieved in the repeated course is recorded on the academic record, and is used in determining cumulative credit earned and in computing the G.P.A. The original grade remains on the academic record but is not used in determining cumulative credit earned or in computing the cumulative grade point average. The course must be repeated at DePaul in order for this policy to apply. A student who repeats a course in which the original grade was "C" or better will not receive degree credit for the repeated course.

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. Under the pass-fail option a student who is not on academic probation may register for one PASS (PA)/FAIL (F) course each term. A maximum of 32 quarter hours may be taken under the pass-fail option. 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.

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.

The University will award college credit in accordance with current university policy. Questions concerning this program may be directed to the Office of Admissions.

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, excluding summer session, subsequent to such dismissal. The readmission decision is made by the Office of Admissions in consultation with the college office. See Readmissions Section.

A dismissed student with serious deficiency may be required to demonstrate academic achievement at another accredited college or university before readmission is approved. If readmission is approved, the following academic policy applies to dismissed students who have demonstrated this achievement by earning eighteen or more quarter hours of credit: (1) the previous grade point average will revert to zero, and (2) the previous DePaul credits attempted and earned will be added to attempted and earned transfer credit. This policy permits the student to resume a program of studies without the penalty of a previously deficient grade point average.
GRADUATION REQUIREMENTS

1. The student must have completed a minimum of 188 quarter hours. The total quality points must equal twice the number of quarter hours attempted.

2. The student must have a minimum of 2.00 cumulative grade point average. The calculation of the grade point average is described under the heading: “Evaluation of Credit” in this bulletin.

3. The student must have satisfied all the regulations of the individual college or school granting his degree.

4. The student must complete the residential requirement, i.e., he must complete the following work at DePaul University: a) the final 56 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.

5. 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.

6. The University’s annual commencement exercises are conducted in June. A Baccalaureate Mass is included in the commencement program, and a reception follows each graduation exercise. Attendance at the graduation exercise is optional, however the graduate must notify his/her college office of his/her intention, four weeks before the ceremony. The graduate will receive detailed instructions concerning the commencement exercise from his/her college office.

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.

An undergraduate student who has entered DePaul with previous academic credit will be considered for graduation with honor if the following conditions are met:
1. The student must first have earned the minimum of a 3.5 cumulative grade point average for course work taken at DePaul.
2. A student’s cumulative grade point average from a previously attended institution(s) will be combined with the DePaul grade point average to determine the level of 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 divisions. 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, Computer Science, Economics, English, History, Interdisciplinary Studies, Liberal Studies, Mathematical Sciences, Nursing, Philosophy, Physics, Psychology, Public Services, Rehabilitation Services, Sociology; (2) through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing; (3) through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition; or (4) through the School of Education, Graduate Division, in Curriculum Development, Educational Leadership, Human Services and Counseling, and Reading and Learning Disabilities.

Doctoral Degree programs are offered through the College of Liberal Arts and Sciences in Philosophy, and Psychology.
ACADEMIC AFFAIRS
Anne M. Kennedy, Associate Vice President for Enrollment Management, Lewis Center, Suite 1501A
Glenn R. Scharfenorth, Associate Vice President for Academic Affairs, Administration Center, Room 826
Richard Yanikoski, Associate Vice President for Academic Affairs, Administration Center, Room 802
Patricia A. Wren, Assistant to the Vice President/Dean of Faculties O'Malley Place, 13th Floor

ACADEMIC COMPUTER SERVICES—Administration Center, 3rd Floor
Dawne Tortorella, Director

ACADEMIC PUBLICATIONS—Administration Center, Room 828A
Gwyn Friend, Director

ADMINISTRATION—O'Malley Place, 13th Floor

ADMISSIONS—Lewis Center, 1st Floor
Thomas D. Abrahamson, Director

ALUMNI RELATIONS—Administration Center, 7th Floor
Vaughn Bush Dann, Director

ASSESSMENT AND ADVISEMENT CENTER—Lincoln Park, Schmitt Center, 1st Floor
Donald L. Quirk, Director

ATHLETICS—Lincoln Park, 1011 West Belden

BOOKSTORES—Lewis Center, 1st Floor Lincoln Park, 2324 North Seminary

CAFETERIAS—Lewis Center, 4th Floor Lincoln Park, 2324 North Seminary

CAREER PLANNING & PLACEMENT—Lincoln Park, Schmitt Center, 1st Floor
Lewis Center Room 1716
John Bradarich, Director

CASHIER'S OFFICE—Lewis Center, 16th Floor
Lincoln Park, Schmitt Center, 1st Floor
Jane Swanson, Supervisor of Cashiering
CHAPELS—Lewis Center, 1st Floor 2324 North Seminary

COLLEGE OF COMMERCE—Lewis Center, 12th Floor

COLLEGE OF LAW—Lewis Center, 9th Floor

COLLEGE OF LIBERAL ARTS AND SCIENCES—Lewis Center, 16th Floor
Lincoln Park, Schmitt Center, 5th Floor

COMMUNITY MENTAL HEALTH CLINIC—Byrne Hall, 3rd Floor
Della Corirossi, Administrator

INFORMATION SERVICES—Administration Center, 5th Floor
Fr. Ralph Pansza, C.M., Director

DEVELOPMENT—Administration Center, 7th Floor

FINANCIAL AID—Lincoln Park, Schmitt Center, 1st Floor
Lewis Center, Room 1730
Cathy Thomas, Director

GOVERNMENT-CERTIFICATION OF STUDENTS
Social Security—Lewis Center, Registrar’s Office
Veterans Administration—Financial Aid, Lewis Center, Room 1730

INTERNATIONAL/DISABLED STUDENT ADVISOR—Lincoln Park, Schmitt
Center, Room 118
Peggy Clark, Director

LIBRARY—Lewis Center, Lower Level
Lincoln Park, Schmitt Center
Doris R. Brown, Director of Libraries
M. Rita Stritch, Associate Director for Public Services
Judy Gecas, Director of Law Library

PRINTING AND PUBLICATIONS—Administration Center, 7th Floor
David E. Sims, Director

PUBLIC RELATIONS—Administration Center, 7th Floor
Mary Tatro, Director
REGISTRAR—Administration Center, 6th Floor
Robert L. Hoefler, Registrar

SCHOOL OF EDUCATION—Lincoln Park, Schmitt Center, 5th Floor

SPONSORED PROGRAMS AND RESEARCH—Lewis Center, Administration Center, 8th Floor
Lincoln Park, Schmitt Center, 5th Floor

Marjorie Piechowski, Director

SCHOOL FOR NEW LEARNING—O’Malley Place, 6th Floor

SCHOOL OF MUSIC—Lincoln Park, Fine Arts Building

STUDENT SERVICES
James R. Doyle, Vice President, Student Affairs
Thomas M. Croak, C.M., Associate Vice-President, Student Affairs
Peggy Clark, Director, Special Services
Thomas A. Grace, C.M., Director of Campus Ministry
Christine Grgorich, Associate Director of Student Life/Programs and Organizations
James Hultine, Associate Director of Student Life/University Centers
Lyndia McCarthy, Director, Minority Student Affairs
Walter Perry, Associate Director Student Life/Residence Life
Cynthia Summers, Director of Student Life
Shirley Tompkins, Academic Advisor for Student Athletes

TEACHER PLACEMENT BUREAU—Lincoln Park, Schmitt Center

THEATRE SCHOOL—Lincoln Park, 2135 N. Kenmore
### Academic Calendar 1987-1988

Information regarding registration is published in the University Class Schedules.

#### AUTUMN

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<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>7</td>
<td>Monday, Labor Day.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Wednesday, Autumn Quarter begins.</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Friday, Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Friday, Final date for filing for November credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Monday, St. Vincent DePaul day. Holiday-No classes.</td>
</tr>
<tr>
<td></td>
<td>14-20</td>
<td>Wednesday-Tuesday. Optional Mid-Term Week.</td>
</tr>
<tr>
<td>November</td>
<td>6</td>
<td>Friday, Last date to withdraw from class.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Saturday, Administration of credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Wednesday, End Autumn day classes.</td>
</tr>
<tr>
<td></td>
<td>25-29</td>
<td>Wednesday Evening-Sunday, Thanksgiving Holidays.</td>
</tr>
<tr>
<td></td>
<td>30-December-5</td>
<td>Monday-Saturday, Final examinations for Autumn day classes.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Monday, Last day of Autumn Quarter evening classes.</td>
</tr>
<tr>
<td>December</td>
<td>1-7</td>
<td>Tuesday-Monday, Final examinations for Autumn Quarter evening classes.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Monday, Autumn quarter ends.</td>
</tr>
</tbody>
</table>

#### WINTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>4</td>
<td>Monday, Winter quarter evening classes begin.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Tuesday, Winter quarter day classes begin.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Friday, Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Friday, Final date for filing for June Convocation.</td>
</tr>
<tr>
<td>February</td>
<td>1-6</td>
<td>Monday-Saturday, Optional Mid-Term Week.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Friday, Last date to withdraw from classes.</td>
</tr>
<tr>
<td>March</td>
<td>12</td>
<td>Saturday, End Winter classes.</td>
</tr>
<tr>
<td></td>
<td>14-19</td>
<td>Monday-Saturday, Final examinations for winter quarter.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Saturday, Winter quarter ends.</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>March</td>
<td>26</td>
<td>Saturday. Spring quarter begins.</td>
</tr>
<tr>
<td>April</td>
<td>1-3</td>
<td>Easter Holidays.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Friday. Last date to apply for Pass/Fail option or to change to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>auditor status.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Friday. Final date for filing for credit-by-examination.</td>
</tr>
<tr>
<td></td>
<td>23-29</td>
<td>Saturday-Friday. Optional Mid-Term Week.</td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td>Friday. Last date to withdraw from classes.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Saturday. Administration of credit-by examination.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Monday. Memorial day. Holiday-no classes.</td>
</tr>
<tr>
<td>June</td>
<td>3</td>
<td>Friday. End Spring classes.</td>
</tr>
<tr>
<td></td>
<td>4-10</td>
<td>Saturday-Friday. Final examinations for spring quarter.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Friday. Spring quarter ends.</td>
</tr>
<tr>
<td></td>
<td>11-12</td>
<td>Saturday-Sunday. Convocation.</td>
</tr>
<tr>
<td>SUMMER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>15</td>
<td>Wednesday. First summer session begins.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Tuesday. First summer session ends.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Wednesday. Second summer session begins.</td>
</tr>
<tr>
<td>August</td>
<td>23</td>
<td>Tuesday. Second summer session ends.</td>
</tr>
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The Vincentian Character of DePaul University

DePaul, a Catholic university, takes its name from St. Vincent DePaul. The religious community founded by Vincent, commonly known as "Vincentians," opened the university and endowed it with a distinctive spirit: to foster in higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; to instill in educated persons a dedication to the service of others. In each succeeding generation the women and men of DePaul have pursued learning in this spirit of Vincent DePaul.