

1966

Illinois Teachers College Chicago-North, Graduate Catalog, 1966-1967

Illinois Teachers College Chicago-North

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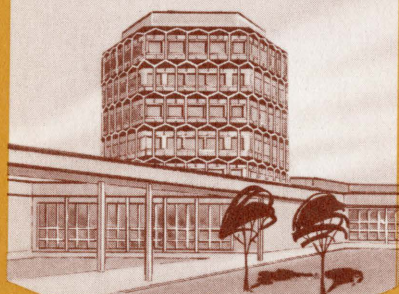
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**ILLINOIS TEACHERS COLLEGE
CHICAGO-NORTH**



**GRADUATE
CATALOG**

1966 · 1967

**ILLINOIS TEACHERS COLLEGE
CHICAGO — NORTH**

Graduate Catalog
1966-67

**5500 North St. Louis Avenue
Chicago, Illinois 60625 — JU 3-4050**

**Vol. I, No. 1
September, 1966**

This issue of the Graduate Catalog of Illinois Teachers College Chicago – North includes information for the academic period, 1966-67. However, the College reserves the right to make whatever changes may be necessary from time to time. Since the contents of this publication are subject to frequent change, you are advised to consult the appropriate college representative for definite up-to-date information.

For information regarding course offerings and class hours, see the class schedule published by the College before the opening of each trimester and summer session.

TABLE OF CONTENTS

	<i>Page</i>
College Calendar 1966-1967	iv
Board of Governors of State Colleges and Universities	v
Officers of the College	vi
General Information	1
Graduate School	2
Campus	3, 4, 5
Academic Year	6
Admission Requirements	8
Tuition and Fees	13
Graduate School Deadlines	15
Master's Degree Programs — M.A.T.	16
Master's Degree Programs — M.Ed.	17
Key to Course Numbers	52
Course Descriptions	53
Manual of Thesis Procedures	113
Guidelines for Master's Projects for Students in Special Education Programs	117
Graduate Faculty	120

COLLEGE CALENDAR 1966-1967

Fall Trimester, 1966

September 5, Monday.....	Labor Day Holiday
September 6, Tuesday.....	Fall Trimester begins
November 24 & 25, Thursday & Friday.....	Thanksgiving Holidays
December 23, Friday.....	Fall Trimester ends
December 26 to December 30, inclusive.....	Christmas Recess

Winter Trimester, 1967

January 3, Tuesday.....	Winter Trimester begins
January 30, Monday.....	Special twelve week term begins for Mid-year High School graduates
April 21, Friday.....	Winter Trimester ends
April 24 to April 28 inclusive.....	Spring Recess

Spring Trimester, Eight-Week Spring and Summer Terms, 1967

May 1, Monday.....Spring Trimester and eight week spring term begin
May 30, Tuesday.....Memorial Day Holiday
June 23, Friday.....Eight-week spring term ends
June 26, Monday.....Eight-week summer term begins
July 4, Tuesday.....Independence Day Holiday
August 18, Friday.....Spring Trimester and eight-week summer term end

BOARD OF GOVERNORS
OF STATE COLLEGES AND UNIVERSITIES

Appointed Members

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(Representing Director of Finance).....Springfield

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(Superintendent of Public Instruction).....Springfield

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Illinois Teachers College Chicago-North is governed by the Board of Governors of State Colleges and Universities. The Board consists of nine members appointed by the Governor and two ex officio members designated by law.

OFFICERS OF THE COLLEGE

JEROME M. SACHS.....	President
ROBERT J. GOLDBERG.....	Dean of Faculties and Academic Affairs
CHARLES W. MORAN.....	Dean of Administrative Affairs
VINCENT F. MALEK.....	Dean of the Graduate School
WILLIAM L. HOWENSTINE.....	Dean of Students
RICHARD O. POORMAN.....	Assistant Dean of Academic Affairs
LOUISE E. CHRISTENSEN.....	Registrar
LOUISE C. JOHNSON.....	Director of Admissions
SEYMOUR SCHNEIDER.....	Director of Library

GENERAL INFORMATION

HISTORY

In a rapidly changing world, educational systems, too, are changing. It is, therefore, appropriate that Illinois Teachers College Chicago-North should look toward change in the present and the future. At the same time, it should also be mindful of, but not unduly influenced by, the past, for the College is entering its ninety-sixth year of continuous service to the city, the county, and the state.

In 1896, the General Assembly of the State of Illinois authorized the establishment of a normal school in any county of the state. The Cook County Board of Supervisors, which had been operating experimental normal school classes at Blue Island, established a normal school in the Village of Englewood.

Soon after Englewood was annexed to Chicago, ownership, control and support of the normal school was transferred to the City of Chicago. An agreement was reached in 1896 by which the school system of Chicago was obligated to maintain teacher education on the site, and control of the school became the concern of the Chicago Board of Education.

The length of the program was originally six months; in 1899, it became two years. In 1938, upon authorization to grant the Bachelor of Education degree, the four-year curriculum was introduced. Graduate study was also inaugurated in 1938. The name of the Cook County Normal School was changed to Chicago Teachers College in 1938.

To meet the growing demand for accessible teacher training facilities in Chicago and to relieve overcrowding on the South Campus, one or more branches of the College have been maintained in various locations since 1949. This policy led to the decision, in 1957, to establish and build a permanent North Campus at Bryn Mawr and St. Louis Avenues. Chicago Teachers College-North began operation at the new location in 1961.

In 1951, The General Assembly passed legislation providing for state support of Chicago Teachers College. This support was in the form of reimbursement to the Board of Education for the operating expense of the College. Title to the sites and physical plants remained with the Board; all needed capital expenditures were an obligation of the local board.

On July 16, 1965, the ownership and control of Chicago Teachers College was transferred, by authorization of the General Assembly of the State of Illinois, to the Board of Governors of State Colleges and Universities and its campuses renamed Illinois Teachers College Chicago (North and South).

THE GRADUATE SCHOOL

Since the opening of Illinois Teachers College Chicago – North in 1961, a number of graduate programs have been developed until, at present, twenty-one individual sequences lead to the Master's degree. The first students to complete their programs were awarded Master's degrees at the December, 1964, commencement.

The Graduate School offers the majority of its course work during the late afternoon and evening to accommodate teachers in the Chicago area who are pursuing an advanced degree on a part-time basis, or who are taking course work as unclassified students for the purpose of professional advancement.

The Graduate School attempts to provide the atmosphere and facilities in which qualified students join faculty in extending their knowledge and competence and sharing in research of professional and scholarly nature.

ORGANIZATION OF THE GRADUATE SCHOOL

The Dean of the Graduate School is responsible for implementation of college policies related to the Graduate School.

Two faculty committees are involved with the administration of the Graduate program. These are the Graduate Executive Council and the Graduate Curriculum Committee. In accordance with the Faculty Constitution the Graduate Executive Council is elected by the Graduate Faculty and is the body which normally initiates policy for the administration of the Graduate School. The Graduate Curriculum Committee is a committee of the Curriculum Council; its membership comprises those graduate faculty members serving on the Curriculum Council who have been appointed by the Faculty Senate to membership on the Graduate Curriculum Committee. It develops and recommends graduate curriculum policy and graduate curriculum changes.

All student inquiries and petitions should be channeled through the Graduate School Office or the Dean of the Graduate School.

Applications for admission, for candidacy for a degree, and for graduation should be submitted to the Graduate Office.

Graduate advisers are assigned by the disciplines and the divisions in which the graduate students are enrolled.

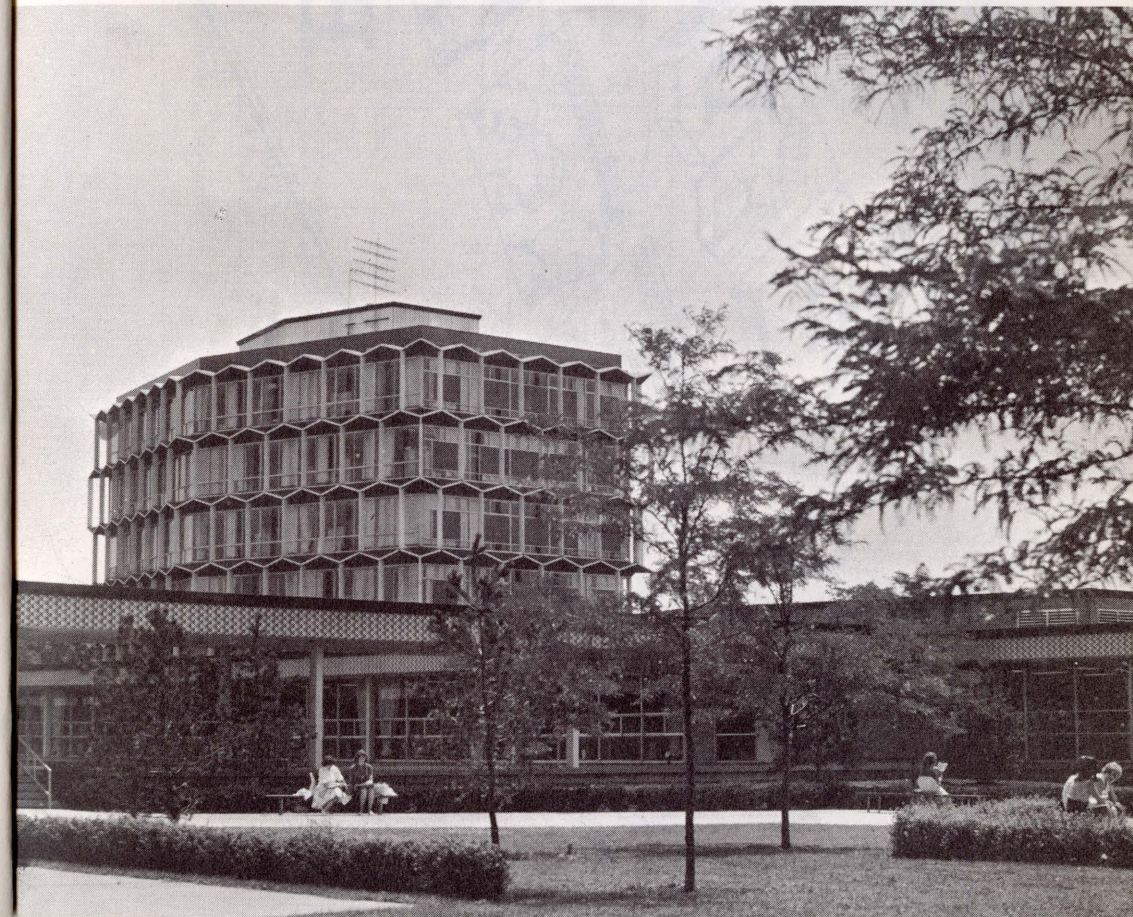
ACCREDITATION

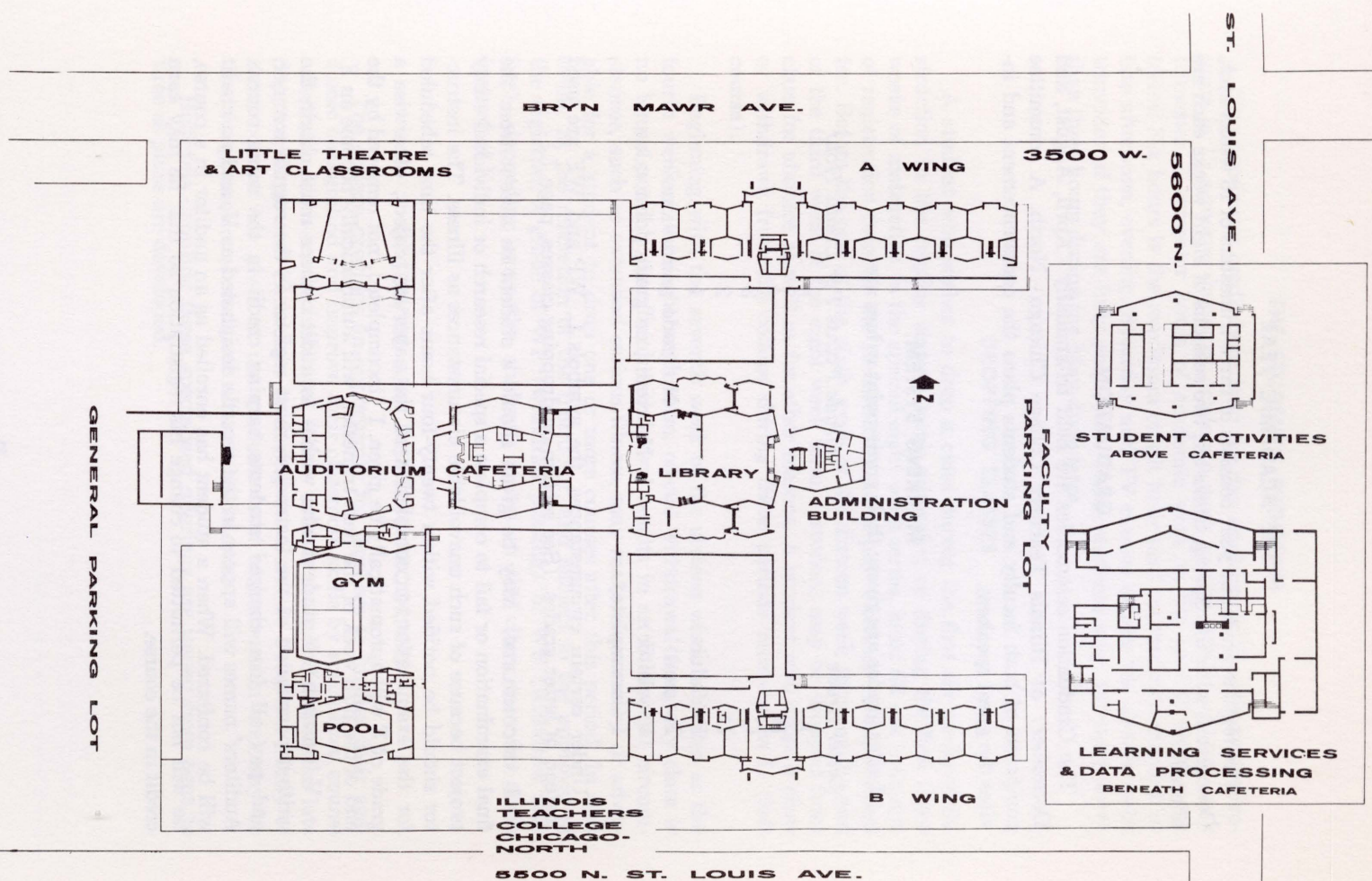
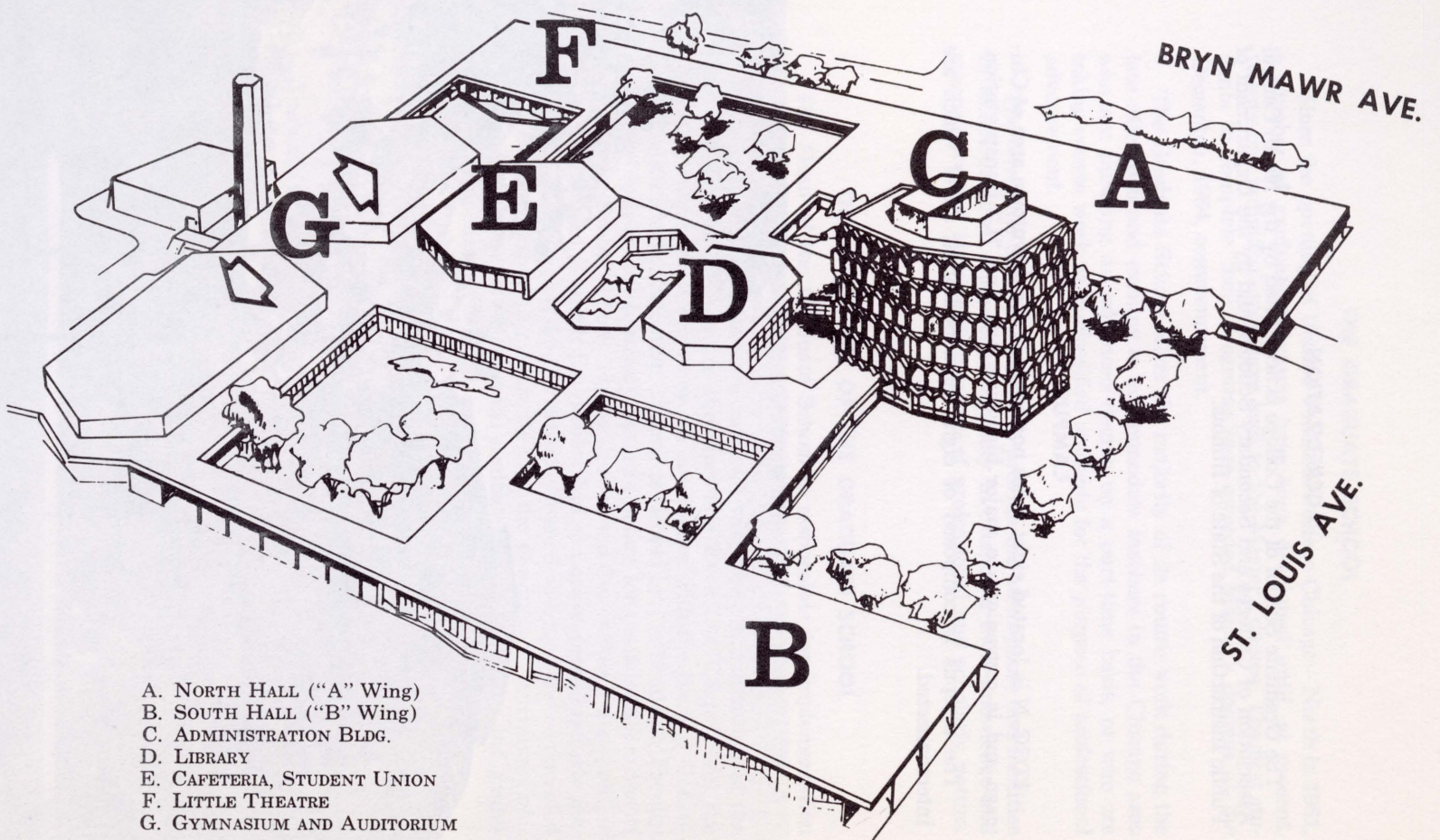
The Graduate School of the College is accredited by the North Central Association of Colleges and Secondary Schools, and by the Department of Public Instruction of the State of Illinois.

CAMPUS

ITCC-N is located eight miles northwest of the downtown area of Chicago and is convenient to major highways, bus, and "L" transportation.

The campus is composed of eight main buildings, all of which are interconnected.





THE ACADEMIC YEAR

The regular academic year consists of three trimesters of 16 weeks each. Concurrent with the Spring trimester, two sessions of eight weeks each are offered.

GRADUATION

The Graduation ceremonies are held tri-annually (April, August, and December) at Illinois Teachers College Chicago - North. A committee composed of both faculty and students plans the commencement and invites the guest speakers.

MARKING SYSTEM

Letter grades are given; their grade-point values are:

<i>Letter Grade</i>	<i>Grade Points Per Credit Hour</i>
A	5
B	4
C	3
D	2
F (failure)	1
P (pass)	No grade point value
V (visitor)	No credit, no grade point value
I (incomplete)	

Under certain circumstances, the symbols L, WP and WF are used instead of letter grades. (See section on dropping classes, page 7.)

I (INCOMPLETE) May be given should a student be absent from the final examination or fail to complete a special research or individual study project because of such unavoidable circumstances as illness. The instructor should be notified within twenty-four hours after the time scheduled for the examination or completion of the paper or project; otherwise a grade of F will automatically be given. I (incomplete), not removed by the end of the fifth week of the next trimester, will automatically become an F.

V (VISITOR) A student who wishes to audit courses must obtain the written permission of the instructor, must register in the regular manner, and pay all fees charged students earning credit in the same course. Auditors' names will appear in the records designated as V, and no credit will be conferred. When a student has enrolled as an auditor in a course, he will not be permitted to change his registration so that he may earn credit in the course.

THE STUDENT'S PROGRAM

The maximum credit hour load for day students in the Graduate Program is 12 semester hours of academic work in the regular sixteen week trimester, 6 semester hours of academic work in the special eight week terms. Six hours is the maximum credit hour load for students enrolled in late afternoon, evening, Saturday and TV classes during the sixteen week trimester, if they are fully employed. These students may not carry more than three hours during the May-June term.

DROPPING CLASSES

A student who wishes to drop a class during the first six weeks of instruction in the regular sixteen week trimester, or during the first three weeks of instruction in the special eight week terms, must fill out a change of registration form in the Record Office and pay a change of registration fee. Before the end of the sixth week of the sixteen week term, or the end of the third week of the eight week term, a student may be dropped from class for absence as well as for other reasons. A student who drops a class or withdraws from the college during these periods receives an L (left course).

Beginning with the seventh week of the sixteen week trimester or the fourth week of the eight week term, official withdrawal from any class is no longer possible; unofficial withdrawal results in an F. Special circumstances, such as extended serious illness, may make it necessary or advisable for a student to drop one or more courses after this period. In that event, at the discretion of the instructor, and subject to the approval of the registrar, a grade of WP (withdraw passing) or WF (withdrew failing), depending upon the student's status in the class, may be given instead of F.

IN-SERVICE AND INSTITUTE PROGRAMS

The college provides an opportunity for teachers to further their academic background and improve their classroom skills by specialized course offerings and in-service institutes. These courses are scheduled in the late day, evenings, and Saturdays or during the Summer Program. Many of these courses are given at the graduate level of instruction and may be used for promotional credits or salary adjustments.

Bulletins detailing these specialized offerings are issued from time to time as plans are developed.

ADMISSION REQUIREMENTS

General Admission Requirements

All applicants who wish to enroll in Graduate courses at Illinois Teachers College Chicago—North must satisfy the following general requirements for admission.

1. Possession of a degree from an accredited college or university, or an institution that is recognized for full transfer credit.
2. Legal residence in the State of Illinois for a minimum of one year prior to the date of admission. Non-residents are subject to non-resident tuition charges.
3. Persons who have served in the Armed Forces of the United States are expected to have been honorably discharged.

Admission as an Unclassified Student

Applicants who wish to enroll in Graduate courses but who do not intend to seek admission to a Master's Degree Program may do so as follows:

1. Fulfill the general requirements.
2. Secure a Registration Permit from the Admissions Office at, or before, the time of initial registration.
3. Select appropriate courses, those for which the student is eligible in terms of prerequisites or "consent of instructor." Students who do not have the published prerequisites will be required to drop the course and to pay the change of registration fee. In reading the prerequisites careful attention should be paid to the differences among "Graduate Standing," "Degree Student," and "Master's Candidate." *Graduate Standing* simply identifies you as having an undergraduate degree; *Degree Student* means that you have submitted the application for admission to a specific Graduate Program and have been accepted; and *Master's Candidate* means that you have filed for and been formally admitted to Degree Candidacy.

Courses taken as an Unclassified Graduate Student are not automatically accepted in a Degree Program should the student subsequently apply for admission and be accepted. Further, Unclassified Graduate Students must maintain a 3.0 (C) grade point average to remain in attendance. If the average is below 3.0 at the completion of three courses, or if it falls below 3.0 subsequently, the student will be dropped permanently from the college.

A maximum of 9 hours credit earned as an Unclassified Student is transferable to a Degree Program should the student apply and gain admission. Such work would, of course, have to correspond to the specific Degree Program requirements.

Admission to a Degree Program

Unconditional Admission to a Degree Program is dependent upon the following criteria:

1. Fulfillment of the General Admission Requirements.
2. Filing of the Application for Admission to the Graduate School and having all colleges or universities previously attended send transcripts of credits. The Graduate School cannot accept "in hand" transcripts submitted by students, nor—once a transcript has been received as a corroborating document—can it be released from the files of the Graduate School. Delay in the receipt of transcripts will delay evaluation of the Application for Admission, and it is the applicant's responsibility to arrange for their receipt by the Graduate Office directly from the colleges previously attended.

NOTE: Transcripts misdirected to other Departments of Illinois Teachers College Chicago—North will delay evaluation; be sure that the transcripts are sent to the *Graduate School Office*. Also, do not assume that any transcript is unnecessary because the credits appear elsewhere; *an original transcript from each institution attended is required*.

3. Departmental or Program Committee approval, including any additional specific requirements.

After the Application for Admission has been evaluated the student will receive a letter from the Dean of the Graduate School indicating the results of the evaluation.

Since each Graduate Degree Program has its own specific course requirements, it is imperative that the student assume the responsibility for contacting the assigned Adviser in the Program. The letter of Admission will identify the Adviser. Program counseling cannot be done at registration time; *the student should arrange for an appointment with the adviser well in advance of any registration period*.

Conditional Admission to a Degree Program

Conditional Admission to a Degree Program may be granted upon the approval of the Departmental Adviser and the Dean of the Graduate School. The student must inform the Graduate Office in writing when the conditions have been satisfied, and at that time the Application for Admission will be re-evaluated.

1. Conditional status resulting from—
 - a. possession of a degree from a non-accredited college or one that is not granted full transfer credit, or
 - b. an undergraduate grade point average below 3.5 (C-plus)—must be removed at the completion of 12 hours in the Degree Program by achievement of a minimum grade point average of at least 4.0 (B); otherwise, the Conditional Admission is rescinded. The student may, however, continue to take courses as an Unclassified Graduate Student, subject to the regulations appropriate thereto.
2. Conditional status resulting from failure to meet specific Departmental requirements must be removed by fulfillment of the requirements by such time as it is deemed appropriate by the Dean of the Graduate School and the Departmental Adviser.

Requirements for Degree Applicants

In addition to the requirements for Admission to a Degree Program (an overall scholastic average of close to B and possession of the necessary prerequisites) the student must, during the period while he is working for the Master's Degree, satisfy the following requirements:

1. Graduate credits to be applied toward the Master's Degree must average at least B. No more than 6 hours of C credit will be accepted. Grades below C bear no credit toward the Degree and the student will become ineligible for the Degree upon receiving grades below B in four courses.
2. The student must take and perform acceptably on the Miller Analogies Test by the time he has completed no more than 6 hours of work in the Degree Program. This test is scheduled periodically at the College.
3. All candidates for degrees from state supported institutions are required to pass a Constitutional examination before the degree can be awarded. This test is scheduled periodically at the College. If the student has taken it previously and can supply evidence, it need not be repeated. (School Code: Sections 21-1 and 27-3.)
4. The Student must have acquired a permanent (not temporary) city or state teaching certificate before the Master's Degree can be awarded.

Documents to be Submitted by Degree Applicants

From the time of Admission to a Degree Program to the date of commencement and the awarding of the Master's Degree, the Applicant must submit to the Graduate Office the following documents in the sequence indicated:

NOTE THE DIFFERENCE BETWEEN ADMISSION TO A DEGREE PROGRAM AND ADMISSION TO DEGREE CANDIDACY.

1. "Application for Admission to the Graduate School" with indication of a specific Degree Program. Original transcripts of all undergraduate and graduate work taken elsewhere. (A letter with the results of the evaluation will be sent to the Applicant.)
2. "Application for Admission to Candidacy for the Master's Degree." This form should be submitted after the student has been admitted to a Degree Program and after he has completed a minimum of 12 hours of course work in the Program during which he has demonstrated his competence and professional motivation through the achievement of a grade point average of at least 4.0 (B). Course work accepted on transfer from other colleges or universities cannot be used for the Candidacy Application; the 12 hours required must be taken in residence at Illinois Teachers College Chicago - North.
3. "Preliminary Application for Graduation." When the student has been accepted for Degree Candidacy and has completed additional work so that he can reasonably expect to graduate on a given date, this Preliminary Application may be filed. His status will be evaluated and he will be informed of all outstanding requirements. He will also be informed as to whether or not there is a possibility for completion of these requirements by the deadline date preceding the date of anticipated graduation. This deadline is approximately six weeks in advance of graduation and all requirements must be completed as of the deadline.
4. "Final Application for Graduation." After the Preliminary Application has been approved and the student plans to complete the outstanding requirements by a given time, the Final Application may be filed.

Deadline dates for submission of the various applications and for the completion of requirements for graduation are given each trimester in the Schedule of Classes on the page of Graduate School Announcements.

Transfer of Credits, Time Limitations, etc.

1. A minimum of 21 hours of Graduate work must be taken in residence at Illinois Teachers College Chicago – North before the Master's Degree may be awarded.
2. A maximum of 9 hours of transfer credit may be accepted. Students desiring to transfer credits must first be admitted fully to a Degree Program and they must write a letter of petition to the Graduate School. The course(s) in question should be identified by title, number, school, and a general description. The petition will be evaluated by the appropriate Department and the student will be informed of the results. No course in which a grade lower than B was earned will be considered. The course must also be the equivalent of one that is required in the Degree Program.
3. A maximum of 6 hours of Graduate work taken prior to the granting of the Bachelor's Degree may be accepted if these credits have not been applied to the baccalaureate degree.
4. The Graduate Program should be completed within a period of 6 years. Course credit will be withdrawn for any work completed more than 6 years prior to the granting of the Master's Degree.
5. Students applying for waiver of specific course requirements through demonstration of competence may petition the appropriate Department or Program Committees.

Exceptions

Exceptions to the published regulations of the Graduate School may be made only after approval of the Graduate Executive Council following the submission of a petition.

Changes in Policy

The College reserves the right to make whatever changes in policy may be necessary from time to time.

Applications for Admission

Applications for admission may be obtained by addressing a request to The Graduate School, Illinois Teachers College Chicago – North, 5500 N. St. Louis Avenue, Chicago, Illinois 60625.

NOTE: Chicago Certification; State Certification

Individuals who wish to take course work for the purpose of meeting Chicago certification requirements, extending their certificates, or meeting course requirements for an additional certificate, should acquaint themselves with the rules and information regarding examinations of candidates for certificates to teach as published in the Circular of Information issued by the Board of Examiners, 228 N. LaSalle Street, Chicago, Illinois 60601.

Individuals who wish to take course work for the purpose of meeting State of Illinois certification requirements are advised to secure detailed information from the Illinois State Certification Board, 160 N. LaSalle Street, Chicago, Illinois 60601.

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TUITION AND FEES

All fees are subject to change without notice by action of the Board of Governors of State Colleges and Universities.

Residents of Illinois

REGISTRATION FEE

Per Trimester

7 credit hours or more.....	\$ 50.00
6 credit hours or less — per credit hour.....	9.00

ACTIVITY FEE

7 credit hours or more.....	20.00
6 credit hours or less	No fee

Per eight week term

REGISTRATION FEE

5 credit hours or more.....	\$ 30.00
4 credit hours or less — per credit hour.....	9.00

ACTIVITY FEE

5 credit hours or more.....	10.00
4 credit hours or less.....	No fee

Non-residents of Illinois*Per Trimester*

REGISTRATION FEE	
7 credit hours or more.....	145.00
6 credit hours or less — per credit hour.....	23.00

ACTIVITY FEE

7 credit hours or more.....	20.00
6 credit hours or less.....	No fee

*Per eight week term***REGISTRATION FEE**

5 credit hours or more.....	72.50
4 credit hours or less — per credit hour.....	23.00

ACTIVITY FEE

5 credit hours or more.....	10.00
4 credit hours or less.....	No fee

Fees Applicable to All Students

Late Registration Fee.....	\$10.00
*Change of Registration Fee.....	5.00
Late Examination Fee.....	1.00
Graduation Fee (includes cap and gown rental)	
Undergraduates	12.50
Graduates (includes hood rental).....	15.50
Thesis Binding Fee (3 copies required).....	15.00
Additional copies—per copy.....	2.50
Transcript Fee (each copy after the first).....	1.00
ID Card Replacement Fee.....	1.00
Application Fee (not refundable).....	15.00

Will not be applied toward other regular fees if student registers.

Special Fees as shown in the schedule of classes for individual courses.

Refunds

Final dates for refunds will be stated in the schedule of classes. Ordinarily the final date will be the tenth day after classes begin. NOTE: Activity fees are not refundable, nor are special fees unless the fee card is returned.

**ALL FEES MUST BE PAID AT THE TIME OF REGISTRATION
THERE WILL BE A \$3.00 SERVICE CHARGE FOR
CHECKS RETURNED FOR ANY REASON**

*The change of registration fee is not charged if,

1. A student drops all classes.
2. A student must make a program change because of a failure.
3. A program change is required because of a cancelled class.
4. An instructor recommends a change, and the student presents a written statement to this effect.

GRADUATE SCHOOL DEADLINES**FRIDAY, OCTOBER 7**

Final day for filing Final Application for December graduation.
(Applications accepted from September 5th.)

(Prerequisite: Approval of Preliminary Application.)

Final day for filing Preliminary Application for April, 1967, graduation.
(Prerequisite: Acceptance to Degree Candidacy.)

FRIDAY, NOVEMBER 11

Final day for completion of all work (courses, oral and/or written examinations, acceptance of thesis in final form or of special papers) and payment of all fees for December graduation.

FRIDAY, DECEMBER 2

Final day for filing Application for Admission to the Graduate School for the Winter 1967 trimester.

FRIDAY, FEBRUARY 3, 1967

Final day for filing Final Application for April graduation.
(Applications accepted from January 2.)

(Prerequisite: Approval of Preliminary Application.)

Final day for filing Preliminary Application for August graduation.
(Prerequisite: Acceptance to Degree Candidacy.)

FRIDAY, MARCH 10

Final day for completion of all work (courses, oral and/or written examinations, acceptance of thesis in final form or of special papers) and payment of all fees for April graduation.

FRIDAY, MARCH 31

Final day for filing Application for Admission to the Graduate School for the Spring 1967 trimester.

FRIDAY, JUNE 2

Final day for filing Final Application for August graduation.
(Applications accepted from May 1st.)

(Prerequisite: Approval of Preliminary Application.)

Final day for filing Preliminary Application for December graduation.
(Prerequisite: Acceptance to Degree Candidacy.)

FRIDAY, JULY 14

Final day for completion of all work (courses, oral and/or written examinations, acceptance of thesis in final form or of special papers) and payment of all fees for August graduation.

FRIDAY, AUGUST 4

Final day for filing Application for Admission to the Graduate School for the fall trimester.

**FOR FURTHER INFORMATION CONTACT THE GRADUATE
OFFICE OF THE COLLEGE.**

A listing of Master's Degree Programs being offered during 1966-67 follows. Detailed information concerning each one is given on subsequent pages of this catalog, beginning on the page indicated, following the name of the program.

MASTER'S DEGREE PROGRAMS, M. A. T., M. A.

English

Master of Arts in the Teaching of English: Language and Applied Linguistics.....	Page 18
Master of Arts in the Teaching of English: Literature	20
(See also M. Ed. program in Language Arts)	

Guidance

Master of Arts in Guidance and Counseling Elementary School Level.....	21
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Inner City Studies

Master of Arts in Inner City Studies.....	23
(See also M. Ed. program)	

Mathematics

Master of Arts in the Teaching of Mathematics.....	25
(See also M. Ed. program)	

Natural Science

Master of Arts in the Teaching of Biology	26
Master of Arts in the Teaching of Chemistry	29
Master of Arts in the Teaching of Earth Science	30
Master of Arts in the Teaching of Physics	31

Social Science

Master of Arts in the Teaching of American Studies	33
(Offered jointly by Social Science and Humanities Divisions)	
Master of Arts in the Teaching of General Social Science	34
Master of Arts in the Teaching of Geography	35
Master of Arts in the Teaching of History	36
Master of Arts in the Teaching of Political Science	37

Special Education

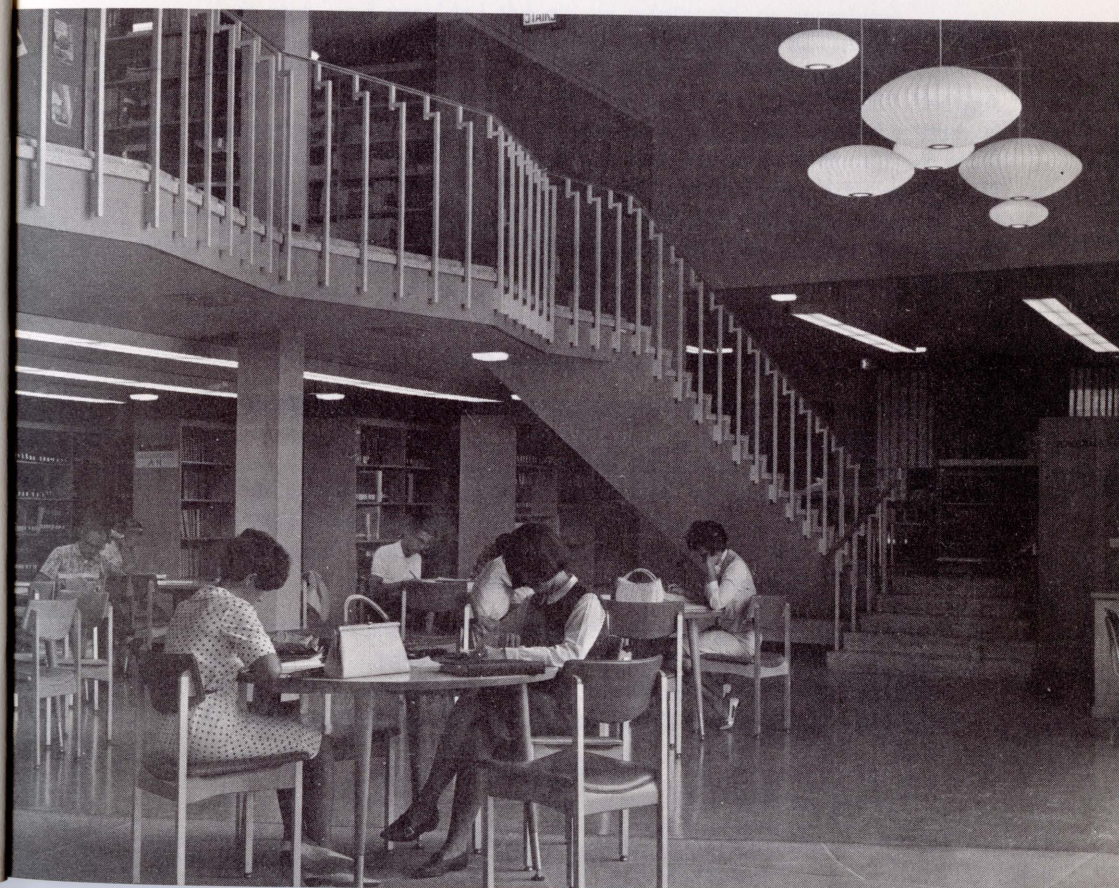
Master of Arts in Special Education: Teaching the Culturally Deprived.....	Page 38
Master of Arts in Special Education: Teaching the Mentally Handicapped.....	40
Master of Arts in Special Education: Teaching the Socially and Emotionally Maladjusted Sequence for Emotionally Disturbed.....	43
Sequence for Socially Maladjusted.....	44

Speech

Master of Arts in the Teaching of Speech.....	46
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MASTER'S DEGREE PROGRAMS, M. Ed.

Master of Education in Inner City Studies.....	48
(See also M.A. program)	
Master of Education in the Teaching of Language Arts.....	49
(See also M.A.T. programs in English)	
Master of Education in the Teaching of Mathematics.....	50
(See also M.A.T. program)	



MASTER OF ARTS IN THE TEACHING OF ENGLISH: LANGUAGE AND APPLIED LINGUISTICS

This program is designed for English and Language Arts teachers who wish to acquire a thorough groundwork in a modern linguistic description of the language. Approaches to the teaching of grammar (traditional, structural, and transformational), the teaching of the various communication skills, and the teaching of forms of literature are derived from basic linguistic concepts.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Admission to the program requires an English background equivalent to an undergraduate area of concentration (specifically, 27 hours are required, including basic courses). Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 21 hours in Language, Linguistics, and Applied Linguistics, and 9 hours of Education. A minimum of one course is required from each of the Groups I, II, III, IV listed below, and two from the Group V. The seventh course may be taken from any of Groups II to V or, with approval of the graduate adviser, from elective Group VI. One seminar must be taken, and a major paper is required in the seminar. A final oral examination is conducted by the faculty of American English and Linguistics.

Courses in Language and Applied Linguistics:

- I. Introductory Courses (one required; both may not be taken for graduate credit.)

28-311 The Structure of American English.....	3 hours
28-351 Institute in American English Linguistics (for those who satisfy the Group I requirement with the Institute, Advanced American English Grammar, Group II, is prescribed)	3
- II. Advanced Work in Grammar and Structure (one required)

28-411 Advanced American English Grammar.....	3
28-421 Seminar in American English Structure.....	3
28-423 Independent Study in American English Structure	3

- III. Historical Linguistics (one required)

29-412 American English: History and Growth.....	3 hours
29-416 The English Language: History and Development	3
29-451 Seminar in Historical Linguistics.....	3
29-461 Independent Study in Historical Linguistics.....	3
- IV. Applied Linguistics (one required)

28-352 Linguistics for the Classroom Teacher.....	3
28-453 Seminar in Teaching Methods and Materials.....	3
28-463 Independent Study in Applied Linguistics.....	3
29-393 Teaching of English as a Second Language.....	3
- V. Linguistics and Related Fields (two required)

29-421 Ethnolinguistics	3
29-425 Poetry: Language and Form	3
29-426 Prose: Language and Form	3
29-427 Drama: Language and Form	3
29-452 Seminar in Language and Literature.....	3
29-462 Independent Study in Language and Literature.....	3
- VI. Collateral Studies
The student may take one graduate course in Literature, Speech, Anthropology, Psychology, or Mathematics provided he has a good undergraduate background in the subject area, and provided the course reinforces, or correlates with the student's work in Linguistics. Approval of Graduate Adviser is necessary.

Education Courses: 9 hours

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|--|---|
| 65-415 Principles of Curriculum Development..... | 3 |
| 68-415 Television and Related Instructional Media..... | 3 |
| 68-421 Research in the Classroom Teaching of Language Arts | 3 |

MASTER OF ARTS IN THE TEACHING OF ENGLISH: LITERATURE

This program is designed for teachers who desire advanced training in the appreciation and criticism of literary works and who wish to utilize further this learning in the classroom.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Students electing this program must have completed 30 hours of undergraduate work in English. Students who are deficient no more than 6 hours *may* be admitted to the program conditionally, pending removal of the deficiency. In undergraduate or graduate studies, courses in the following areas must be presented:

History of the English Language or Chaucer.....	3 hours
American Literature	6
English Literature	6
Shakespeare (in addition to the above)	3
Rhetoric and Composition.....	6
Teaching of Reading.....	2
Library Science	2

Requirements for the Degree

Course requirements include 21 hours in Literature and 9 hours of Education. In connection with the two required seminars, students must complete two extensive papers demonstrating their ability in literary and critical analysis. These papers must be accepted by the Department of Literature at least 2 months before the final examination. The final examination will test the student's knowledge and critical abilities in English Literature from 1500 to the present, plus Chaucer; and American Literature from 1700 to the present.

Literature Courses: 21 hours

14-431	Bibliography and Methods of Literary Study.....	3 hours
	(Prerequisite to all seminars)	
14-441	Seminar in Sixteenth Century Literature.....	3
14-442	Seminar in Seventeenth Century Literature.....	3
14-443	Seminar in Eighteenth Century Literature.....	3
14-444	Seminar in Romantic Literature.....	3
14-445	Seminar in Victorian Literature.....	3
14-446	Seminar in Contemporary English Literature.....	3

14-447	Seminar in Contemporary American Literature.....	3 hours
14-448	Seminar in Nineteenth Century American Literature	3
	(At least 6 hours from 14-441 through 14-448.) Electives chosen from 300 or 400 level courses with guidance of the adviser.....	12

Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-421	Research in the Classroom Teaching of Language Arts	3

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MASTER OF ARTS IN GUIDANCE AND COUNSELING: SEQUENCE I — ELEMENTARY SCHOOL LEVEL

This program is designed to train the elementary school counselor, and the classroom teacher who desires to remain as such would also be more effective upon completion of this program. Judicious selection of courses will insure meeting approval standards pertaining to counselor education effective September 1, 1967, for Illinois schools participating in the State Program under the auspices of Title V, National Defense Education Act. Persons interested in qualifying for Counselor Certification should study carefully page 23.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: 1. Three hours of undergraduate Educational Psychology or its equivalent.
2. An undergraduate Reading Methods course.
3. Possession of a valid State or Chicago teaching certificate and one year of teaching experience at the time of application for acceptance to degree candidacy.

Requirements for the Degree

Course requirements include satisfactory completion of 36 hours, 30 required and 6 applicable electives as indicated below. Presentation and defense of a thesis and satisfactory completion of comprehensive examinations are also required.

Principles and Techniques of Guidance

68-313 Principles and Techniques of Guidance..... 3 hours

Appraisal Techniques

63-411 Test Construction and Evaluation for Classroom
Teachers 2
plus

63-412 Laboratory in Test Construction and Evaluation..... 1
or

36-331 Test and Measurements..... 3

Growth and Development

37-311 Psychology of Exceptional Children..... 3

Principles and Practices of Counseling

67-451 Practicum I in Guidance and Counseling..... 3

67-452 Practicum II in Principles and Practices of Counseling.. 3

Occupational, Educational, Personal and Social Information

68-452 Community Resources and the Schools..... 3

Mental Health and/or Personality Adjustment

36-314 Counseling and Personal Adjustment..... 3

36-311 Psychology of Personality (Elective)
or

36-328 Psychology of Mental Health (Elective) 3
or

37-314 Psychology of Behavior Difficulties (Elective)

Unique Features of the Program

68-321 Diagnosis and Treatment of Reading Difficulties
or 3

31-411 Psycho-Dynamics, Diagnosis and Remediation of
Severe Learning Disabilities

65-312 Education in a Large Urban Area
or 3

47-316 Urban Ecology
or

33-411 Cultures of the Disadvantaged

68-451 Classroom Applications of Learning Principles
(Elective) 3

Research

36-453 Research Seminar in Guidance and Counseling..... 3
Thesis 0

NOTE: Where choices are offered under "required courses" those courses not selected for meeting requirements may be considered as electives.

Courses meeting minimum requirements for Counselor Certification by the State of Illinois

AREA 1. *Principles and Techniques of Guidance*

68-313 Principles and Techniques of Guidance..... 3 hours

AREA 2. *Appraisal Techniques*

36-331 Tests and Measurements..... 3

AREA 3. *Growth and Development of the Individual*

36-412 Advanced Child Psychology..... 3
or

37-311 Psychology of Exceptional Children..... 3

AREA 4. *Principles and Practices of Counseling*

36-314 Counseling and Personal Adjustment..... 3

67-451 Practicum I in Guidance and Counseling..... 3

67-452 Practicum II in Principles and Practices of
Counseling 3

AREA 5. *Occupational, Educational, and Personal and Social
Information*

68-452 Community Resources and the Schools..... 3

AREA 6. *Organization of Guidance Services*

No courses required

AREA 7. *Mental Hygiene and/or Personality Dynamics*

36-311 Psychology of Personality..... 3

or
36-328 Psychology of Mental Health..... 3

37-314 Psychology of Behavior Difficulties..... 3

AREA 8. *Research*

36-453 Research Seminar in Guidance and
Counseling 3

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MASTER OF ARTS IN INNER CITY STUDIES

(See also M. Ed. program in Inner City Studies, p. 48)

This program is designed

1. To help teachers gain cultural insights which will lead to more effective communication with students, parents, and their communities, and consequently to more effective teaching.

2. To give teachers an understanding and appreciation of the cultures of deprived members of minority groups, with special emphasis on: the Negro, Southern Mountain White, Puerto Rican, Cuban, Mexican, and American Indian.
3. To focus on the disadvantaged child in a changing urban setting, illuminating such problems as population explosion, segregation, industrial changes and employment, housing and family patterns.
4. To guide teachers in investigating the disadvantaged child's cognitive and affective experiences, his assets, his needs, the strengths and weaknesses of his culture, and the resources of his community.
5. To stimulate teachers to discover instructional and curricular innovations which will improve the learning experiences of disadvantaged pupils.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Possession of a valid permanent teaching certificate.

Requirements for the Degree

Program requirements include 30 hours of course work, a thesis, and speaking and listening knowledge of either Spanish or the Negro ghetto idiom. Students must take a written examination covering all course work (may not be taken until all course work is completed) and must give a defense of their research and thesis in a final oral examination. The program is to be organized under the guidance of the faculty adviser.

Required Courses: 18 hours

91-352	Research Methods in Inner City Studies.....	3 hours
91-411	Graduate Study in Disadvantage.....	3
91-412	Pathology of the Negro Ghetto.....	3
91-452	Field Internship	3
91-453	Seminar in Field Internship.....	3
91-421	Seminar in Disadvantage: The Negro.....	3
	or	
91-422	Seminar in Disadvantage: The Southern Mountain White	3
	or	
91-423	Seminar in Disadvantage: The Spanish-speaking	3

Thesis Credit: 3 hours

91-451	Research and Thesis.....	3
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Electives: 9 hours

	Courses selected with guidance of faculty adviser.....	9
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MASTER OF ARTS IN THE TEACHING OF MATHEMATICS

This program is designed to enlarge the mathematical background of the student and to provide for further professional development.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Admission to this program requires a mathematical background equivalent to an undergraduate area of concentration of 21 hours, including at least 6 hours of calculus and four courses beyond. Students who are deficient no more than 6 hours in this requirement may be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements for the degree include 21 hours in Mathematics and 9 hours of Education. In addition, candidates will be required to pass an oral and/or written examination.

I. All courses in this group are required: 12 hours

22-415	Functions of a Complex Variable.....	3 hours
22-416	Functions of a Real Variable.....	3
22-421	Modern Geometry	3
22-436	Modern Algebra	3

II. At least one course from the following: 3 to 9 hours

22-422	Differential Geometry	3
22-423	Projective Geometry	3
22-431	Linear Algebra	3
22-451	Advanced Numerical Analysis.....	3
22-461	Topology	3

III. The remaining Mathematics courses from the following: 0 to 6 hours

22-315	Matrix Algebra	3
22-316	Topics in Differential Equations.....	3
22-319	Probability & Statistics.....	3
22-321	History of Mathematics.....	3
22-322	Number Theory	3

IV. Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-423	Research in the Classroom Teaching of Mathematics	3

For teachers with at least 6 years of teaching experience who have had their training before Modern Mathematics was emphasized and who have at least 32 hours of credit in Mathematics, the Department of Mathematics may permit the student to substitute the following three 2-hour courses for two of the 3-hour courses from Group II or III.

22-351	Modern Mathematics Pedagogy.....	2 hours
22-352	Numerical Analysis and Computation.....	2
22-353	Recent Trends in Mathematics.....	2

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MASTER OF ARTS IN THE TEACHING OF BIOLOGY

The curriculum leading to the M.A.T. in Biology is designed to equip teachers to present a modern, balanced view of biology to their students. The program stresses balance in each of the major areas of biology, rather than intensive specialization in a narrowly limited area. Because of this balance, the curriculum also provides a sound basis for more advanced study. Most courses include active laboratory work oriented toward illustration of the newer concepts and techniques of the present Biological Revolution. An introduction to research methodology is provided by preparation of research papers, or by conduct of original laboratory or field investigation leading to preparation of a thesis.

Facilities include laboratories, preparation and storage rooms, and research space—all modern and well-equipped. An animal room, plant growth facilities, and herbarium provide live and preserved specimens. Specialized equipment includes recording ultraviolet-visible and infrared spectrophotometers, a superspeed centrifuge, equipment for several forms of chromatography and electrophoresis, a refrigerated fraction collector, BMR and EKG apparatus, oscilloscopes for electrophysiological studies, a Warburg Respirometer, an ultrasonic cell disrupter, optical equipment including an arc-source microprojector and photomicrographic equipment, and a high-intensity UV-visible monochromator. In addition, there is an isotope laboratory equipped with all major forms of radiation detection equipment including an automatic refrigerated liquid scintillation beta ray spectrometer and a 512 channel analyzer with various scintillation and solid-state detectors, a vibrating reed electrometer, coincidence-anticoincidence equipment, and a 14 Mev Neutron Generator.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

- Specific:
1. Admission to the program requires 15 hours of applicable undergraduate Biology (those that satisfy areas of requirements as specified below).
 2. A minimum of 3 hours, including laboratory work in each of the following: Chemistry, Physics, and Earth Science. Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 21 hours of graduate Biology, and a total of 36 hours of combined graduate and upper-undergraduate level Biology, including a minimum of 3 hours at advanced undergraduate or graduate level in each of the areas specified below and 9 hours of Education. Each program is to be organized systematically under the guidance of the faculty adviser. Individual research is required, including a thesis (upon Departmental invitation) or preparation of two major papers on topics selected in consultation with the faculty adviser. A final written comprehensive examination is required in the major areas of Biology for those students who fulfill the research requirement by submitting two papers; oral defense of the thesis is required for those who submit a thesis.



Biology Area Requirements: 21 hours

(Examples of specific courses that would satisfy the area requirements are indicated)

I. Animal Morphology and/or Taxonomy	
58-318 Developmental Anatomy	3 hours
58-315 Invertebrate Zoology	3
58-313 Entomology	3
58-314 Ornithology	3
II. Plant Morphology and/or Taxonomy	
57-314 Local Flora	3
57-313 Plant Anatomy	3
57-319 Vascular Plants	3
57-316 Non-Vascular Plants	3
57-311 General Mycology	3
57-318 General Plant Morphology.....	3
III. Genetics	
56-311 Genetics	3
56-313 Biochemical Genetics	3
IV. Evolution	
56-312 Evolution	3
V. Molecular Biology	
56-316 Biochemistry	3
56-315 Biophysics	3
56-314 Cellular Physiology	3
56-318 General Microbiology	3
56-313 Biochemical Genetics	3
VI. Animal Physiology	
58-312 Animal Physiology	3
58-316 Animal Behavior	3
VII. Plant Physiology	
57-315 Plant Physiology	3
57-317 Plant Morphogenesis	3
VIII. Ecology	
56-317 Ecology	3
57-321 Plant Ecology	3
56-373 Biological Geography	3

Seminars in Research: 5 hours

At the time of acceptance to candidacy the Biology Department may invite the student to write a thesis. In this event the student would register for the course below and upon acceptance of the thesis would be given 5 hours of credit, thus reducing the Biology course requirement to 16 hours.

51-414 Seminars in Research.....	5 hours
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Education Courses: 9 hours

65-415 Principles of Curriculum Development.....	3
68-415 Television and Related Instructional Media.....	3
68-424 Research in the Classroom Teaching of Science.....	3

MASTER OF ARTS IN THE TEACHING OF CHEMISTRY

This program is designed to provide abundant preparation for the teacher of Chemistry and to provide a broad base upon which the student may elect, if he wishes, to specialize in a particular area of Chemistry.

It will acquaint the student with the fundamental principles of Chemistry and allow him to apply them to a variety of situations. It will give a facility with approaching and solving scientific problems. It will provide laboratory experience acquainting him with the fundamental techniques of chemistry.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admissions to the program requires the following undergraduate credit.

- 8 hours of introductory Physics.
- 6 hours of Calculus.
- 20 hours of undergraduate Chemistry, including 2 semesters of Organic Chemistry and one semester of Physical Chemistry.

Students who are deficient no more than 6 hours *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

- 15-18 hours of 300 or 400 level Chemistry courses. (Courses 54-324, 54-334, 54-343 and 54-346, or equivalents, must be completed as pre-requisites or part of the graduate program.)
- 3-6 hours of Physics or Mathematics, beyond the level of Analysis II and Physics II.
- 9 hours of Education.
- At the option of the Department, a research paper, or final examination, or both, may be required.

Chemistry Courses: 24 hours

54-341 Physical Chemistry I.....	4 hours
54-343 Physical Chemistry II.....	4
54-324 Chemical & Instrumental Analysis.....	4
54-317 Advanced Inorganic Chemistry.....	4
51-341 Fortran and Numerical Analysis for Scientists.....	3
54-346 Radiochemistry	4
54-334 Advanced Organic Chemistry.....	4
Organic Qualitative Analysis	

Chemical Thermodynamics
Reaction Kinetics
Atomic and Molecular Spectra

Related Fields: 3 hours

59-311	Mechanics I	3 hours
59-341	Modern Physics I.....	3
59-321	Electricity & Magnetism I.....	3
22-316	Differential Equations	3

Education: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-424	Research in the Classroom Teaching of Science.....	3

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MASTER OF ARTS IN THE TEACHING OF EARTH SCIENCE

This program, embracing the fields of the geological sciences, meteorology, astronomy, and oceanography is designed to prepare the teacher of high school earth science. It will also be helpful to the elementary school teacher of general science which has a strong earth science orientation. Still other students will find in this program the basic courses necessary for further graduate work.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires a minimum of 4 hours of course work, including laboratory, in Physics and Chemistry (or Physical Science), Botany and Zoology (or Biological Science), and Earth Science. Students who are deficient no more than 6 hours *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 15 hours in graduate Earth Science (and a total of 24 hours in combined undergraduate and graduate work as indicated below), 6 hours of Individual Research (including a Thesis, by invitation only) or 6 hours of Advanced Independent Study (consisting of two 3-hour courses, each requiring a major paper), and a final comprehensive examination or defense of Thesis. Each program is to be organized systematically under the guidance of the faculty adviser. With permission, courses in related areas may be used as electives.

Earth Science Courses: 15 graduate hours

The student must include in his undergraduate or graduate program a minimum of 3 hours in each of eight of the following areas:

53-311	Mineralogy	3 hours
53-319	Petrology	3
53-314	Paleontology	3
53-371	Geomorphology	3
53-313	Stratigraphy & Sedimentology.....	5
53-312	Structural Geology	3
53-318	World Regional Geology.....	3
53-321	Oceanography	3
53-322	Economic Geology	3
59-391	Astronomy	3
	Meteorology and Climatology	

Research

	Individual Research (including Thesis).....	6
	or	
53-236	Advanced Independent Study.....	6

Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-424	Research in the Classroom Teaching of Science.....	3

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MASTER OF ARTS IN THE TEACHING OF PHYSICS

This program is designed to provide the teacher of Physics with a broad base upon which to draw in a wide variety of teaching situations. The teacher may also elect to specialize in a particular area of Physics.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires the following undergraduate credit.

- 8 hours of introductory Chemistry.
- 6 hours of Calculus.
- 20 hours of undergraduate Physics, including General Physics I & II or equivalent and the balance chosen from Mechanics, Electricity and Magnetism, Thermodynamics and Modern Physics.

Requirements for the Degree

- 18 hours of 300 or 400 level physics courses. (Courses 59-312, 59-321, 59-323, 59-335, 59-341, or equivalents, must be completed as pre-requisites or part of the graduate program.)
- 3 hours of Chemistry or Mathematics elective at the 300 level or beyond.
- 9 hours education.
- At the option of the Department, a research paper, or final examination, or both, may be required.

Physics Courses: 18 hours

59-311	Mechanics I	3 hours
59-312	Mechanics II	3
59-331	Optics	4
59-395	X-Ray Techniques	4
59-333	Vibration and Sound.....	4
59-341	Modern Physics I.....	3
59-335	Thermodynamics and Kinetic Theory.....	4
59-321	Electricity and Magnetism I.....	3
59-323	Electricity and Magnetism II.....	3
59-393	Electronics	4

Related Fields: 3 hours

54-341	Physical Chemistry I.....	4
54-343	Physical Chemistry II.....	4
22-316	Differential Equations, subject to departmental approval, other 300 or 400 level Chemistry, Mathematics, or Related Field Courses.....	3

Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-424	Research in the Classroom Teaching of Science.....	3

MASTER OF ARTS IN THE TEACHING OF AMERICAN STUDIES

The graduate program in American Studies is offered jointly by the Social Sciences Division and by the Humanities Division. Combining the disciplines of History, Political Science, Sociology, Economics, Language and Literature, the American Studies program provides opportunities for interested and well-qualified students to explore in depth the various related aspects of the development of civilization in the United States.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires undergraduate credit as follows:

- at least 9 hours of History, including 6 hours of American History;
- at least 6 hours from the fields of Sociology, Political Science and Economics; and
- at least 9 hours from American Literature, American Art, American Music.

A "B" average should have been maintained in all courses listed above. Students who are deficient no more than 6 hours in this requirement may be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 18 hours in American Studies, 6 of Thesis and 9 of Education. All programs are to be organized systematically under the guidance of the faculty adviser. A Thesis is required on a topic chosen in consultation with the adviser. It should bridge two or more of the disciplines encompassed in the program. A final oral examination is administered by the faculty of the disciplines contributing to the program.

Humanities Division Courses: 9 hours

Humanities Electives (Selected with guidance of adviser.)

Social Science Division Courses: 9 hours

Social Science Electives (Selected with guidance of adviser.)

Of the 18 hours of course work in the Divisions of Social Science and Humanities, 3 hours will consist of a choice between:

44-451 Historiography and Historical Method

or

Advanced Literary Studies

Thesis Credit: 6 hours
 41-433 Thesis Seminar: American Studies..... 6 hours

Education Courses: 9 hours
 65-415 Principles of Curriculum Development..... 3
 68-415 Television and Related Instructional Media..... 3
 68-422 Research in the Classroom Teaching of Social
 Studies 3

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MASTER OF ARTS IN THE TEACHING OF GENERAL SOCIAL SCIENCE

This program is designed so that the graduate work will relate as much as possible to an interdisciplinary area or problem of Social Science.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires 30 hours of undergraduate credit in Social Science. Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 18 hours in the Social Science and related fields, 6 of Thesis and 9 hours of Education. All programs are to be organized systematically under the guidance of the faculty adviser. The courses will be planned so that the student has a total of 15 hours of advanced credit, graduate and undergraduate, in one area of Social Science. A thesis is required on a topic related to the student's interdisciplinary interest. A final examination is administered by the faculty in charge of the particular program of study.

Social Science Courses: 18 hours
 41-314 Scope and Methods of the Social Sciences..... 3 hours
 (This course should be taken as early as possible
 in the program.)
 Social Science Electives, 300 and 400 level courses.... 15
 (Selected with guidance of adviser.)

Thesis Credit: 6 hours
 41-431 Thesis Seminar: General Social Science..... 6

Education Courses: 9 hours

65-415 Principles of Curriculum Development..... 3 hours
 68-415 Television and Related Instructional Media..... 3
 68-422 Research in the Classroom Teaching of Social
 Studies 3

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MASTER OF ARTS IN THE TEACHING OF GEOGRAPHY

This program is designed to enlarge the Geography background of the student and to provide for further professional development.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires 15 hours of undergraduate credit in Geography. Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 18 hours in Geography, 6 of Thesis and 9 of Education. All programs are to be organized systematically under the guidance of the faculty adviser. Each student is required to take the course, Scope and Philosophy of Geography, and urged to take at least one course in Statistical Methods for the Earth Sciences, Cartography, and History of Geographical Thought. Each student must submit a Geographic Thesis that will be chosen in consultation with the faculty adviser and written under his supervision. The student is urged to conduct research in one area of topical or regional Geography rather than in many areas. A final examination is administered by the faculty of the Geography Department.

Geography Courses: 18 hours

43-411 Scope and Philosophy of Geography..... 3 hours
 Geography Electives, 300 and 400 level courses..... 15
 (At least two courses in a given Geographic area,
 the remainder to be selected with guidance of adviser.)

Thesis Credit: 6 hours

43-431 Thesis Seminar: Geography..... 6

Education Courses: 9 hours

65-415 Principles of Curriculum Development..... 3
 68-415 Television and Related Instructional Media..... 3
 68-422 Research in the Classroom Teaching of Social
 Studies 3

MASTER OF ARTS IN THE TEACHING OF HISTORY

This program is designed to enlarge the History background of the student and to provide for further professional development.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires 18 hours of undergraduate credit in History; additional hours in Political Science are desirable. At least a "B" average should have been maintained in this work. Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 18 hours in History, 6 of Thesis, and 9 of required professional Education. All programs are to be organized systematically under the guidance of the faculty adviser. Each student must submit a thesis on a historical topic that will be chosen in consultation with the adviser, and the student will be expected to use primary historical sources in the preparation of the thesis. A final oral examination is administered by the faculty of the History Department.

History Courses: 18 hours

44-451	Historiography and Historical Method.....	3 hours
	History Electives (300 and 400 level courses selected with guidance of adviser)	15

Thesis Credit: 6 hours

44-431	Thesis Seminar: History.....	6
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Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-422	Research in the Classroom Teaching of Social Studies	3

MASTER OF ARTS IN THE TEACHING OF POLITICAL SCIENCE

This program is designed to enlarge the Political Science background of the student and to provide for further professional development.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate school.

Specific: Admission to the program requires 15 hours of undergraduate credit in Political Science; additional hours in History are desirable. At least a "B" average should have been maintained in this work. Students who are deficient no more than 6 hours in this requirement *may* be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements include 18 hours in Political Science and related Social Sciences, 6 hours of Thesis and 9 hours of Education. Each student will submit a thesis on a topic that will be chosen in consultation with the adviser. A final examination is administered by the faculty of the Political Science Department.

Political Science Courses: 18 hours

Political Science Electives on the 300 and 400 level and related Social Science Courses selected with guidance of adviser.....	18 hours
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Thesis Credit: 6 hours

45-431	Thesis Seminar: Political Science.....	6
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Education Courses: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-422	Research in the Classroom Teaching of Social Studies	3

MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING THE CULTURALLY DEPRIVED

The purpose of this program is to train teachers of culturally disadvantaged children and to advance the professional training of experienced teachers of the culturally disadvantaged.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Students electing this program must have the following courses or their equivalents:

General Psychology
Educational Psychology or Psychology of Learning
Child Development, and
Teaching of Reading or of the Language Arts

Students who are deficient no more than 6 hours *may* be admitted to this program conditionally, pending removal of the deficiency.

Requirements for the Degree

A minimum of 33 hours, plus a 6-hour practicum with Culturally Deprived Children is required of all candidates. A master's project or thesis is also required of all candidates. The thesis may be taken for 3 hours of course credit. At the time of application for degree candidacy the student must possess an elementary school teaching certificate. In addition to the above requirements, candidates for the degree must show satisfactory performance on the Miller Analogies Test and at time of application for candidacy must present two letters of recommendation from administrators who have had opportunities to observe their teaching. Candidates may also be required to attend an interview.

*Required Graduate Courses: 24 hours

37-311	Psychology of Exceptional Children.....	3 hours
33-411	The Cultures of the Disadvantaged.....	3
42-315	Family, Society, and the Individual.....	3
47-316	Urban Ecology	3
37-318	The Psychology of Speech, Language and Thought in the Child.....	3
36-311	Tests and Measurements.....	3
67-431	Practicum in Teaching Culturally Deprived Children I	3
67-441	and II	3

*Waiver of required courses may be requested in areas in which competence can be demonstrated.

Elective Sequences: 15 hours minimum

1. Research Sequence: 15 hours minimum

36-451	Seminar in Research Methodology.....	3 hours
36-317	Statistical Methods in Psychology.....	3
37-441	Research Seminars in Exceptionality.....	3
37-442	Thesis Credit	3
	Elective	3

2. Elective Sequence 2: 15 hours minimum

36-311	Psychology of Personality.....	3
36-328	Psychology of Mental Health.....	3
31-411	Psychodynamics, Diagnosis and Remediation of Severe Learning Disabilities.....	3
65-312	Education in a Large Urban Area.....	3
33-421	Seminar in Problems of Cultural Deprivation.....	3
32-371	Field Experiences in Human Development.....	3
	Alternate electives with approval of Program Committee	

3. Elective Sequence 3: 15 hours minimum

36-313	Social Psychology	3
47-325	Advanced Social Dynamics.....	3
37-411	Seminar in the Psychopathology of the Emotion- ally Disturbed Child, or	
37-314	Psychology of Behavior Difficulties.....	3
33-421	Seminar in Problems of Cultural Deprivation.....	3
33-312	Cultural Foundations of Human Personality, or	
36-313	Social Psychology	3
	Alternate electives, with approval of Program Committee	

4. Elective Sequence 4: 15 hours minimum

An elective program tailor-made for the needs of the individual student, but possessing essential unity and designed to meet the major objectives of the educational program for teachers of culturally disadvantaged children as outlined in the statement of objectives of the Special Program. Approval of the Adviser and Program Committee required. Major paper required.

MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING THE MENTALLY HANDICAPPED

The purpose of this program is to prepare teachers for work with mentally retarded children and to provide advanced training for teachers already in that field.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Students electing this program must have the following courses or their equivalents:

- General Psychology
- Educational Psychology or Psychology of Learning
- Child Development and
- Teaching of Reading or of the Language Arts

Students who are deficient no more than 6 hours may be admitted to this program conditionally, pending removal of the deficiency.

Requirements for the Degree

A minimum of 33 hours, plus a 6-hour practicum with Mentally Handicapped Children is required of all candidates. A master's project or thesis is also required of all candidates. The thesis may be taken for 3 hours of course credit. At the time of application for degree candidacy the student must possess an elementary school teaching certificate. In addition to the above requirements, candidates for the degree must show satisfactory performance on the Miller Analogies Test and at time of application for candidacy must present two letters of recommendation from administrators who have had opportunities to observe their teaching. Candidates may also be required to attend an interview.

**Required Graduate Courses: For Teachers of Educable Mentally Handicapped Children—27 hours*

37-311	Psychology of Exceptional Children.....	3 hours
36-331	Tests and Measurements.....	3
37-315	Psychopathology of the Brain Injured Child.....	3
68-411	Teaching the Educable Mentally Handicapped Child	3
68-413	Special Instructional Problems of Educable Mentally Handicapped Children	3
37-316	Principles of Speech Pathology for the Classroom Teacher	3

**Waiver of required courses may be requested in areas in which competence can be demonstrated.*

37-412	Medical Aspects of the Exceptional Child.....	3 hours
67-434	Practicum with Mentally Handicapped Children	
67-444	(including seminar)	6

Required Graduate Courses: For Teachers of Trainable Mentally Handicapped Children—24 hours

37-311	Psychology of Exceptional Children.....	3 hours
36-331	Tests and Measurements.....	3
37-315	Psychopathology of the Brain-Injured Child.....	3
68-412	Teaching the Trainable Mentally Handicapped Child	3
37-316	Principles of Speech Pathology for the Classroom Teacher	3
37-412	Medical Aspects of the Exceptional Child.....	3
67-435	Practicum with Mentally Handicapped Children	
67-444	(including seminar)	6

Elective Sequences: 12 hours from EMH Program, 15 hours for TMH Program

Elective courses should be selected discriminatingly, with the view of focusing upon special professional problems of teachers of mentally handicapped children. A number of elective sequences are suggested. Additional electives may be taken with the consent of the Program Adviser.

1. *Research Sequence*

36-317	Statistical Methods in Psychology.....	3
36-451	Seminar in Research Methodology.....	3
37-441	Research Seminar in Exceptionality.....	3
	or	
37-442	Thesis Credit in Exceptionality.....	3
	Electives	3

2. *Curriculum Development Sequence*

37-318	The Psychology of Speech, Language, and Thought in the Child.....	3
31-411	Psychodynamics, Diagnosis and Remediation of Severe Learning Disabilities.....	3
68-414	Seminar in Curriculum Development for Educable Mentally Handicapped Children.....	3
	Electives	3

3. *Cultural Deprivation Sequence*

37-318	The Psychology of Speech, Language, and Thought in the Child.....	3
33-411	Cultures of the Disadvantaged.....	3
33-421	Seminar in Problems of Cultural Deprivation.....	3

<i>Electives</i>		6-9 hours
47-316	Urban Ecology	3
36-311	Psychology of Personality.....	3
36-441	Seminar in Personality Dynamics.....	3
36-328	Psychology of Mental Health.....	3
32-371	Field Experiences in Human Development.....	3
33-313	Culture and Personality.....	3
68-452	Community Resources and the Schools.....	3
43-313	Cultural Geography	3
Other electives with approval of Program Committee		
4. <i>Social Maladjustment Sequence</i>		
37-411	Seminar in the Psychopathology of the Emotionally Disturbed Child.....	3
37-314	Psychology of Behavior Difficulties.....	3
36-328	Psychology of Mental Health.....	3
37-491	Seminar in the Teaching of Socially Maladjusted Children	3
<i>Electives</i>		3-6
36-454	Counseling the Handicapped.....	3
68-313	Principles and Techniques of Guidance.....	3
36-312	Abnormal Psychology	3
Other electives with approval of Program Committee		
5. <i>Cultural Deprivation-Social Maladjustment Sequence</i>		
33-411	The Cultures of the Disadvantaged.....	3
37-318	The Psychology of Speech, Language and Thought in the Child.....	3
37-314	Psychology of Behavior Difficulties, and/or.....	3
37-411	Seminar in the Psychopathology of the Emotionally Disturbed Child.....	3
36-328	Psychology of Mental Health.....	3
37-491	Seminar in the Teaching of Socially Maladjusted Children	3
Other electives with approval of Program Committee		0-3
6. <i>Elective Sequence</i>		
Approval of Adviser and Program Committee required. (An elective program tailor-made for the needs of the individual student, but possessing essential unity and designed to meet the major objectives of the educational program for teachers of the M.H. child as outlined in the statement of objectives of the Special Program.)		
Total		12 to 15 hours

MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING THE SOCIALLY AND EMOTIONALLY MALADJUSTED (Emotionally Disturbed Sequence)

The purpose of this program is to train teachers of emotionally disturbed children and to advance the professional training of experienced teachers in that field.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Students electing this program must have the following courses or their equivalents

General Psychology
Educational Psychology or Psychology of Learning
Child Development or Child Psychology
Teaching of Reading

Students who are deficient no more than 6 hours may be admitted to this program conditionally, pending removal of the deficiency

Requirements for the Degree

A minimum of 33 semester hours, plus 6-hour practicum with Emotionally Disturbed Children, is required of all candidates. A master's project or thesis is also required of all candidates. The thesis may be taken for 3 hours of course credit. At the time of application for degree candidacy the student must possess an elementary school teaching certificate. In addition to the above requirements, candidates for the degree must show satisfactory performance on the Miller Analogies Test and at time of application for candidacy must present two letters of recommendation from administrators who have had opportunities to observe their teaching. Candidates may also be required to attend an interview.

*Required Graduate Courses: For Teachers of the Emotionally Disturbed Child—33 hours

37-311	Psychology of Exceptional Children.....	3 hours
36-421	Introduction to Clinical Psychology.....	3
Prerequisite: Tests and Measurements 36-331		
36-431	Psychoanalytic Theories of Personality.....	3
Prerequisite: Psychology of Personality 36-311		
37-314	Psychology of Behavior Difficulties.....	3
37-411	Seminar in the Psychopathology of the Emotionally Disturbed Child	3
Prerequisite: Psychology of Behavior Difficulties		

*Waiver of required courses may be requested in areas in which competence can be demonstrated.

31-411	Psychodynamics, Diagnosis and Remediation of Severe Learning Disabilities.....	3 hours
36-425	Didactic Group Psychotherapy I.....	3
36-426	Didactic Group Psychotherapy II.....	3
37-492	Seminar in Teaching the Emotionally Disturbed Child	3
67-433	Practicum in Teaching the Emotionally Disturbed Child I	3
67-443	and II	3
<i>Electives: 6 hours</i>		
31-371	Juvenile Delinquency	3
37-316	Principles of Speech Pathology for the Classroom Teacher	3
37-315	Psychopathology of the Brain Injured Child.....	3
	Other electives with approval of Program Committee	

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MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING THE SOCIALLY AND EMOTIONALLY MALADJUSTED (Socially Maladjusted Sequence)

The purpose of this program is to train teachers of socially maladjusted children and to advance the professional training of experienced teachers in that field.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Students electing this program must have the following courses or their equivalents:

General Psychology
Educational Psychology
Child Development or Child Psychology
Teaching of Reading

Students who are deficient no more than 6 hours may be admitted to this program conditionally, pending removal of the deficiency.

Requirements for the Degree

A minimum of 33 hours, plus 6-hour practicum with Socially Maladjusted Children is required of all candidates. A master's project or thesis is also required of all candidates. The thesis may be taken for 3 hours of course credit. At the time of application for degree candidacy the student

must possess an elementary school or high school teaching certificate. In addition to the above requirements, candidates for the degree must show satisfactory performance on the Miller Analogies Test and at time of application for candidacy must present two letters of recommendation from administrators who have had opportunities to observe their teaching. Candidates may also be required to attend an interview.

***Required Graduate Courses: For Teachers of Socially Maladjusted Children—27 hours**

37-311	Psychology of Exceptional Children.....	3 hours
36-311	Tests and Measurements.....	3
37-314	Psychology of Behavior Difficulties.....	3
37-411	Psychopathology of the Emotionally Disturbed Child	3
33-411	Cultures of the Disadvantaged.....	3
37-491	Seminar in Teaching of Socially Maladjusted Children	3
31-411	Psychodynamics, Diagnosis, and Remediation of Severe Learning Disabilities.....	3
67-431	Practicum for the Socially Maladjusted Child I.....	3
67-441	and II	3

Elective Sequences: 12 hours

1. *Research Sequence: 12 hours*

36-451	Seminar in Research Methodology.....	3
36-317	Statistical Methods in Psychology.....	3
37-441	Research Seminar in Exceptionality.....	3
37-442	Thesis Credit	3

2. *Course Option: 12 hours*

12 hours of electives from the following:

36-311	Psychology of Personality.....	3
36-328	Psychology of Mental Health.....	3
36-421	Introduction to Clinical Psychology.....	3
37-316	Principles of Speech Pathology for the Classroom Teacher	3
36-414	Advanced Adolescent Psychology.....	3
31-371	Juvenile Delinquency	3
37-315	Psychopathology of the Brain-Injured Child....	3
36-412	Advanced Child Psychology.....	3
36-441	Seminar in Personality Dynamics.....	3
	Other electives with approval of Program Committee	

*Waiver of required courses may be requested in areas in which competence can be demonstrated.

MASTER OF ARTS DEGREE IN THE TEACHING OF SPEECH

This program is designed for teachers who wish to develop their potential skills in communicating effectively and responsibly, in order that they may enrich their presentations in all subject matter areas and improve the speech habits of students.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Admission to the program requires 15 hours of undergraduate work in Speech, including Oral Interpretation of Literature and Speech Activities in the Elementary School. The remaining hours should include Public Speaking, Creative Dramatics, Elements of Persuasion; and/or The Performing Arts (or the equivalent, subject to faculty advisement). Three hours may be from a related field. Students who are deficient no more than 6 hours may be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

Course requirements for the degree include 21 hours of Speech and 9 hours of Education. In addition, each candidate will be required to submit a thesis, pass a comprehensive written examination in his major and minor areas of study, and also pass an oral examination on the thesis.

Speech Courses (Required):

15-431 Introduction to Graduate Study in Speech..... 3 hours

Two of the following seminars—one in the major and one in the minor area of study:

15-441 Seminar—Research Problems in Group Communication 3
 15-442 Seminar—Research Problems in Performing Arts..... 3
 15-443 Seminar—Research Problems in Interpretative Arts.. 3
 15-444 Seminar—Research Problems in the Psychology of Communication 3

Major and minor areas of study should be chosen from the following:

Group Communication
 15-319 Rhetoric: Selected Studies..... 1
 15-322 Public Speaking 3
 15-328 Guided Study in Speech..... 3
 15-329 Individual Research in Speech..... 3

15-331 Classical Rhetoric 3 hours
 15-332 Modern Rhetoric 3
 15-333 American Public Address..... 3
 15-334 British Public Address..... 3
 15-335 Elements of Persuasion..... 3
 15-336 Discussion and Debate..... 3
 15-351 Studies in Speech..... 3
 15-411 Discussion and Debate..... 3
 15-434 Independent Study in Group Communication..... 3
 61-321 Group Dynamics 3

Performing Arts

15-313 Drama 3
 15-314 Guided Studies in Theatre Arts: Production and Plan of Performance..... 3
 15-315 Individual Research in Theatre Arts..... 3
 15-316 Studies in Theatre Arts..... 3
 15-325 Stagecraft 3
 15-326 Acting 3
 15-327 Directing 3
 15-342 Performing Arts 3
 15-391 Creative Dramatics for Children..... 3
 15-421 Children's Theatre 3
 15-423 Independent Study in Performing Arts..... 3
 68-315 Techniques for Teaching via Television..... 3

Interpretative Arts

15-321 Oral Interpretation of Literature..... 3
 15-324 Advanced Oral Interpretation..... 3
 15-413 Independent Study in Interpretative Arts..... 3
 15-425 Interpretation of Poetry for Children..... 3
 15-426 Interpretation of Prose for Children..... 3
 15-427 Choral Reading 3

Psychology of Communication

15-393 Speech Improvement in the Classroom..... 3
 15-488 Public School Practices in Speech Correction..... 3
 15-451 Independent Study in the Psychology of Communication 3
 37-316 Principles of Speech Pathology for the Classroom Teacher 3
 37-317 Psychology of Language and Communication..... 3
 37-318 Psychology of Speech, Language, and Thought in the Child 3

Education Courses: 9 hours

65-415 Principles of Curriculum Development..... 3
 68-415 Television and Related Instructional Media..... 3
 68-421 Research in the Classroom Teaching of Language Arts 3

MASTER OF EDUCATION IN INNER CITY STUDIES
(See also M.A.T. program in Inner City Studies, p. 23)

This program is designed

1. To help teachers gain cultural insights which will lead to more effective communication with students, parents, and their communities, and consequently to more effective teaching.
2. To give teachers an understanding and appreciation of the cultures of deprived members of minority groups, with special emphasis on: the Negro, Southern Mountain White, Puerto Rican, Cuban, Mexican, and American Indian.
3. To focus on the disadvantaged child in a changing urban setting, illuminating such problems as population explosion, segregation, industrial changes and employment, housing and family patterns.
4. To guide teachers in investigating the disadvantaged child's cognitive and affective experiences, his assets, his needs, the strengths and weaknesses of his culture, and the resources of his community.
5. To stimulate teachers to discover instructional and curricular innovations which will improve the learning experiences of disadvantaged pupils.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Possession of a valid permanent teaching certificate.

Requirements for the Degree

Program requirements include 40 hours of course work, and a Master's paper. Students must taken a written examination covering all course work (may not be taken until all course work is completed) and must give a defense of their research and Master's Paper in a final oral examination. The program is to be organized under the guidance of the faculty adviser.

Required Courses: 18 hours

91-352	Research Methods in Inner City Studies.....	3 hours
91-411	Graduate Study in Disadvantage.....	3
91-412	Pathology of the Negro Ghetto.....	3
91-452	Field Internship	3
91-453	Seminar in Field Internship.....	3

91-421	Seminar in Disadvantage: The Negro.....	3 hours
	or	
91-422	Seminar in Disadvantage: The Southern Mountain White	3
	or	
91-423	Seminar in Disadvantage: The Spanish-speaking	3

Electives: 22 hours

Courses selected with guidance of faculty adviser.
(At least 30 hours of the 40-hour program requirement must be 400-level courses.)

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MASTER OF EDUCATION IN THE TEACHING OF LANGUAGE ARTS
(See also M.A.T. programs in English, pp. 18 and 20)

This program is designed to meet the needs of teachers who desire work in the Language Arts on a graduate level and who wish to utilize further this knowledge in the classroom. This degree is offered by the Humanities and Education Divisions of the College.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: In undergraduate work the student must present the following credits:

Education: 15 hours	Language Arts: 18 hours
	Writing 6
	Literature 6
	Speech 3
	Reading or Language Arts 3

Students who are deficient no more than 6 hours may be admitted to the program conditionally, pending removal of the deficiency.

Requirements for the Degree

The required number of hours is 36: 21 in Language Arts and 15 in Education. Two special papers must be submitted. Normally, these papers will be initiated in the required Language Arts courses and must be completed before the final written examination. The final examination will consist of two parts:

- (a) a written examination testing competence in all areas of the Language Arts.
- (b) an oral examination related to the written examination.

Language Arts Courses (Required): 18 hours

14-432	The Literary Experience in the Elementary School....	3 hours
14-433	Developmental Reading Theory.....	3
14-434	Specialized Problems in Reading Instruction.....	3
15-414	Specialized Problems in Speaking and Listening.....	3
29-414	Language and Linguistics.....	3
29-443	Writing, Spelling and Usage.....	3

Language Arts Courses (Elective): 3 hours, to be chosen from the following:

11-322	The Film as an Art Form.....	3
14-371	Creative Writing Workshop.....	3
15-314	Guided Studies in Theatre Arts: Production and Plan of Performance.....	3
15-321	Oral Interpretation of Literature.....	3
15-391	Creative Dramatics for Children.....	3
28-352	Linguistics for the Classroom Teacher.....	3
69-333	Library Materials for Language and Creative Arts....	3

Education Courses (Required): 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-421	Research in the Classroom Teaching of Language Arts	3

Education Courses (Elective): 6 hours or 3 courses

61-411	Comparative Education	2
61-413	Teacher in Interpersonal and Intergroup Relations....	2
62-411	Selected Concepts in the Philosophy of Education....	2
63-411	Test Construction and Evaluation for the Classroom Teacher	2
68-416	The Theory of Programmed Instruction.....	2
68-418	Classroom Problems in the Teaching-Learning Process	2

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MASTER OF EDUCATION IN THE TEACHING OF MATHEMATICS

(See also M.A.T. program in Mathematics, p. 25)

This program is designed to improve school mathematics instruction and is of particular interest to teachers in grades Kindergarten through Eight.

Requirements for Admission to the Program

General: Students must fulfill the requirements for admission to the Graduate School.

Specific: Interest in the "New Mathematics" and a good background for elementary school teaching.

Requirements for the Degree

Course requirements for the degree include 15 hours in Mathematics and 15 hours in Education. In addition, candidates have to pass an oral examination.

I. At least one of: 2 to 4 hours

22-355	Modern Mathematics for the Primary Grades.....	2 hours
22-356	Modern Mathematics for the Middle Grades.....	2

II. One or two of: 2 to 4 hours

22-351	Modern Mathematics Pedagogy.....	2
22-352	Numerical Analysis and Computation.....	2
22-353	Recent Trends in Mathematics.....	2

III. Both of: 4 hours

22-433	Mathematics Structure I: Induction.....	2
22-434	Mathematics Structure II: Deduction.....	2

IV. Three to seven hours from:

22-321	History of Mathematics.....	3
22-322	Number Theory	3
22-411	Modern Analysis I.....	2
22-412	Modern Analysis II.....	2
22-413	Mathematical Applications to the Physical and Behavioral Sciences	2
22-421	Modern Geometry	3
22-436	Modern Algebra	3

V. All of the following: 9 hours

65-415	Principles of Curriculum Development.....	3
68-415	Television and Related Instructional Media.....	3
68-423	Research in the Classroom Teaching of Mathematics	3

VI. Six hours from:

61-411	Comparative Education	2
61-413	Teacher Interpersonal and Intergroup Relations..	2
62-411	Selected Concepts in the Philosophy of Education	2
63-411	Test Construction and Evaluation for the Classroom Teacher	2
68-416	The Theory of Programmed Instruction.....	2
68-418	Classroom Problems in the Teaching-Learning Process	2

KEY TO COURSE NUMBERS

Each course is identified by a two-digit number followed by a three-digit number. The two-digit number indicates the discipline; the three-digit number, the level of the work (300—advanced-undergraduate or graduate level, 400—graduate level; no undergraduate is allowed to take a 400-level course).

The disciplines are represented in the two-digit numbers according to the following schedule:

American English and Linguistics	28, 29	Interdisciplinary Courses (cont.)	
Anthropology	42	Language	21
Art	12	Natural Science	51
Biology	56 to 58	Science	51
Chemistry	54	Social Science	41
Culture and Personality	33	Interpretative and Performing Arts	15
Earth Science	53	Library Science	69
Economics	46	Linguistics	28, 29
Education	61 to 69	Literature	14
English	14, 65, 68	Mathematics	22
Exceptionality	37	Methods of Teaching	68
Foreign Language	23 to 25	Music	13
French	25	Natural Science	51 to 59
General Social Science	41	Performing Arts	15
Geography	43	Physical Education	82 to 84
Guidance and Counseling	31 to 37, 65 to 68	Physical Sciences	52
Gymnastics	83	Physics	59
Health and Physical Education	82 to 84	Political Science	45
History	44	Psychology	36, 37
Human Development	32	Russian	24
Inner City Studies	91	Social Sciences	41 to 47
Instrumental Music	13	Sociology	47
Interdisciplinary Courses		Spanish	23
Arts	11	Special Education	31 to 37, 67, 68
Human Personality	31	Speech and Performing Arts	15
Humanities	11	Speech Education	15
		Visual Art	12
		Vocal Music	13

COURSES OF INSTRUCTION

DIVISION OF THE HUMANITIES

INTERDISCIPLINARY COURSES — ARTS

11-311 *Individual Research in the Arts* 3 Credit Hours

Prerequisite: Consent of Instructor. Individual investigation into a topic of the student's choice, involving relationships among the arts or relationships between the arts and other disciplines.

11-312 *Studies in Parallel Developments in the Arts* 3 Credit Hours

Prerequisite: Consent of Instructor. Examination of one major artistic development (e.g., Impressionism, Classicism, Romanticism), emphasizing its nature in the several arts, its expression in content and form; its inception and growth as affected by intellectual and social processes.

11-321 *Commonwealth of the Arts* 3 Credit Hours

Prerequisite: Perspectives in Literature II, Art in Society, Music in Society. Study of relationships among the arts developed in part from insights gained in preceding required creative arts courses.

ART

12-311 *Physical Aspects of Two Dimensional Art* 3 Credit Hours

Prerequisite: Foundations of Art. Examination of the nature of two dimensional materials and the physical forces that determine their use; investigation of how expanding knowledge of materials and mechanics affects techniques and forms of art; print making design problems concerning a variety of tools; problems of evaluation.

12-312 *Physical Aspects of Three Dimensional Art* 3 Credit Hours

Prerequisite: Foundations of Art. Examination of the nature of three dimensional materials; investigating the physical properties of materials. Surveying the uses of materials and tools in our society. Assessing the basic relationships of technical sculpture processes to materials and tools to best advantage in solving three dimensional design problems.

12-313 *Social Aspects of Historical Art Forms* 3 Credit Hours

Prerequisite: Art in Society. Comparative historical studio investigation of art forms of specific cultures with emphasis on economic, technological, political, and religious factors affecting the art forms.

12-314 *Social Aspects of Contemporary Art Forms* 3 Credit Hours

Prerequisite: Art in Society. Using a comparative cultural basis, examination of values art expresses; investigation of visual art forms produced by contemporary social needs and the corresponding role of the artist in new institutions; design and social functions, including problems in designing for use; art and communication; the visual symbol; problems of evaluation.

12-315 *Perceptual Aspects of Art I* 3 Credit Hours

Prerequisite: Foundations of art. Examination of systems of perceptual interpretation and structure, with emphasis on drawing; investigation of man's perceptual growth, stressing the influence of physical, psychological, and intellectual factors in structuring his visual experiences: design and perception, concepts of abstraction, problems of evaluation.

- 12-316 Perceptual Aspects of Art II** 3 Credit Hours
Prerequisites: Foundations of Art and Perceptual Aspects of Art I. Studio examination of the technical development of visual communication by means of design, symbol, and image. Exploration of painting media.
- 12-322 Studio in Drawing** 3 Credit Hours
Prerequisite: In service teacher. Guided Study in drawing with depth approach using traditional and experimental media.
- 12-323 Studio in Painting** 3 Credit Hours
Prerequisite: In service teacher. Guided Study course in painting with depth approach using traditional and experimental media.
- 12-324 Studio in Sculpture** 3 Credit Hours
Prerequisite: In service teacher. Guided Study course in sculpture with depth approach using traditional and experimental media.
- 12-325 Studio in Graphics** 3 Credit Hours
Prerequisite: In service teacher. Guided Study course in graphics with depth approach using traditional and experimental media.
- 12-351 Seminars in Visual Art** 1 Credit Hour
Prerequisites: Art in Society and one art elective or consent of instructor. Intensive studies in specialized areas, with extensive use of studio and outside source materials.
- 12-352 Individual Study in Visual Art** 3 Credit Hours
Prerequisites: Art in Society and one art elective or consent of instructor. Individual investigation into a topic of the student's choice; staff guidance.
- 12-391 Contemporary Art Education** 3 Credit Hours
Prerequisite: Art in Society. Development of solutions to problems of teaching art, and understanding the visual art responses of the individual to his environment. Special emphasis on the functions of the teacher in organizing and guiding a developmental art program at primary, intermediate, or upper grade level.
- 12-393 Art Workshop** 2 Credit Hours
Prerequisite: In service teacher. Development of understanding of contemporary art education philosophies by means of practical visual art workshop experiences.

MUSIC

- 13-311 Music Theory III—Counterpoint** 3 Credit Hours
Prerequisite: Theory and Its Application II. Counterpoint.
- 13-312 Music Theory IV—Composition and Orchestration** 3 Credit Hours
Prerequisite: Music Theory III. Composition and orchestration.
- 13-314 Music Before 1600** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.
- 13-315 Music of the Baroque Era** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.

- 13-316 Music of the Classical Era** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.
- 13-317 Music of the Romantic Era** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.
- 13-318 Music of the Twentieth Century** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.
- 13-319 Music of America** 3 Credit Hours
Prerequisite: Music in Society or consent of instructor.
- 13-321 Seminar in Music History** 3 Credit Hours
Prerequisite: Consent of the Chairman of the Music Department. Intensive studies in specialized topics.
- 13-322 Independent Study in Music** 3 Credit Hours
Prerequisite: Consent of the Chairman of the Music Department. Individual investigations into a topic of the student's choice; staff guidance.
- 13-323 Applied Music** 1 Credit Hour
Students should consult the Chairman of the Music Department concerning private study in voice and instruments.
- 13-391 Contemporary Music Education** 3 Credit Hours
Prerequisite: Fundamentals of Music. Procedural methods for teaching music, including the Orff approach; a study of the child voice; application of techniques for teaching rote, note reading, and two-part songs; use of instruments to enrich vocal, reading, and listening experiences; techniques for development of performance media e.g., assemblies, playlets, programs.
- 13-393 Workshop in General Music Grades 7-12** 2 Credit Hours
A thorough exposition of methods and materials utilized in the teaching of General Music on the upper grade and secondary level. The workshop approach will be used in stressing the development of skills and attitudes through an experience-created curriculum.

LITERATURE

- 14-311 Shakespeare** 3 Credit Hours
Prerequisite: Perspectives in Literature II or equivalent. Representative sonnets, comedies, histories, and tragedies; the Elizabethan theatre and Shakespeare's contemporaries.
- 14-312 Literature of Colonial Times** 3 Credit Hours
Prerequisite: Perspectives in Literature II or equivalent. Study of selected prose and poetry of the Puritan and Revolutionary eras.
- 14-313 American Literary Renaissance: 1830-1860** 3 Credit Hours
Prerequisite: Perspectives in Literature II or equivalent. Selected topics for the study of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson.
- 14-314 Chaucer** 3 Credit Hours
Prerequisite: Perspectives in Literature II or equivalent. Selections from The Canterbury Tales, together with Troilus and Criseyde, to be read in the original. Chaucer's significance is examined in relation to the language and social background of the period.

14-315 Literature of the English Renaissance 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Study of the prose, poetry and drama of the English Renaissance in the sixteenth century. Shakespeare's dramatic works are not included.

14-316 American Literature from the Civil War to World War I 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Selected topics for the study of Twain, James, Howells, Crane, Norris, Dreiser, and other writers.

14-317 Development of the American Novel 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Study of the novels as a developing form from Charles Brockden Brown to Faulkner.

14-318 Contemporary American and English Literature 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Contemporary poets, novelists, and dramatists; major literary movements.

14-319 Restoration and Eighteenth Century Literature 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Major English writers between 1660 and 1784, including Dryden, Defoe, Pope, Addison and Steele, Fielding, Johnson and Boswell. Special attention to literary types peculiar to the period: journals, satire, periodical essays, and burlesque.

14-321 Literature of the Romantic Movement 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Study of English poetry and prose from 1780 to 1830. The principal authors studied are Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey.

14-322 Literature of the Victorian Age 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Study of English poetry and non-fiction from 1830 to 1890.

14-323 Development of the English Novel 3 Credit Hours

Prerequisite: Perspective in Literature II or equivalent. A study of the English novel from the beginning to the novels of Joyce, with particular emphasis on the development of English prose and the craft and changing techniques of the great novelists from Richardson to the present.

14-324 Literary Criticism 3 Credit Hours

Prerequisite: Consent of instructor. Major critical theories, past and present: their development, relationships, and influence.

14-325 Studies in World Literature 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Intensive study of fiction and poetry representative of an important literary movement, historical period, or thematic concern; specific offerings to be announced each term.

14-326 World Drama I: Aeschylus to Tolstoi 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. A study of European drama from ancient times to the beginnings of realism, against a background of the development of the theatre. Representative works by the chief playwrights of Greece, Italy, Spain, France, Germany, and Russia.

14-327 World Drama II: Ibsen to Beckett 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. A study of the drama of the last century, with emphasis on thematic content and theatrical techniques. Representative plays by Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Yeats, Synge, O'Neill, Eliot, Sartre, Brecht, Beckett, and others, together with statements by the playwrights concerning their work.

14-331 Biblical and Mythological Backgrounds of English and American Literature 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. History, versions, scholarly backgrounds to the Bible; selected readings from the historical, prophetic, and poetical books of the Bible, with a view to correlations with literature; mythology, especially the Greek, Roman, and Scandinavian.

14-371 Creative Writing Workshop 3 Credit Hours

Prerequisite: 12 credit hours in literature. Practice in writing fiction, drama, poetry.

14-391 Children's Literature 3 Credit Hours

Prerequisite: Perspectives in Literature II or equivalent. Preparation for effective teaching of literature in the elementary school. Wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods in stimulating creative expression; guidance of individual reading; reading guidance in the classroom.

14-431 Bibliography and Methods of Literary Study 3 Credit Hours

Prerequisite: Graduate standing. The materials, methods, and tools of literary research; use of libraries; preparation of scholarly papers.

14-432 The Literary Experience in the Elementary School 3 Credit Hours

Prerequisite: Graduate standing. Creativity in general and literary creativity in particular; imagination, its development and expression; aspects of Literature in the elementary classroom; aesthetics; Language Arts among the arts; individual and group projects in poetry and prose geared to the elementary level.

14-433 Developmental Reading Theory 3 Credit Hours

Prerequisite: Graduate standing. The theory and methodology of the developmental process; nature and purposes of reading; problems involved in reading various types of material; the contribution of specific methods; techniques of evaluation.

14-434 Specialized Problems in Reading Instruction 3 Credit Hours

Prerequisite: Developmental Reading. Investigation of selected topics in methods and materials relating to reading; instructional problems arising in the reading sources and resources; types of programs; trends in reading instruction; utilization of research.

14-441 Seminar in Sixteenth Century Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-442 Seminar in Seventeenth Century Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-443 Seminar in Eighteenth Century Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-444 Seminar in Romantic Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-445 Seminar in Victorian Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-446 Seminar in Contemporary English Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-447 Seminar in Contemporary American Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

14-448 Seminar in Nineteenth Century American Literature 3 Credit Hours

Prerequisite: Graduate standing. Advanced study of the works of a single author. Students will undertake individual assignments culminating in a paper. Discussion of these investigations will constitute much of the work of seminar meetings. The author chosen for study will be announced in the printed schedule.

SPEECH AND PERFORMING ARTS

15-313 Drama 3 Credit Hours

Individual study of one author's major works and their relationship to dramatic literature.

15-314 Guided Studies in Theatre Arts 3 Credit Hours

Individual projects in the production or planning of public and private performances in the mass media; development of critical appreciation for the contribution of various media to modern values of society.

15-315 Individual Research in Theatre Arts 3 Credit Hours

Prerequisite: Consent of instructor. Specialized study of a particular aspect of the performing arts; application of principles of the arts to a contemporary problem.

15-316 Studies in Theatre Arts 3 Credit Hours

Prerequisite: Experience or proficiency in basic courses, as 15-325, 15-326, 15-327, 15-392. Advanced problems in the performing arts as practiced in the educational theatre.

15-317 The Dance in Western Culture 3 Credit Hours

Major emphasis upon Western dance but accompanied by frequent comparisons with other traditions; extensive use of illustrative films; the role of dance music; training in elementary dance movement notation, with stress upon importance of acquiring a degree of literacy in this field as prerequisite to serious study of any form of dance.

15-319 Rhetoric: Selected Studies 1 Credit Hour

Prerequisite: 15-111, consent of instructor. A special, limited project.

15-321 Oral Interpretation of Literature 3 Credit Hours

Development of intellectual and emotional responsiveness to prose, poetry, and drama and ability to communicate this appreciation; analysis and criticism; performance opportunities provided.

15-322 Public Speaking 3 Credit Hours

Prerequisite: 15-111. Emphasis on refinements of techniques in composition and delivery of the extemporaneous speech.

15-323 Children's Theatre 3 Credit Hours

Surveys the areas of theatre for children from creative dramatics to theatre in the secondary schools. All significant facets of play production covered, field trips made, public performances attended.

15-324 Advanced Oral Interpretation 3 Credit Hours

Prerequisite: 15-321—Oral Interpretation of Literature. Literary Analysis of poetry, prose. Presentation of individual and multiple reading projects.

15-325 Stagecraft 3 Credit Hours

Principles of theatre arts applied to stagecraft, lighting, scenery, costumes, properties, makeup, and business; emphasis on production values; public performances attended and produced.

15-326 Acting 3 Credit Hours

Principles and techniques of acting.

15-327 Directing 3 Credit Hours

Principles and techniques of the director's art.

15-328 Guided Study in Speech 3 Credit Hours

Study, research, discussion, reports, and presentations in selected areas of speech education, public speaking, reading aloud, discussion and debate, persuasion, etc.

15-329 Individual Research in Speech 3 Credit Hours

Prerequisite: Consent of instructor. Individual investigation into a topic of the student's choice; staff guidance.

15-331 Classical Rhetoric 3 Credit Hours

Prerequisite: 15-111. Study of rhetorical theories from Greece and Rome emphasizing Plato, Aristotle, Cicero, Quintilian.

- 15-332 Modern Rhetoric** **3 Credit Hours**
Prerequisite: 15-111. Studies of rhetorical theories of Campbell, Blair, Whately, I. A. Richards, and Kenneth Burke.
- 15-333 American Public Address** **3 Credit Hours**
Prerequisite: 15-111. Studies of rhetorical theories and practice of American orators; careful examination of speeches of such figures as George Washington, Abraham Lincoln, Franklin D. Roosevelt, John F. Kennedy, Martin Luther King, and others.
- 15-334 British Public Address** **3 Credit Hours**
Prerequisite: 15-111. Study of rhetorical theory and practice of British orators; careful examination of speeches of such figures as Chatham, Pitt, Fox, Burke, Churchill, and others.
- 15-335 Elements of Persuasion** **3 Credit Hours**
Prerequisite: 15-111. Theories and practices of modern persuasion; students will have experiences making and judging persuasive speeches.
- 15-336 Discussion and Debate** **3 Credit Hours**
Prerequisite: 15-111. Intensive study of the logical and psychological foundations of discussion and debate as problem-solving techniques.
- 15-341 Introduction to Semantics** **3 Credit Hours**
Prerequisite: American English: Structure and Function; Advanced Structure. A study of the functions of language in its total meaning. Consideration of such semanticists as Walpole, Hayakawa, and Korzybski, and of meaning as an aspect of linguistic theory.
- 15-342 Performing Arts** **3 Credit Hours**
Historical approach to study of dance, drama, opera, film, and television; comparison of forms and styles to develop a frame of reference for understanding contemporary art forms and to prepare students for individual and group activities in these areas. Attendance at opera, dance, and theatre required.
- 15-343 The Film as an Art Form** **3 Credit Hours**
A study of the film as an art form of international significance. Emphasis upon the analysis of film classics in terms of substance, form, techniques, and media. (Formerly 11-322)
- 15-351 Studies of Speech** **3 Credit Hours**
Prerequisite: Junior standing. Research and intensive studies in selected problems in speech in the elementary classroom.
- 15-391 Creative Dramatics for Children** **3 Credit Hours**
Prerequisite: 15-111. Principles and methods of creative dramatization and improvisation with children; source materials, motivation, characterization, diction, movement, and evaluation; performance opportunities provided.
- 15-392 Speech Activities in the Elementary School** **3 Credit Hours**
Prerequisite: 15-111. Analysis of speech needs of children; emphasis on speech improvement; basic skills; informal talks, group discussion, choric speaking, oral reading, creative dramatics, children's theatre and assembly programs; analysis and development of material for classroom use.

- 15-393 Speech Improvement in the Classroom** **3 Credit Hours**
Prerequisite: Training in the prevention, diagnosis, and referral of speech problems; consideration of proper classroom handling of major speech difficulties; planning a program of speech improvement and demonstrations of procedures.
- 15-411 Discussion and Debate in the Elementary School** **3 Credit Hours**
Principles and practices of effective leadership and participation in debate and small-group discussions.
- 15-413 Independent Study in Interpretative Arts** **3 Credit Hours**
Prerequisite: Consent of instructor. Investigation of selected topics in methods and materials for reading aloud.
- 15-414 Specialized Problems in Speaking and Listening** **3 Credit Hours**
Investigation of selected topics in methods and materials related to speaking and listening; instructional problems, type of programs, trends in instruction, sources, resources, and research; individual projects to adapt resources and methodology to a particular school and classroom needs (such as problems of teaching speaking and listening in the Inner City).
- 15-421 Children's Theatre** **3 Credit Hours**
Selection, direction, and production of plays for children. Coordinated with college play production activity.
- 15-423 Independent Study in Performing Arts** **3 Credit Hours**
Investigation of selected topics in methods and materials for dramatic activities.
- 15-425 Interpretation of Prose for Children** **3 Credit Hours**
Prerequisite: Oral Interpretation of Literature. Techniques for sharing children's classics creatively with special emphasis on the Newbery and Caldecott award books.
- 15-426 Interpretation of Poetry for Children** **3 Credit Hours**
Prerequisite: Oral Interpretation of Literature. Aims, materials, and methods for presenting poetry aloud and co-ordinating it with general elementary school curriculum.
- 15-427 Choral Reading** **3 Credit Hours**
Prerequisite: Oral Interpretation of Literature. Materials, methods, and uses of choric interpretation.
- 15-431 Introduction to Graduate Study in Speech** **3 Credit Hours**
Consideration of problems, methods, and resources involved in graduate study and research in all areas of Speech.
- 15-434 Independent Study in Group Communication** **3 Credit Hours**
Investigation of selected topics in theory and practice of group dynamics.
- 15-441 Seminar Research Problems in Group Communication** **3 Credit Hours**
Review of research scholarship in group communication. Completion of original research study while enrolled in seminar.

- 15-442 Seminar Research Problems in the Performing Arts** 3 Credit Hours
Review of research scholarship in the Performing Arts. Completion of original research study while enrolled in seminar.

- 15-443 Seminar Research Problems in Interpretative Arts** 3 Credit Hours
Review of research scholarship in the Interpretative Arts. Completion of original research study while enrolled in seminar.

- 15-444 Seminar Research Problems in the Psychology of Communication** 3 Credit Hours
Review of research scholarship in the psychology of communication. Completion of original research study while enrolled in seminar.

- 15-451 Independent Study in Psychology of Communication** 3 Credit Hours
Prerequisite: Consent of instructor. Investigation of selected topics in methods and materials relating to the psychology of speech.

- 15-488 Public School Practices in Speech Correction** 3 Credit Hours
A survey of materials and procedures used in the organization and administration of a speech correction program in the public schools.

INTERDISCIPLINARY COURSES — LANGUAGE

- 21-311 Language and Culture** 3 Credit Hours
Prerequisite: American English: Structure and Function; The Structure of American English; or Institute in Applied Linguistics. Cultural, anthropological, psychological, and linguistic study of various aspects of the interconnections of language and culture.

- 21-312 Linguistics and Modern Foreign Language Teaching** 3 Credit Hours
Prerequisite: American English: Structure and Function; The Structure of American English; or Institute in Applied Linguistics. A study of linguistic methods and principles as applied to the audiolingual teaching of modern foreign languages, with special reference to such languages as French, Russian, and Spanish; the language laboratory, theory and practice.

- 21-313 Individual Research in Linguistic Analysis of Literature** 3 Credit Hours
Prerequisite: American English: Structure and Function; The Structure of American English; or Institute in Applied Linguistics. Advanced study and individual problems in poetry, prose, drama, rhetoric; cultural-anthropological emphasis with attention to linguistic analysis of language, form style, technique.

- 21-371 Fundamental Skills Method of Teaching Modern Foreign Languages** 3 Credit Hours
Prerequisite: To be taken in eighth trimester, or with consent of Instructor. Fundamental audio-lingual skills presented and practiced in accordance with latest linguistic principles. Actual practical application of materials used in the modern foreign language classroom.

MATHEMATICS

- 22-311 Foundations of Algebra I** 3 Credit Hours
Prerequisites: Mathematical Analysis II. Algebraic systems arising in modern mathematics; groups, rings, fields and vector spaces. Matrices and determinants.

- 22-312 Foundations of Geometry** 3 Credit Hours
Prerequisites: Mathematical Analysis II. Development of a geometry from postulates and undefined terms; the effect of variation postulates.

- 22-314 Foundations of Analysis** 3 Credit Hours
Prerequisites: Mathematical Analysis III. Investigation into the foundations of the calculus. Introduction to functions of a real variable. Continuous functions, limits, complex variables.

- 22-315 Matrix Algebra** 3 Credit Hours
Prerequisites: Consent of instructor. Systems of linear equations, determinants, matrix operations, vector spaces, linear transformations on vectors, canonical forms of a matrix, similarity of square matrices.

- 22-316 Topics in Differential Equations** 3 Credit Hours
Prerequisites: Mathematical Analysis III. Numerical solutions of ordinary differential equations, with applications. Introduction to partial differential equations.

- 22-317 Computer Programming** 3 Credit Hours
Prerequisites: Consent of instructor. The preparation of a problem for a digital computer; machine language, operations, program writing and coding.

- 22-318 Foundations of Algebra II** 3 Credit Hours
Prerequisites: Foundations of Algebra I or consent of instructor. Peano's Postulates, Construction and Properties of the Rationals, Construction of the real number system by Dedekind cuts and Cauchy Sequences. Additional topics from modern algebra.

- 22-319 Probability and Statistics** 3 Credit Hours
Prerequisites: Mathematical Analysis III. Axiomatic probability, discrete and continuous distributions. Measures of central tendency, standard deviation, elementary sampling theory, curve fitting, correlation theory.

- 22-321 History of Mathematics** 3 Credit Hours
Prerequisites: Consent of instructor. Chronological survey of growth of the philosophy of mathematics. Famous mathematicians and their contributions to the development of modern mathematics.

- 22-322 Number Theory** 3 Credit Hours
Prerequisites: Consent of instructor. Properties of rational integers, congruences, quadratic residues, Diophantine equations.

- 22-323 Seminars in Mathematics** 1 Credit Hour
Prerequisites: Consent of instructor. Intensive studies in selected areas.

- 22-324 Individual Research in Mathematics** 3 Credit Hours
Prerequisites: Consent of instructor. Individual investigation into a topic of interest of the student's choice: staff guidance.

- 22-340 Basic Computer and Data Processing Concepts** 3 Credit Hours
Prerequisites: Bachelor's degree; one year of college mathematics. A course which describes the evolution of data processing methods and computer concepts, from the manual manipulation of data to the stored program computer. Applications to various disciplines. Introduction to problem analyzation, fundamentals of input and output operations, preparation of data, and elementary programming concepts. Demonstrations of computers and machines.

22-341 Programming for the IBM 1401 Computer 3 Credit Hours

Prerequisite: Basic Computer and Data Processing Concepts. A course which develops skills, understandings, and usage of basic machine language and symbolic programming. Basic concepts of automatic programming languages such as Fortran, Autocoder, and Cobol will be introduced. Programs will be compiled and tested on the IBM 1401 computer.

22-351 Modern Mathematics Pedagogy 2 Credit Hours

Consent of instructor. Topics in mathematics relative to the teaching of mathematics in grades 7-12.

22-352 Numerical Analysis and Computation 2 Credit Hours

Prerequisites: Consent of instructor. Algorithm construction, successive approximations; relaxation methods and a study of errors. Horner's and Newton's methods for solving equations. Cramer's rule for solving systems of linear equations.

22-353 Recent Trends in Mathematics 2 Credit Hours

Prerequisites: Consent of instructor. Extended applications of mathematical thinking; operations research; mathematical models; information theory; theory of games and linear programming.

22-354 Modern Mathematics for School Administrators 2 Credit Hours

Background to understanding the need for revisions in elementary school mathematics programs. Examination of proposed programs, emphasizing their philosophies, content, and over-all implementations.

22-355 Modern Mathematics for the Primary Grades 2 Credit Hours

A study of the evolution of mathematical thought and its implications for the teaching of mathematics in the primary grades. Recent experimental studies and research in primary teaching will be appraised.

22-356 Modern Mathematics for the Middle Grades 2 Credit Hours

A course designed to reinforce the mathematical background of the elementary school teacher. The emphasis will be on the pedagogical, historical, and mathematical problems involved in the transition from the traditional to the modern program in arithmetic.

22-365 Math Workshop I—Primary Grades 2 Credit Hours

Prerequisites: Consent of instructor. Selected topics in modern mathematics projects relevant to elementary school programs.

22-366 Math Workshop I—Middle Grades 3 Credit Hours

Prerequisites: Consent of instructor. Selected topics in modern mathematics projects relevant to elementary school programs.

22-367 Math Workshop II—Primary Grades 2 Credit Hours

Prerequisites: Consent of instructor. Advanced topics in mathematics for the elementary school program.

22-368 Math Workshop II—Middle Grades 2 Credit Hours

Prerequisites: Consent of instructor. Advanced topics in mathematics for the elementary school program.

22-411 Modern Analysis I 2 Credit Hours

Prerequisite: Consent of instructor. Study of continuous function, limit of a sequence and limit of a function. Topology of the real line. Derivative functions. Concept of area. Riemann integral.

22-412 Modern Analysis II 2 Credit Hours

Prerequisite: Consent of instructor. Continuation of Modern Analysis I. Study of some Algebraic systems.

22-413 Mathematics Applications to the Physical and Behavioral Sciences 2 Credit Hours

Prerequisite: Consent of instructor. Topics in business administration, economics, biology, learning theory, psychology, etc.

22-415 Functions of a Complex Variable 3 Credit Hours

Prerequisite: Consent of instructor. Complex number system. Analytic functions. Geometry of some elementary functions. Integration theory. Residue theory. Introduction to conformal mappings.

22-416 Functions of a Real Variable 3 Credit Hours

Prerequisite: Consent of instructor. An introduction to the fundamentals of analysis; limit concept, derivatives. Riemann integral, Lebesgue integral and other topics.

22-421 Modern Geometry 3 Credit Hours

Prerequisite: Consent of instructor. Classification of geometrical systems. Introduction to Euclidean and Non-Euclidean geometries. Projective geometry. Finite geometries.

22-422 Differential Geometry 3 Credit Hours

Prerequisite: Consent of instructor. Theory of curves and surfaces in two and three dimensional Euclidean space; the Frenet formulas, curvature, geodesics.

22-423 Projective Geometry 3 Credit Hours

Prerequisite: Consent of instructor. The projectives plane, the principle of duality; Projectivities, Desargue's Theorem, Pappus' Theorem, collineations and correlations.

22-431 Linear Algebra 3 Credit Hours

Prerequisite: Consent of instructor. Vectors, matrices and linear equations, determinants. Vector spaces and linear transformations.

22-433 Mathematics Structure I: Induction 2 Credit Hours

Prerequisite: Consent of instructor. Topics in discovery; arithmetical, geometrical, and algebraic applications of inductive methods.

22-434 Mathematics Structure II: Deduction 2 Credit Hours

Prerequisite: Consent of instructor. A study of the axiomatic approach to mathematics. Sets and logic, construction of number systems. Euclidean plane geometry.

22-436 Modern Algebra 3 Credit Hours

Prerequisite: Consent of instructor. Postulational approach to abstract algebraic systems. Groups, rings, integral domains, fields, vector spaces, linear transformations, and matrices. Analysis of real and complex number systems as examples.

22-451 Advanced Numerical Analysis 3 Credit Hours

Prerequisite: Consent of instructor. Finite differences; interpolation; approximate solutions of equations; theory of errors.

- 22-461 Topology** **3 Credit Hours**
Prerequisite: Consent of instructor. Point set topology and metrization theorems.

FOREIGN LANGUAGES SPANISH

- 23-311 Contemporary Spanish American Problems** **3 Credit Hours**
Prerequisite: Spanish IV. Cultural, political, social, and economic developments as bases for analysis of problems confronting Latin America. Conducted in Spanish.
- 23-312 Spanish Theatre** **3 Credit Hours**
Prerequisite: Conversation and Composition I. Reading of dramatic masterpieces from Spain; emphasis on idiomatic expressions and structure of the Spanish language. Conducted in Spanish.
- 23-313 Intensive Course in the Reading of Spanish** **3 Credit Hours**
A one semester intensive study of the literature of Spain and Hispanic America with weekly tests designed to judge the advancement of individual students. Test materials will consist of questions on previously read material aimed at determining the student's reading comprehension; problems of translation involving advanced concepts and vocabulary of the social sciences; and when indicated, examinations of oral comprehension and expression through the use of the language laboratory. This course will be required of all students who do not successfully complete an examination in reading comprehension and who wish to register for the advanced social science courses offered in Spanish.
(Formerly 23-213)
- 23-314 Conversation and Composition I** **3 Credit Hours**
Prerequisite: Spanish IV. Original oral and written compositions, conversation, analysis of grammatical problems, and use of idiomatic expressions, cultural content oriented to Spain. Conducted in Spanish.
- 23-315 Latin-American Theatre** **3 Credit Hours**
Prerequisite: Conversation and Composition I. Reading of outstanding dramas from Latin-America; emphasis on idiomatic usage and structure of the Spanish language. Conducted in Spanish.
- 23-316 Latin-American Literature** **3 Credit Hours**
Prerequisite: Conversation and Composition I. Reading and discussion of contemporary short stories and novels by outstanding Latin-American writers. Emphasis on idiomatic usages and structure of Spanish. Conducted in Spanish.
- 23-317 Spanish Literature 1700-1898** **3 Credit Hours**
Prerequisite: Conversation and Composition I. Reading of novels and short stories of Spain; emphasis on idiomatic Spanish; structure practice. Conducted in Spanish.
- 23-318 Spanish Literature (Contemporary)** **3 Credit Hours**
Prerequisite: Conversation and Composition I. Reading of generation of 1898-present; emphasis on development of linguistic skills. Conducted in Spanish.

- 23-319 Applied Spanish Linguistics** **3 Credit Hours**
Prerequisite: May be taken anytime after Conversation and Composition III or with consent of Instructor. Latest linguistic principles in teaching modern foreign languages applied in the preparation of teaching materials.

- 23-321 Seminars in Spanish** **3 Credit Hours**
Emphasis on historical and cultural development, contemporary, social, political, and international problems. Readings, oral reports, and discussions; independent study projects. Conducted in Spanish.

- 23-322 Individual Study in Spanish** **3 Credit Hours**
Individual investigation into a topic of the student's choice; staff guidance.

- 23-323 Advanced Conversation and Composition II** **3 Credit Hours**
Study of advanced grammar, problems in comparative usage in English and Spanish; frequent oral and written compositions; exercises designed to improve understanding, speaking, reading and writing proficiency. Cultural content oriented to Latin America.

- 23-326 Modern Readings in Spanish** **3 Credit Hours**
Prerequisites: Conversation and composition I or permission of instructor. Reading of short stories and other selected short readings with emphasis on reading for comprehension, acquisition of an extensive vocabulary and further development of speaking proficiency; given in Spanish.

- 23-328 Masterpieces of Spanish Literature** **3 Credit Hours**
Prerequisites: 23-326 Modern Readings in Spanish or equivalent. Reading of selected masterpieces from the twelfth through the twentieth centuries. Lectures on historical background, literary movements and authors. Reports and outside readings. The course is conducted in Spanish.

- 23-341 La Política de Mexico** **3 Credit Hours**
Prerequisites: Spanish IV and/or consent of the instructor as well as Comparative Political Systems. An analysis of the political system of Mexico since 1912. Material studied includes an outline of Mexican history from the time of the *conquistadores* to the present, with special attention to the evolution of the Mexican constitution of 1917. In addition, considerable stress is placed on the evolution of the Mexican electorate, the relationship of economics to political development and the impact of foreign intervention on Mexico's present "non-aligned" status. Conducted entirely in Spanish. Political Science elective credit.

- 23-343 La Política de Sud América** **3 Credit Hours**
A comparative study of the republics of South America from independence to the present day. Stress is placed on constitutional development and the conflict between caudillismo and constitutionalism. In addition, special topics such as federalism v. unitarianismo, indigenismo, indianismo and La Reforma Universitaria will be studied in relation to specific countries. Conducted entirely in Spanish. Political Science elective credit. Prerequisite for 23-341 and 23-343 is Spanish IV and/or consent of the instructor as well as Comparative Political Systems.

- 23-351 Audio-Lingual Methods of Teaching Spanish in Grades Kg-6** **3 Credit Hours**
Objectives, methods and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.

23-352 Audio-Lingual Methods of Teaching Spanish in Grades 7-8 3 Credit Hours

Objectives, methods and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.

23-353 Audio-Lingual Spanish for Teachers 3 Credit Hours

Prerequisite: Two years of college Spanish or equivalent. Emphasis on improving teacher's personal command of the language for more effective audio-lingual classroom presentation.

23-371 Advanced Audio-Lingual Methods of Teaching Modern Foreign Languages 3 Credit Hours

Prerequisite: 23-352, 23-353 or consent of instructor. For teachers with experience in modern foreign language teaching theory and practice and who are familiar with the role of linguistics in foreign language teaching. Division into French, German, Italian, Russian and Spanish groups to work under the guidance of a methodologist and whenever possible a native speaker, to develop audio-lingual teaching drills.

RUSSIAN

24-311 Russian V 3 Credit Hours

Prerequisite: Russian IV, Conversation and Composition I. Cultural material is used to further all four audio-lingual skills, with greater emphasis on writing.

24-312 Russian VI 3 Credit Hours

Prerequisite: Russian IV, Conversation and Composition II. Continuation of Russian V.

24-313 Russian VII 3 Credit Hours

Prerequisite: Russian IV, Russian Literature I, Prose of the 19th-20th century. Reading of selected materials. Discussion.

24-314 Russian VIII 3 Credit Hours

Prerequisite: Russian IV, Russian Literature II, Drama, 19th-20th century. Reading of selected works of the most significant representatives of the Russian theatre. Discussion.

24-315 Russian IX 3 Credit Hours

Prerequisite: Russian IV. History of Russia and the outstanding features of the Soviet society and its institutions. Reading and discussion of selected materials in Russian.

24-316 Seminars in Russian 3 Credit Hours

Intensive studies in selected problems.

24-317 Individual Study in Russian 3 Credit Hours

Individual investigation into a topic of the student's choice; staff guidance.

FRENCH

25-311 Conversation-Composition I (French V) 3 Credit Hours

Development of oral and written communication skills on an advanced level, based upon readings, recitation, and short stories. Heavy emphasis on listening comprehension is still placed as the reading comprehension of the foreign language without resorting to frequent translation is being developed.

25-312 Conversation-Composition II (French VI) 3 Credit Hours

Development of oral and written communication skills on an advanced level, with further emphasis on reading comprehension of the foreign language. Cultural content oriented to French contemporary life.

25-352 Methods of Teaching French 3 Credit Hours

Objectives, methods, and materials used in the audiolingual approach; guidance in use of newly developed audiolingual material.

25-353 Conversational French for Teachers 3 Credit Hours

Objectives, methods, and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.

AMERICAN ENGLISH AND LINGUISTICS

28-311 The Structure of American English 3 Credit Hours

Descriptive linguistic study of language; phonemics and phonemic transcriptions; morphemics; word classes; syntactic structures and sentence patterns; dialects; intonation.

28-321 American English: Advanced Structure 3 Credit Hours

Prerequisite: American English: Structure and Function; The Structure of American English. Some consideration of traditional, transformational, and structural grammars, and a descriptive analysis of modern American English through the phonemic-morphemic-syntactic levels, with some practice in basic field techniques.

28-322 Advanced Structure: Selected Studies 3 Credit Hours

Prerequisite: American English: Structure and Function or the Structure of American English. A special, limited project, similar to work done in 28-321, American English: Advanced Structure.

28-351 Institute in American English Linguistics 3 Credit Hours

An introduction to American English linguistics; study of descriptive and transformational-generative grammars; applications in the classroom.

28-352 Linguistics for the Classroom Teacher 3 Credit Hours

Prerequisites: The Structure of American English; or Institute in American English Linguistics, or consent of instructor. Specific implementation of applied linguistics in language arts instruction at the various grade levels.

28-411 Advanced American English Grammar 3 Credit Hours

Prerequisite: Institute in American English Linguistics, or The Structure of American English. Survey of the traditional school grammar and its sources, as well as the more scholarly works of the 19th and early 20th century historic-comparative school; thoroughgoing description of American English phonology, morphology, and syntax, considering the respective merits of the American structuralist and transformationalist schools of linguistics.

28-421 Seminar in American English Structure 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

28-423 Independent Study in American English Structure 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

28-453 Seminar in Teaching Methods and Materials 3 Credit Hours

Prerequisite: The Structure of American English, or Institute in American English. Detailed study, individual problems involving instructional materials and techniques for teaching reading, writing, speaking, and listening; interrelationships with other areas of learning; individual projects and reports.

28-463 Independent Study in Applied Linguistics 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

29-311 History of the English Language 3 Credit Hours

Prerequisites: American English: Structure and Function or The Structure of American English. A historical-descriptive linguistic survey of English from its origins to Modern English.

29-312 The Development of American English 3 Credit Hours

Prerequisites: American English: Structure and Function or The Structure of American English. Historical and structural approach to American English with attention to regional dialects and dialect geography; study of works on the language by such figures as Noah Webster and H. L. Mencken. (Required for the American Studies major; open to others as an elective.)

29-313 Language and Culture 3 Credit Hours

Prerequisites: American English: Structure and Function or The Structure of American English. Cultural, anthropological, psychological, and linguistic study of various aspects of the interconnections of language and culture.

29-314 Linguistic Analysis: Poetry 3 Credit Hours

Prerequisites: American English: Structure and Function or The Structure of American English. Study of selected poems in English, with special attention to the twentieth century; poetry as an artistic, aesthetic mode of language, with attention to techniques and forms, through application of linguistic principles and method.

29-315 History of the English Language: Selected Studies 1 Credit Hour

Prerequisites: American English: Structure and Function or The Structure of American English. A special, limited project, similar to the work done in 29-311, History of the English language.

29-316 Linguistic Analysis: Prose 3 Credit Hours

Prerequisites: American English: Structure and Function or The Structure of American English. Study of selected prose works (essay, short stories and novels in English, with special attention to the nineteenth and twentieth centuries); prose works studied as they present various modes of language, with attention to forms, techniques, and styles, through application of linguistic principles and methods.

29-323 Individual Research in the Linguistic Analysis of Literature 3 Credit Hours

Prerequisite: American English: Structure and Function or The Structure of American English. Advanced study and individual problems in poetry, prose, drama, rhetoric; cultural-anthropological emphasis, with attention to linguistic analysis of language, form, style, technique.

29-341 Introduction to Semantics 3 Credit Hours

Prerequisite: American English: Advanced Structure. A study of the functions of language in its total meaning. Consideration of such semanticists as Walpole, Hayakawa, and Korzybski, and of meaning as an aspect of linguistic theory.

29-343 Middle and Early Modern English 3 Credit Hours

Survey of the phonology, morphology, syntax, and stylistics of Middle and Early Modern English, as these are represented in the writings of such authors as Chaucer, Wycliffe, Spenser and Shakespeare.

29-344 Comparative Linguistics 3 Credit Hours

Prerequisite: American English: Structure and Function: History of the English Language; or 2 years of a foreign language. Place of historical and comparative studies in the broader field of linguistics; principles of linguistic history and of linguistic comparison, concerning phonology, morphology, syntax, and lexicon; evolution and language, linguistic relativity, glottochronology.

29-393 Teaching American English as a Second Language 3 Credit Hours

Principles and practice of instructing non-native speakers, or helping bilingual children and adults to achieve socially and educationally accepted standards of modern American English. Instruction is linguistically oriented, and some elementary background in modern linguistic methods is desirable, though not required.

29-412 American English: History and Growth 3 Credit Hours

Prerequisite: Structure of American English, or Institute in American English. The phonology, morphology, syntax, lexicon of English in the United States as well as its cultural history with reference to the mother country and the New World, both in colonial and post-revolutionary times; consideration of the linguistic works of Noah Webster, H. L. Mencken, *et al.*

29-414 Language and Linguistics 3 Credit Hours

Introduction to the nature and structure of language in general and of American English in particular; some consideration of traditional, structural and generative grammars; descriptive analysis of modern American English through the phonemic-morphemic-syntactic levels.

29-416 The English Language: History and Development 3 Credit Hours

Prerequisite: The Structure of American English, or Institute in American English. A survey of English phonology, morphology, syntax, lexicon and cultural history through Old English, Middle English, Early Modern English, and Recent Modern English, using literary documents for the older periods, and literary, as well as spoken records for the most recent times.

29-421 Ethnolinguistics 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar. Study of the correlations of linguistic and extralinguistic culture in reference to sociological and ecological considerations; linguistics and its relationship to science and philosophy; review of the Whorf hypothesis, consideration of the works of Humboldt, Sapir, Swadesh, Greenberg, and Malinowski.

29-425 Poetry: Language and Form 3 Credit Hours

Prerequisite: The Structure of American English, or Institute in American English. Study of selected poems, especially of the Nineteenth and Twentieth centuries, using recent linguistic contributions as a major tool in the study of metrics, syntax, and other aspects of poetry.

29-426 Prose: Language and Form 3 Credit Hours

Prerequisite: The Structure of American English, or Institute in American English. Survey of selected prose pieces from various periods, using the contributions of modern linguistics as a major tool in the analysis of syntax, lexicon, and other aspects of technique and style.

29-427 Drama: Language and Form 3 Credit Hours

Prerequisite: The Structure of American English, or Institute in American English. Study of selected dramatic works, especially of the Twentieth century, with especial consideration of the play as linguistic product; emphasis on styles and devices of the respective playwrights; linguistic approach to intonations in dialogue.

29-443 Writing, Spelling and Usage 3 Credit Hours

Prerequisite: 29-414. Study of the theoretical basis and the experimental application of linguistic understandings, with special emphasis on attitudes and techniques in teaching spelling, functional writing, and contemporary American usage.

29-451 Seminar in Historical Linguistics 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar. Intensive work on selected topics. Individual and group projects.

29-452 Seminar in Language and Literature 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

29-461 Independent Study in Historical Linguistics 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

29-462 Independent Study in Language and Literature 3 Credit Hours

Prerequisite: The Structure of American English, or Advanced American English Grammar.

**DIVISION FOR THE STUDY OF
HUMAN PERSONALITY**

INTERDISCIPLINARY COURSES

31-311 Seminar in the Study of Human Personality I 3 Credit Hours

Prerequisite: Consent of instructor. Intensive studies; problems of theorizing and investigating in special areas of human personality.

31-314 Seminar in Learning I 3 Credit Hours

Prerequisite: Psychology of Learning. Discussion and inquiry into problems of learning.

31-315 Seminar in Learning II 3 Credit Hours

Prerequisite: Seminar in Learning I. Advanced and specialized work.

31-316 Research Seminar in Learning I 3 Credit Hours

Prerequisite: Written consent of the instructor. The experimental method is applied in a group research project in a specialized aspect of learning.

31-317 Research Seminar in Learning II 3 Credit Hours

Prerequisite: Research Seminar in Learning I. Advanced and specialized work.

31-318 Guided Study in Learning I 3 Credit Hours

Prerequisite: Psychology of Learning. Guided studies in selected problems in learning.

31-319 Guided Study in Learning II 3 Credit Hours

Prerequisite: Guided Study in Learning I. Advanced and specialized work.

31-321 The Mass Media of Communication and Human Personality 3 Credit Hours

Intensive investigation into relationships between individual personality and organization and content of mass media.

31-371 Juvenile Delinquency 3 Credit Hours

Prerequisites: Psychology of Exceptional Children or Consent of Program Adviser. Personality dynamics in delinquency, family and sociological correlates of delinquent behavior. Review of theoretical viewpoints and recent research. Implications for prevention and treatment.

31-411 Psychodynamics, Diagnosis and Remediation of Severe Learning Disabilities 3 Credit Hours

Prerequisite: Teaching of Reading or Teaching of the Language Arts. Causative and inhibiting factors underlying severe disabilities in reading and other basic communication skills. Analysis of disabilities and methods of remedial instruction. Implications of recent research.

HUMAN DEVELOPMENT

32-311 Guided Study in Human Growth and Behavior I 3 Credit Hours

Prerequisite: Human Growth and Behavior. Instructor-student planned projects in human development.

32-312 Seminar in Human Development I 3 Credit Hours

Prerequisite: 15 hours in the Division and written consent of the instructor. Specialized areas of developmental psychology, such as perception, motor, emotional, intellectual, language, and personality development or topics such as prenatal and postnatal behavior, effects of early experiences, biological or cultural influence on development and behavior studied in depth.

32-313 Seminar in Human Development II 3 Credit Hours

Prerequisite: Seminar in Human Development I. Advanced and specialized work.

32-314 Cross Cultural Studies in Human Growth and Behavior 3 Credit Hours

Prerequisite: Human Growth and Behavior. Comparative studies of human development stressing methods, theories, and the on-going accumulation of data.

32-315 Guided Study in Human Growth and Behavior II 3 Credit Hours

Prerequisite: Guided Study in Human Growth and Behavior I. Advanced and specialized work.

32-316 Research Seminar in Human Development I 3 Credit Hours

Prerequisite: Written consent of the instructor. The experimental method is applied in a group research project in a specialized area of human development.

32-317 Research Seminar in Human Development II 3 Credit Hours

Prerequisite: Research Seminar in Human Development I. Advanced and specialized work.

32-318 Human Growth and Behavior 3 Credit Hours

Prerequisite: The Study of Human Personality III. Interrelationship between developmental tasks and principles of learning: Scientific methods in human development: general principles of development with emphasis on mental and physical-motor growth.

32-371 Field Experiences in Human Development I 3 Credit Hours

Prerequisite: The Study of Human Personality III, Child Psychology, or equivalent, Educational Psychology, and written consent of instructor. Field and laboratory experiences through participation and observation in Chicago area social agencies: the direct learning of principles which explain the development of the child in the urban setting. Provides contact with children as a bridge to student teaching. Integrated with other selected courses in human development.

32-372 Field Experiences in Human Development II 3 Credit Hours

Prerequisite: Field Experiences in Human Development I. Advanced and specialized work.

CULTURE AND PERSONALITY

33-311 Introduction to Culture and Personality 3 Credit Hours

Prerequisite: 31-212 or 33-312 or equivalent. Cultural influences on personality development: the psychological-biological nature of man, aspects that differentiate man from other animals. Illustrative materials will be drawn from both literate and non-literate peoples.

33-312 Cultural Foundations of Human Personality 3 Credit Hours

Prerequisite: Admission to Graduate School. The role of cultural institutions in the formation of human personality. (Not open to students who have had 31-212.)

33-313 Culture and Personality: The Role of Theory 3 Credit Hours

Prerequisite: 33-311 or equivalent. Past developments and present status of the field; emphasizes reciprocal relationships between individual personality and culture; applications to case studies.

33-314 Culture and Personality: The Uses of Folklore 3 Credit Hours

Prerequisite: The Study of Human Personality II. Interpersonal relationships of man as a member of society, emphasizing the study of "national character"; intensive analysis of psychological functioning in a selected social group.

33-316 Seminar in Culture and Personality 3 Credit Hours

Prerequisite: 15 credit hours in the Culture and Personality area or equivalent. A seminar in the psychological and cultural implications of the differences in human experiences relevant to problems of personality.

33-317 Research Seminar in Culture and Personality 3 Credit Hours

Prerequisite: Seminar in Culture and Personality. Original investigation of special topics, culminating in a written report of results.

33-411 Cultures of the Disadvantaged 3 Credit Hours

Prerequisite: Graduate standing. The concepts of "culturally disadvantaged," "culture," and "sub-culture" are treated and applied to various groups such as the disadvantaged Negro, Appalachian White, Puerto Rican, Mexican-American, and American Indian. The values and attitudes of each group are studied, analyzed and compared in order to gain an understanding of how disadvantaged sub-cultures cope with their existing situations.

33-421 Seminar in Problems of Cultural Deprivation 3 Credit Hours

Prerequisites: Cultures of the Disadvantaged, Urban Ecology, or consent of instructor. Problems and field techniques are treated in depth in order to prepare the student to conduct an individual research project. The research is based on library and field work that integrates the theoretical empirical and practical experiences of the individual. A special attempt is made to allow the student to gain field experience in culturally disadvantaged areas through contacts with settlement houses, social agencies, and churches.

PSYCHOLOGY (INCLUDING EXCEPTIONALITY)

36-311 Psychology of Personality 3 Credit Hours

Prerequisite: The Study of Human Personality I, II, and III and General Psychology or equivalents. Contemporary theories of personality development and dynamics. Definitions of healthy personality. The self-structure, defense, conscience and guilt, interpersonal behavior and healthy interpersonal relationships; personality assessment.

36-312 Abnormal Psychology 3 Credit Hours

Prerequisite: The Study of Human Personality I. Overview of Psychopathology; similarities and differences between "normal" and "abnormal" groups.

36-313 Social Psychology 3 Credit Hours

Prerequisite: General Psychology. Psychological processes in individual and group social behavior.

36-314 Counseling and Personal Adjustment 3 Credit Hours

Prerequisite: At least Junior level standing and written consent of instructor. Theories and principles in personal and therapeutic counseling of various theoretical systems; essentials of the counseling process.

36-315 Systems and Theories in the Study of Human Personality 3 Credit Hours

Prerequisite: At least Junior level standing and written consent of instructor. The nature of theory in personality study; theoretical systems in the modern era.

36-316 Physiological Psychology 3 Credit Hours

Prerequisite: General Psychology and Biological Science II or written consent of instructor. The relationships of human personality and human physiology; the physiological bases of human behavior. Emphasis on learning and neural structure.

36-317 Statistical Methods in Psychology 3 Credit Hours

Prerequisite: Tests and Measurements and at least nine hours in Psychology or equivalent background. A first course in statistical methods for students in psychology and education. Statistical procedures and the scientific methods in educational and psychological research; elementary statistical concepts, probability and sampling, correlation methods, and tests of significance.

- 36-318 Introduction to Experimental Psychology** **3 Credit Hours**
Prerequisite: The Study of Human Personality I and III, General Psychology, and consent of the instructor. A study of the theories and experimental designs leading to observations and conclusions in areas such as sensation and perception, learning, emotions, personality, motor skill, etc. Student laboratory work in experimentation is developed.
- 36-319 Guided Study in Personality** **3 Credit Hours**
Prerequisite: The Study of Human Personality I, II, and III. Instructor-student planned projects in selected areas of human personality.
- 36-323 Seminar in the Study of Personality I** **3 Credit Hours**
Prerequisite: Consent of instructor. Intensive studies; problems of theorizing and investigating in special areas of human personality.
- 36-324 Seminar in the Study of Personality II** **3 Credit Hours**
Prerequisite: Seminar in the Study of Human Personality I. Advanced and specialized work.
- 36-325 Research Seminar in Social Psychology** **3 Credit Hours**
Prerequisite: Consent of Division. Intensive studies in specialized areas of social psychology.
- 36-326 Research Methods in Psychology** **3 Credit Hours**
Prerequisite: Specialization in the area and written consent of the instructor. The use of various research techniques in the study of human personality.
- 36-327 Psychology of Learning** **3 Credit Hours**
Prerequisite: Educational Psychology. Learning theories related to behavior, personality and teaching.
- 36-328 Psychology of Mental Health** **3 Credit Hours**
Prerequisites: Study of Human Personality I, II and III and General Psychology or equivalents. The study of human personality from the mental health point of view.
- 36-329 Adolescent Psychology** **3 Credit Hours**
Prerequisite: General Psychology or The Study of Human Personality I. The nature of adolescent development and adjustment; physical, intellectual, emotional and social aspects. (Formerly 36-214)
- 36-331 Tests and Measurements** **3 Credit Hours**
Prerequisite: Educational Psychology or Child Psychology or equivalents. Principles and methods of measurement and evaluation; elementary statistical concepts; reliability and validity; interpretation of test results; standards for psychological and educational tests; principles of test construction; the use of psychological and educational tests in school testing programs; laboratory in teacher made tests.
- 36-412 Advanced Child Psychology** **3 Credit Hours**
Prerequisites: Graduate standing, Child Psychology and Educational Psychology. Focus on methodological problems specific to research and service in the child area; review and discussion in depth of significant areas of research and service in the field of child psychology, including current research.

- 36-414 Advanced Adolescent Psychology** **3 Credit Hours**
Prerequisites: Graduate standing, Educational Psychology and Adolescent Psychology. A comprehensive presentation of theory, research and service in adolescent development. Focuses on intellectual, social, personal, physical and emotional growth, problems of personality, adjustment, interpersonal relationships, identity and approaching adulthood.
- 36-421 Introduction to Clinical Psychology** **3 Credit Hours**
Prerequisites: Graduate standing and Tests and Measurements. Includes a study of the history of clinical psychology as a science and as a profession; the use of diagnostic tools, clinical evaluation, psychotherapy, research in clinical problems and interpretation of clinical reports in the assessment of individuals.
- 36-425 Didactic Group Psychotherapy I** **3 Credit Hours**
Prerequisites: Acceptance for candidacy in the graduate program for Teachers of Emotionally Disturbed Children. Group Psychotherapy viewed and studied by those experiencing the process. Concepts of commonality of problems, identification, catharsis, transference and insight emerge during the course of therapy. Designed to encourage understanding of self and others. For those who intend to work with severely emotionally disturbed children.
- 36-426 Didactic Group Psychotherapy II** **3 Credit Hours**
Prerequisite: Didactic Group Psychotherapy I. Pre-supposes and continues Didactic Group Psychotherapy I.
- 36-431 Psychoanalytic Theories of Personality** **3 Credit Hours**
Prerequisite: Psychology of Personality. This course systematically compares the central concepts of Freudian and Neo-Freudian analytic psychology. Special emphasis is placed upon the contributions of ego psychology. Implications for learning and for normal and abnormal personality development are considered.
- 36-441 Seminar in Personality Dynamics** **3 Credit Hours**
Prerequisite: Psychology of Personality. This course provides for an intensive study and evaluation of the basic viewpoints of contemporary theories of personality. Emphasis is placed upon the development of a conceptual framework within which theoretical systems and problems can be considered.
- 36-451 Seminar in Research Methodology** **3 Credit Hours**
Prerequisites: Tests and Measurements, Psychology of Exceptional Children, Statistical Methods in Psychology, eligibility for Master's Degree Candidacy, and consent of program adviser. Formulating hypotheses and researchable questions; statistical procedures as related to design of experiments, with particular reference to the major types of experimental design in human research.
- 36-453 Research Seminar in Guidance and Counseling** **3 Credit Hours**
Prerequisite: Practicum I in Guidance and Counseling. Designed to acquaint the student with research findings and appropriate research techniques in the areas of guidance and counseling. Critical evaluation of research will be emphasized.
- 36-454 Counseling the Handicapped** **3 Credit Hours**
Prerequisites: Counseling and Personal Adjustment, Psychology of Exceptional Children, Psychology of Behavior Difficulties and Graduate Standing. Approaches considerations and specific problems pertinent to the adjustment, training and rehabilitation of individuals who have experienced disablement; understanding the impact of their disability upon attitudes, behaviors and adjustive processes; clinical and counseling approaches; review of research. Problem and approaches to counseling handicapped children and their parents.

37-311 Psychology of Exceptional Children 3 Credit Hours

Prerequisite: Educational Psychology and Child Psychology or equivalent. Identification of atypical children. Problems in identification, differential diagnosis and treatment of the mentally retarded, culturally disadvantaged, creative, intellectually gifted, emotionally handicapped, and physically handicapped. Implications for personality development and learning.

37-312 Psychology of Mentally Handicapped 3 Credit Hours

Prerequisite: Psychology of Exceptional Children. Criteria of mental deficiency, identification, differential diagnosis, etiology, guidance, treatment, and parental counseling. Implications of recent research for improvement of instruction, differential diagnosis, treatment and rehabilitation. The role of parent groups and social agency resources. Functions and services of professional personnel.

37-313 Psychology of the Gifted 3 Credit Hours

Prerequisite: Psychology of Exceptional Children. Problems of identification and characteristics: correlates of productivity and creativity; implications of research findings.

37-314 Psychology of Behavior Difficulties 3 Credit Hours

Prerequisite: Psychology of Exceptional Children. The interaction of family, social, cultural, physical, psychological and educational factors affecting the adjustment problems of the socially maladjusted and emotionally handicapped child; preventive and treatment programs. Special focus is placed upon dimensions of parent-child interaction and upon meeting the child's emotional needs in regular and special classes.

37-315 Psychopathology of the Brain Injured Child 3 Credit Hours

Prerequisite: Educational Psychology, Psychology of Exceptional Children. The relationship between brain injury, emotional disturbance, and cultural deprivation as causal factors in mental retardation. A developmental approach to the effects of brain injury on intellectual and personality development. Detailed consideration of handicaps of perception, concept formation, motor expression, speech and language. Implications of brain injury for the child's behavior, his education, and the integration of his family.

37-316 Principles of Speech Pathology for the Classroom Teacher 3 Credit Hours

Prerequisite: Psychology of Exceptional Children. Pathologies of Speech and Language structure—phonemic, morphologic and syntactic—as they appear in articulation, voice, stuttering, cleft palate, cerebral palsy, aphasia, deafness, and cultural deprivation will be studied. Physical, social and psychological determinants of the pathologies are discussed. A consideration of the teaching role in understanding, management and cooperation with the speech pathologist.

37-317 The Psychology of Language and Communication 3 Credit Hours

Prerequisite: The Study of Human Personality I, II, and III or equivalent. The study of communicative behavior: experimental phonetics, speech perception, statistical approach to language, individual differences, verbal behavior of children, role of learning, and the social approach.

37-318 The Psychology of Speech, Language and Thought in the Child 3 Credit Hours

Prerequisite: Psychology of Exceptional Children or consent of Program Adviser. Theoretical and research literature on the psychology of speech, language, and cognitive development will be read and discussed. The readings include those of Langer, Carroll, Spitz, Irwin and Vigotski. A major paper is required.

37-319 Guided Study in Exceptionality I 3 Credit Hours

Prerequisite: Psychology of Exceptional Children and consent of instructor. Special projects on exceptional children under supervision of a faculty adviser.

37-320 Guided Study in Exceptionality II 3 Credit Hours

Prerequisite: Guided Study in Exceptionality I. Research or Study projects on exceptional children in collaboration with or under supervision of a faculty adviser.

37-321 Seminar in Exceptionality 3 Credit Hours

Prerequisite: At least Psychology of Exceptional Children and written consent of the instructor. The experimental method is applied in a group research project in a specialized area of exceptionality.

37-411 Seminar in the Psychopathology of the Emotionally Disturbed Child 3 Credit Hours

Prerequisites: Psychology of Behavior Difficulties, Psychology of Personality. This course deals with the psycho-dynamics and symptomatology of the severe neuroses and psychoses of childhood. A psychoanalytic ego-psychology frame-of-reference is used. The content and assumptions underlying the frame-of-reference will be studied and the pathologies will be analyzed in terms of the frame-of-reference. The information thus gained will be generalized to other emotional disturbances of childhood.

37-412 Medical Aspects of the Exceptional Child 3 Credit Hours

Prerequisites: Graduate standing, Psychology of Exceptional Children, Psychopathology of the Brain Injured Child. This course is designed to provide the teacher of "exceptional children" some understanding of the problems as seen by the physician, particularly the pediatrician and neurologist. The way the physician approaches these problems, secures data, and formulates a diagnosis, as well as medical management will be discussed. A brief review of growth and development as well as neuro-anatomy and neuro-physiology will be presented.

37-441 Research Seminar in Exceptionality 3 Credit Hours

Prerequisites: Psychology of Exceptional Children, graduate standing, and consent of instructor. A study of research literature on special problems in exceptionality. Collaborative research under the supervision of a faculty adviser.

37-442 Thesis Credit in Exceptionality 3 Credit Hours

Prerequisites: Completion of all required courses in Master's Degree sequence, acceptance for candidacy, and consent of Adviser. A research project within the area of applicant's field of specialization.

37-491 Seminar in Teaching of Socially Maladjusted Children 3 Credit Hours

Prerequisites: Acceptance for candidacy in Sequence I for Teachers of Socially Maladjusted Children and completion of all required courses in that sequence. Special instructional problems and problems of classroom management of socially maladjusted children. Collaboration of school and social agencies. Preventive and intervention techniques.

37-492 Seminar in Teaching the Emotionally Disturbed Child

3 Credit Hours

Prerequisites: Acceptance for candidacy in Sequence II for Teachers of Emotionally Disturbed Children and completion of required courses in that sequence. Special instructional problems and problems in classroom management of emotionally disturbed children. Collaboration with social agencies and therapeutic personnel.

DIVISION OF THE SOCIAL SCIENCES

GENERAL SOCIAL SCIENCE

41-314 Scope and Methods of the Social Sciences

3 Credit Hours

Prerequisite: 47-215 Social Dynamics. The distinctive research emphases and methodological approaches of the various social sciences and related behavioral sciences. Selected aspects of the philosophy of science and their implications for research.

41-315 Field Seminar and Comparative Studies

3 Credit Hours

Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, archaeology, ethnology, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.

41-317 Human Ecology

3 Credit Hours

Principles and processes significant among the relationships existing between human communities and their environments.

41-318 Conservation of Natural Resources

3 Credit Hours

Concepts and principles in the management of natural resources: air, water, minerals, soil, forests, grasslands and wildlife.

41-319 Resource Development Policy and Planning

3 Credit Hours

Prerequisite: 41-318 Conservation of Natural Resources or permission of instructor. Physical, economic, social, and political factors involved in policy determination and planning for natural resource development. Special emphases upon relations between public and private enterprise, and policies for international resource development.

41-321 Guided Study in Human Ecology

3 Credit Hours

Special work in human ecology, resource development, etc.

41-323 Social Ethics

3 Credit Hours

Reading and discussion of essays dealing with major moral issues of the contemporary era, such as discrimination, suicide, birth control, and national security. The course demonstrates the method, as it presents the material, for teaching students to clarify and refine the conceptual apparatus of practical judgment.

41-324 Political Sociology

3 Credit Hours

Prerequisite: 47-215 Social Dynamics. Interrelationships of social structure, population characteristics, and political behavior. The role of interest groups in national, state, and local political processes and contemporary social trends and their implications are explored.

41-327 Guided Study in Human Ecology

2 Credit Hours

Special work in human ecology, resource development, etc.

41-328 Guided Study in Human Ecology

See 41-327 for description of course.

1 Credit Hour

41-331 The College Community

3 Credit Hours

Prerequisite: Comparative World Cultures II or consent of instructor. An examination of the college as an unique subcommunity in American urban culture, including historical and contemporary comparisons of outstanding experimental colleges. Involves a study of alternative patterns for campus organization and includes a required two or three day field trip to another college.

41-431 Thesis Seminar: General Social Science

6 Credit Hours

Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts Degree in the Teaching of General Social Science.

41-433 Thesis Seminar: American Studies

6 Credit Hours

Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts Degree in the Teaching of American Studies.

ANTHROPOLOGY

42-311 Kinship and Social Structure

3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology. The structure of society in terms of kinship groups. Analysis and comparison of the social and political life of non-literate and western peoples.

42-313 Guided Study in Anthropology and Sociology

3 Credit Hours

Methods, concepts, and special topics in anthropology: archaeology, ethnology, personality and culture, etc.

42-314 Religion, Society, and the Individual

3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology and/or 41-215 Social Dynamics or consent of instructor. Religion as a social institution is intensively analyzed as to its functions in non-literate and Western societies. Theoretical orientations from which religious institutions may be analyzed.

42-315 Family, Society and the Individual

3 Credit Hours

Prerequisites: Comparative World Cultures II, Social Dynamics or Cultural Anthropology or consent of instructor. Analysis of the family as a social system functioning within a large social framework. The two-directional role of the family, as the primary socializing agency acting on the individual and as the basic social unit interacting with increasingly complex levels of social structure, will be examined and evaluated in a variety of cultural frameworks. The generalizations developed through the use of this comparative approach will be used as a "filter" to view the forms, functions, and problems of the American family in a time perspective which emphasizes the changing nature of American society.

42-323 Guided Study in Anthropology or Sociology

2 Credit Hours

Methods, concepts, and special topics in anthropology: archaeology, ethnology, personality, and culture, etc.

42-325 Old World Prehistory

3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology and 42-314 Human Origins or consent of instructor. An intensive study of the beginnings of man's cultural development and of the cultural processes which led to food production, urbanization, and civilization in the Old World.

42-326 New World Prehistory 3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology and 42-341 Human Origins or consent of instructor. An intensive study of the problem of man's origins in the New World and of his cultural development there. Special attention will be focused upon the cultural factors which led to the development of the three centers of New World civilization: Aztec, Maya, and Inca.

42-333 Guided Study in Anthropology and Sociology 1 Credit Hour

Methods, concepts, and special topics in anthropology: archaeology, ethnology, personality and culture, etc.

42-343 Culture and Personality—Theory and Application 3 Credit Hours

Impact of culture on the development of the individual.

42-344 Racial and Cultural Minorities 3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology or consent of instructor. A survey of the problems of dominant and minority group relations throughout the world as a basis for a more specific look at the same problems on the American scene. Racial and cultural factors involved in group relationship will be evaluated in the light of current research and theory.

42-354 Economic Anthropology 3 Credit Hours

Prerequisites: Comparative World Cultures I, Comparative World Cultures II, Comparative Economic Systems or consent of instructor. Economic Anthropology deals with the economic aspects of culture using cross-cultural analyses. Particular emphasis is placed on the implications of these analyses for an understanding of the newly emerging nations of the world.

42-355 History of Anthropological Theory 3 Credit Hours

Prerequisite: 42-212 Cultural Anthropology. A brief historical survey of the major developments of anthropological theory which led to the present-day theoretical formulations.

42-361 Senior Seminar in Anthropology and Sociology 3 Credit Hours

Prerequisite: 15 hours of Anthropology-Sociology or consent of instructor. Following a review of the field, the student will devote most of his time to preparation, discussion, and critique of a senior project based on library, field or laboratory work.

GEOGRAPHY

43-311 World Regional Geography 3 Credit Hours

A study of the major geographic regions of the world with particular emphasis upon the relationships existing between the physical and cultural elements of the environment and the activities of man; world transportation and trade routes; the interdependence of peoples, and the contributors of the major regions to world commerce; a prerequisite for studying all the advanced regional courses for geography majors. Comparative World Cultures may be substituted. Credit cannot be received for both 41-111 and 43-111.

43-312 Economic Geography 3 Credit Hours

The worldwide production, distribution, and consumption of the principal commercial products of the farm, range, forest, mine and sea.

43-313 Cultural Geography 3 Credit Hours

World cultural regions and their relationships to each other; world population distribution; the significance of population densities; rural and urban settlement types; determinants of settlement patterns; habitat geography.

43-314 Political Geography 3 Credit Hours

Prerequisite: Consent of instructor. The differences in territorial control which exists from place to place in relation to landforms, population distribution, economic activities, etc. Areas of current friction between nations.

43-315 World Agricultural Geography 3 Credit Hours

Prerequisite: Economic Geography or consent of instructor. World distribution of crops and domesticated animals in relation to natural and cultural conditions.

43-317 Urban Geography 3 Credit Hours

An application of geography to the interpretation of urban settlement using both tropical and regional approaches. Emphasis is on major local cities. Field trips.

43-318 Conservation of Natural Resources 3 Credit Hours

Concepts and principles in the management of natural resources: air, water, minerals, soil, forests, grasslands, and wildlife.

43-321 Oceanography 3 Credit Hours

Physical and biological geography of the sea. Physics and chemistry of sea water; ocean boundaries and bottom topography; hydrodynamics—currents, tides, waves, relationship to marine biology. Three hours of lecture.

43-331 Geography of Illinois 3 Credit Hours

Prerequisite: 43-333 Geography of Anglo-America or consent of instructor. A detailed study of geographical factors and regional patterns within the State of Illinois. Field trips.

43-332 Geography of Africa 3 Credit Hours

A general survey of Africa's geographical background as an environment for human activity.

43-333 Geography of Anglo-America 3 Credit Hours

An introduction to the regional approach in geography with Anglo-America and especially the United States, the example.

43-334 Geography of Asia 3 Credit Hours

A study of the present importance of the various nations of Asia with reference to the geographic factors of landform, climate, natural vegetation, soil, economic development, social and political structure as well as to the regional setting and relation.

43-335 Geography of Australia and the Islands of the Pacific 3 Credit Hours

The geographic study of Australia, New Zealand, Melanesia, Micronesia, and Polynesia.

43-336 Geography of Caribbean America 3 Credit Hours

An analysis of the physical settings, population characteristics, economic development and political relations of Mexico, Central America, and the West-Indian Islands.

- 43-337 Geography of Europe** **3 Credit Hours**
A study of the countries of Europe showing the geographic basis for their social, economic, and political development as well as the regional settings and relations.
- 43-338 Geography of Mediterranean** **3 Credit Hours**
Prerequisite: 43-337 Geography of Europe or consent of the instructor. The geographical study of the Mediterranean countries in Europe, Asia, and Africa.
- 43-339 Geography of South America** **3 Credit Hours**
A geographic study of the natural environment, population characteristics, agricultural and industrial production, and political relationships of the South American countries.
- 43-341 Geography of Southeast Asia** **3 Credit Hours**
Prerequisite: Geography of Asia or consent of the instructor. The geographic study of the Philippines, Indonesia, Vietnam, Laos, Cambodia, Malaysia, Thailand, and Burma.
- 43-342 Geography of Soviet Union** **3 Credit Hours**
Prerequisite: Geography of Europe and Asia or consent of the instructor. The USSR from both a topical and regional approach. Emphasis is on her internal strength and exterior relations.
- 43-343 Polar Geography** **3 Credit Hours**
A geographical study of Antarctica and the North Polar area.
- 43-344 Geography of China, Japan, and India** **3 Credit Hours**
Prerequisite: Geography of Asia or consent of the instructor. A geographic study of China, Japan, and India; emphasis is on their over-all physical patterns and human resources, as well as relations with the rest of the world.
- 43-346 Geography of Metropolitan Chicago** **3 Credit Hours**
An appraisal of the geographical factors for developing Chicago and its individual environs. Detailed study of the communities within Chicago and its suburbs in Illinois, Indiana, and Wisconsin. Field trips.
- 43-351 Statistics for Geographers and Earth Scientists** **3 Credit Hours**
Introduction of the application of the statistical principles and techniques to the geographical studies as well as to the problems in other earth sciences.
- 43-352 Guided Study in Geography** **3 Credit Hours**
Special work in regional or topical geography of student's choice, subject to approval of the instructor.
- 43-371 Geomorphology** **3 Credit Hours**
Prerequisite: Physical Geography. World landforms, their origins and relationships to diastrophism, volcanism, weathering and erosion.
- 43-372 Physiography of the Americas** **3 Credit Hours**
Prerequisite: Physical Geography or World Regional Geography. Evolution, utilization, and classification of landforms in the physiographic provinces of North and South America.

- 43-373 Biological Geography** **3 Credit Hours**
A study of the geographical distribution of living organisms and the principles underlying this distribution. Three hour lecture period.
- 43-374 Cartography** **3 Credit Hours**
Instruction and practice in the fundamentals of map interpretation, projection, and construction. Lectures and lab exercises.
- 43-411 Scope and Philosophy of Geography** **3 Credit Hours**
The historical development of geography as a science; its contents, subdivisions and methods of study.
- 43-431 Thesis Seminar: Geography** **6 Credit Hours**
Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts Degree in the Teaching of Geography.

HISTORY

- 44-312 American Revolution 1763-1789** **3 Credit Hours**
Prerequisites: Comparative World Cultures III and Main Currents in American History. An intensive study of the events leading to American Independence; social and political changes accompanying independence; America under the articles of Confederation; the writing and adoption of the Constitution.
- 44-313 Medieval Europe** **3 Credit Hours**
Prerequisite: Comparative World Cultures III or Western Civilization Sequence 3000 B.C. to the Present. An upper level course focusing on the major themes of the Middle Ages in Europe with emphasis on Western Europe.
- 44-314 The French Revolution** **3 Credit Hours**
Prerequisite: Comparative World Cultures III or Western Civilization 1700 to the Present. Intellectual and social background of the revolution in the middle and late 18th century; the revolutionary decade in France and its effect on Europe, 1789-1799; Napoleon and the internationalization revolutionary reforms, 1800-1815.
- 44-315 Renaissance and Reformation** **3 Credit Hours**
Prerequisite: Comparative World Cultures III or Western Civilization, 1700 A.D. to the Present. Intellectual, political, and economic developments in Italy and the rest of Europe, 1300-1500; the religious crisis within Roman Catholicism and the genesis and growth of the Protestant movement, 1360-1556.
- 44-316 Constitutional History of the United States** **3 Credit Hours**
Prerequisite: Main Currents in American History. Recommended: One year of college level American History. This is an upper level and graduate level credit course, involving the study of the historical background of the United States Constitution; the basics of law necessary to understanding a judicial process; tracing of themes of constitutional law of development.
- 44-317 History of the Second World War** **3 Credit Hours**
Prerequisite: Main Currents in American History. Recommended: One year of college level American History. An intensive study of the Second World War in its global aspects and implication, to include post-war developments and the cold war.

- 44-319 Civil War and Reconstruction: 1861-1877** 3 Credit Hours
Prerequisites: 44-213 Main Currents in American History; 44-214 United States History: 1607-1865 and 44-332 The Coming of the Civil War strongly recommended. A study of military, political, constitutional, social, and economic developments during the Civil War; presidential and congressional reconstruction; radical reconstruction in the southern states; the weakening and abandonment of reconstruction.
- 44-321 Nineteenth Century Europe** 3 Credit Hours
Prerequisite: Comparative World Cultures III. The course emphasizes those massive events and changes which affected large regions of Europe: the great movements of Nationalism, Romanticism, Liberalism, Imperialism and the Industrial Revolution.
- 44-322 Europe in the Twentieth Century** 3 Credit Hours
Prerequisite: One year of college history. Political, social, and economic development of Europe in this century.
- 44-324 History of United States Foreign Relations** 3 Credit Hours
Prerequisite: Main Currents in American History. Foreign policy, diplomacy, and other relationships with the rest of the world, from independence to the present.
- 44-325 World in the Twentieth Century** 3 Credit Hours
Prerequisite: One year of college history. World developments, including the causes and consequences of the two world wars, their impact on the non-European world, the rise of World Communism, the breakup of the colonial empires, etc.
- 44-326 History of the Far East** 3 Credit Hours
Prerequisite: Comparative World Cultures III. This course will broadly survey the history of the Asians from early times to around the beginning of the Twentieth century. The course will stress the traditional religious philosophies, cultures, and ways of life of the Asians. Special emphasis will be given to the peoples of India, Pakistan, China, Japan, and to selected areas of Southeast Asia.
- 44-327 History of Latin America** 3 Credit Hours
Prerequisite: Comparative World Cultures III. Historical development, emphasizing the period since the achievement of independence.
- 44-328 History of Africa** 3 Credit Hours
Prerequisite: Comparative World Cultures III. Historical survey from early times to the present, emphasizing the area south of the Sahara.
- 44-329 History of England** 3 Credit Hours
Prerequisite: Comparative World Cultures III. Beginning with 1688, this course traces the development of English History through the Industrial Revolution, Empire building, and two world wars to the present. Both a chronological and thematic approach is utilized in order to deal with the mass of material included in the course objectives.
- 44-331 The Ancient Mediterranean World: Prehistory to 476 A.D.** 3 Credit Hours
Prerequisites: Comparative World Cultures III, or Western Civilization Sequence 3000 B.C. to the Present. An upper level course focusing on the development of Civilization in Ancient Egypt, Mesopotamia, Persia, Classical and Hellenistic Greece, the Roman Republic and the Roman Empire.

- 44-332 The Coming of the Civil War** 3 Credit Hours
Prerequisite: 44-213 Main Currents in American History, United States History: 1607-1865 strongly recommended. An intensive study of the various political, social, and economic factors that led to the breakdown of constitutional government and the beginning of the Civil War.
- 44-333 United States History: 1900-1933** 3 Credit Hours
Prerequisite: One year of American history on the college level. An in-depth view of political, social, economic, and intellectual development in the United States between the Progressive Movement and the New Deal, with particular emphasis on American involvement in the First World War.
- 44-334 United States History: 1933 to Present** 3 Credit Hours
Prerequisite: One year of United States History on the college level. An in-depth treatment of domestic American History and foreign policy between the New Deal and the present, with particular emphasis on the role of this country as a world power.
- 44-336 Guided Studies in History** 3 Credit Hours
Intensive studies in selected subjects and periods of history.
- 44-337 Guided Studies in History** 2 Credit Hours
Intensive studies in selected subjects and periods of history.
- 44-338 Guided Studies in History** 1 Credit Hour
Intensive studies in selected subjects and periods of history.
- 44-341 Intellectual History of the United States: 1607-1865** 3 Credit Hours
Prerequisites: Comparative World Cultures III and Main Currents in American History. An upper undergraduate and graduate level course designed to introduce the student to the major ideological systems in the colonial and national periods. Political and religious philosophy is treated as well as key individual thinkers.
- 44-342 Intellectual History of the United States: 1865 to the Present** 3 Credit Hours
Prerequisites: Comparative World Cultures III and Main Currents in American History. An upper undergraduate and graduate level course covering the modern period in intellectual history. The approach is similar to the first half of the course. It is not required, however, to take the courses in sequence. Each one is independent. Social Darwinism, pragmatism, and liberalism are three of the intellectual systems studied.
- 44-343 Colonial History of the United States: 1607-1775** 3 Credit Hours
Prerequisite: 44-213 Main Currents in American History. This intensive study of Colonial History will attempt to study the nature of Colonial government, town life, literature, as well as a comparison of the development of major colonies. Key personalities of the period such as Benjamin Franklin, Cotton Mather, Jonathan Edwards, and Thomas Jefferson will be dealt with in detail. The course is designed for American History majors who have had background in the field.

44-344 The History of the South: 1877 to the Present 3 Credit Hours

Prerequisite: 44-213 Main Currents in American History. This is an intensive study of the politics of the South after Reconstruction, the emergence of the industrial South, the Negro's place in this new situation, as well as the rise of segregation at the turn of the century. Particular attention will be given to the problem of the Negro and the value system of the South in light of present civil rights considerations. How the South has accommodated itself to 20th century living will be another theme treated.

44-345 Historical Perspectives on American Society and Culture: 1815-1960 3 Credit Hours

Prerequisites: Comparative World Cultures III and Main Currents in American History. A study of changing American cultural patterns and social structure, under the impact of changing technology; concepts and data from anthropology and sociology will be used within a historical setting.

44-351 History of Russia 3 Credit Hours

Prerequisite: Comparative World Cultures III. This course treats with the fundamental characteristics of Russian social, political, economic and intellectual development. Major consideration will be given to an analysis of the nineteenth and twentieth centuries.

44-361 Intellectual History of Europe: 1500-1789 3 Credit Hours

Prerequisite: Comparative World Cultures III. This course will cover intellectual "progress" from the late Renaissance down to the French Revolution. It will include an emphasis on the scientific developments, the intellectual impact on Europe of the overseas discoveries, philosophy, religion, literature and art. Wherever possible, the relationship between changing ideas and philosophies and political developments will be brought out.

44-362 Intellectual History of Europe: 1789 to the Present 3 Credit Hours

Prerequisite: 44-361. This course will cover the impact of the French Revolution and trace the intellectual developments from that time to the present. It will include sections on science, philosophy, literature and art, and like the above course, will bring out the interrelationship between intellectual and political developments.

44-363 History of Chinese and Japanese Thought 3 Credit Hours

Prerequisite: Comparative World Cultures III. This course will survey the content and evolution of such ideologies as Confucianism, Taoism, Legalism, Buddhism, Shinto, Democracy, Socialism, and Communism in China and Japan. The course will stress the relationship of these ideologies to the traditional and modern life of the people.

44-364 Asia in the 20th Century 3 Credit Hours

Prerequisite: History of the Far East or consent of the instructor. This course follows the course entitled History of the Far East and covers the period from approximately the beginning of the 20th century to the present. Among other topics, the course will describe and analyze the political, economic, and social forces that are compelling the Asians to uproot, review, and change conceptions and practices deeply rooted in the past. Special emphasis will be given to the countries of India, Pakistan, China, Japan, and selected areas of Southeast Asia.

44-371 History of Science 3 Credit Hours

Prerequisite: Eight hours physical science and eight hours biological science. Development of scientific method and natural sciences from ancient civilization to the present.

44-372 History of Western Philosophy: Ancient and Medieval 3 Credit Hours

Basic philosophical ideas encountered in the history of western civilization from the Greek world to the Renaissance. Original writings of Plato, Aristotle, Augustine, and Aquinas are critically examined.

44-373 History of Western Philosophy: Modern 3 Credit Hours

Basic philosophical ideas encountered in the history of western civilization from the Renaissance to the present day. Original writings of some of the major representative thinkers, such as Descartes, Leibniz, Locke, Hume and Kant, are critically examined.

44-431 Thesis Seminar: History 3 Credit Hours

Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts Degree in the Teaching of History.

44-451 Historiography and Historical Method 3 Credit Hours

A course required of all students working in the graduate program in history. The course aims to give the student historical understanding, philosophies of history and methods of historical research.

POLITICAL SCIENCE

45-311 Policy-Making in American National Government 3 Credit Hours

Prerequisite: Comparative Political Systems or consent of the instructor. An advanced undergraduate and graduate level course. Case study and systematic analysis of legislative, executive, administrative, and judicial policy-making processes at the national governmental level.

45-312 Modern European Governments 3 Credit Hours

Prerequisites: Comparative Political Systems or consent of instructor. An analytical and comparative study of the politics and government of the major European nations.

45-313 Contemporary International Relations 3 Credit Hours

Basic principles and problems; emphasis on the contemporary problems and issues of international political life.

45-314 State and Local Government 3 Credit Hours

Various forms of local government, their institutions and processes; American state governments, including Illinois government; the relationships between the several levels of government.

45-315 Political Parties and Pressure Groups 3 Credit Hours

Public opinion, propaganda techniques, and party system; first hand observation of the political process.

45-316 War and Peace 3 Credit Hours

War as a social institution; causes of war and conditions of peace; proposals and prospects for a peaceful world order.

- 45-317 Guided Studies in Political Science** 3 Credit Hours
Intensive investigation into special topics.
- 45-318 Municipal Government** 3 Credit Hours
Principles and problems of city politics and administration; first-hand observation of the political process.
- 45-319 International Law and Organization** 3 Credit Hours
International law of war and peace; organization and activities of world and regional organizations.
- 45-321 Political Theory** 3 Credit Hours
Analysis and evaluation of the history, development, decline, and resurgence of political theory, study of democratic theory and competing ideologies; relationship of theory and research.
- 45-322 Politics and Government of South America** 3 Credit Hours
Prerequisite: Comparative Political Systems. An examination of the various political systems currently existing on the continent of South America with comparisons of conditions and institutions of the various countries.
- 45-323 Government in New Nations** 3 Credit Hours
Prerequisites: Comparative Political Systems or consent of the instructor. The comparative analysis of political systems in the developing nations. Attention is centered on the nations of Southeast Asia, Africa, and Latin America.
- 45-326 Constitutional Foundations of Freedom** 3 Credit Hours
Prerequisite American Government or consent of the instructor. An analysis of the Bill of Rights and other provisions of the United States and Illinois Constitutions dealing with fundamental rights and freedoms. The role of the United States Court in determining policy. Contemporary problems in preserving and promoting fundamental freedoms for everyone.
- 45-327 Guided Studies in Political Science** 2 Credit Hours
Intensive investigation into special topics.
- 45-328 Seminar in Domestic Politics and Government** 3 Credit Hours
Prerequisite: Consent of adviser. Advanced discussion course requiring the writing and presentation of research papers.
- 45-329 Seminar in Comparative Politics** 3 Credit Hours
Prerequisite: Consent of adviser. Advanced discussion course requiring the writing and presentation of research papers.
- 45-331 Seminar in International Relations** 3 Credit Hours
Prerequisite: Consent of adviser. Advanced discussion course requiring the writing and presentation of research papers.
- 45-337 Guided Studies in Political Science** 1 Credit Hour
Intensive investigation into special topics.

- 45-341 Governments in Asia** 3 Credit Hours
Prerequisite: Contemporary International Relations or consent of instructor. This course will compare selected governments in Asia. A variety of governments will be compared in order to give the students a broad and realistic view of the political systems now current in Asia. The course will study the political systems of Communist China, Japan, India, Pakistan, and several Southeast Asian countries.
- 45-342 International Relations in Asia** 3 Credit Hours
Prerequisite: Contemporary International Relations or consent of the instructor. This course will analyze and describe the basis of the foreign policies of various Asian nations. Attention will be given to the relation among the Asian nations as well as their relations to other areas of the world.
- 45-431 Thesis Seminar: Political Science** 6 Credit Hours
Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts Degree in the Teaching of Political Science.

ECONOMICS

- 46-311 The American Economy I** 3 Credit Hours
- 46-312 The American Economy II** 3 Credit Hours
An introductory analysis of American economic institutions and processes, and major problems of national economic policy.
- 46-313 The Economic History of Europe** 3 Credit Hours
Prerequisite: Comparative World Cultures III or History of Western Civilization: 1700-Present. A study of the development of the modern economic system and institutions of Europe from their late Medieval and Renaissance beginnings: the revival of trade, the growth of towns, the Commercial Revolution, the development of new systems of economic thought to support capitalism, the Industrial Revolution, the rise of new economic forms such as socialism, modified capitalism, and "mixed" economies in the Twentieth Century.
- 46-314 The Development of Economic Thought** 3 Credit Hours
Prerequisite: Comparative Economic Systems or consent of the instructor. A survey of the major streams of economic thought from 1776 to the present.
- 46-316 Guided Study in Economics** 3 Credit Hours
Intensive study of special topics of economics.
- 46-321 The Indian Experiment in Economic Development** 3 Credit Hours
Prerequisite: Introductory Economics. This course deals with the problem of economic underdevelopment in India using an interdisciplinary focus. The causes of underdevelopment as well as the policies designed to overcome such underdevelopment are discussed in terms of the total cultural complex of a society.
- 46-331 American Economic History** 3 Credit Hours
Prerequisite: Introductory Economics or Comparative Economic Systems and Main Currents in American History. This course has two basic aims:
1. To survey American economic history from the colonial period to the present.
 2. To acquaint the student with controversial issues and interpretations in American history.

- 46-332 Government and Business** 3 Credit Hours
This course has three basic aims:
1. To provide an understanding of why government plays a larger role in economic life today;
 2. To provide a description of contemporary government participation in the economy;
 3. To suggest possible future directions of government's role in the economy.

SOCIOLOGY

- 47-311 Guided Study in Communication and Social Influence Processes** 3 Credit Hours

Prerequisite: Consent of instructor. A tutorial course on sociological and social-psychological aspects of communication and social influence processes. Study of: the functions and effects of the media of public communication; the social, political, and economic contexts within which the media function; the determinants of media impact upon opinions, attitudes, and values; communication systems and social structure.

- 47-316 Urban Ecology** 3 Credit Hours

A study of urban characteristics, emphasizing the Chicago metropolitan area, analysis of geographical, ecological, and sociological processes that effect pattern of city structure and function. Consideration of current urban issues such as housing, civil rights and anti-poverty programs. Field work.

- 47-322 Social Change** 3 Credit Hours

An introductory course which will provide an interdisciplinary and cross-cultural view of selected political, economic, and social processes and problems associated with social change in contemporary society. Emphasis will be upon the institutional contexts of recent social change.

- 47-325 Advanced Social Dynamics** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics or consent of instructor. An advanced level course for students who have successfully completed the basic course in Social Dynamics. An advanced, interdisciplinary analysis of contemporary society, focusing upon selected institutions and processes of social control. Emphasis will vary from trimester to trimester. Social influence processes (communication, socialization, and educational processes) and political and economic control mechanisms will be selected for intensive study.

- 47-326 Sociology of Knowledge** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics. Emphases and orientations of systems of knowledge in relation to societal organization; the intellectual elites and their role in society.

- 47-329 Guided Study in Learning Theory and Communication Research** 3 Credit Hours

Prerequisite: Psychology of Learning, Research Seminar in Learning I, and/or consent of instructor. An advanced undergraduate tutorial course in which a learning-theory framework will be applied to the analysis of the impact of communication upon attitudes, opinions and values.

- 47-332 Education As a Social Institution** 3 Credit Hours

Education as a cultural universal; the mutual influences of social institutions and education; factors involved in socialization of student personality.

- 47-333 Work and Society** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics or 47-316 Urban Ecology or consent of instructor. The relations of work patterns to total societies; interaction and relationships within the work situation; the tensions and conflicts of the occupational and professional roles; socialization into occupational and professional roles.

- 47-334 Collective Behavior** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics or 47-316 Urban Ecology or consent of instructor. The study of behavior in relatively unstructured situations. The analysis of behavior in crowds, mobs, and disaster situations. The study of social movements, cults, fads, etc.

- 47-335 Sociological Theory** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics. The history of social thought; the various interpretations of societal patterns. The theoretical orientations of the "fathers" of sociology; the logic of theory construction and its relations to methods of studying societies.

- 47-336 Development and the Management of Change** 3 Credit Hours

Prerequisite: 41-215 Social Dynamics, 41-322 Social Change. Technological, historical, economic, political, demographic, cultural, and social-organizational aspects of development planning and administration, with particular reference to programs of managed change in underdeveloped areas. Models of development theory and review of selected literature. (Area emphasis varies.)

- 47-431 Thesis Seminar: Sociology** 6 Credit Hours

Prerequisite: Acceptance to degree candidacy. Guidance of students conducting research and writing a thesis.

DIVISION OF NATURAL SCIENCES

INTERDISCIPLINARY COURSES

- 51-311 Science, Curriculum and Methods for the Primary Grades** 3 Credit Hours

A course to aid in the development of competency in the teaching of science in the primary grades. Content concepts and principles will be developed by subject area specialists and modern approaches to methodology will be demonstrated by experienced primary level teachers.

- 51-313 Seminars in Biological Science** 1 Credit Hour

Prerequisite: Advanced standing with major concentration in biology, or consent of instructor. Selected problems; aspects of modern research.

- 51-341 Fortran and Numerical Analysis for Scientists** 3 Credit Hours

Prerequisites: 52-300, Analysis II. An introduction to the use of computers in solving scientific problems. Fortran programming is fully described and applied to several common types of problems.

51-371 History of Science

Prerequisite: Eight hours physical science and eight hours biological science. Development of scientific method and natural sciences from ancient civilization to the present.
(Formerly 5-121-3)

5 Credit Hours**51-414 Seminar in Research**

Prerequisite: Acceptance to candidacy with thesis option. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts Degree in the Teaching of Science.

EARTH SCIENCE**53-311 Mineralogy****3 Credit Hours**

Prerequisites: 54-211 Chemistry and 51-213—Earth Science or 53-211 Physical Geology. Composition, structure occurrence, and uses of common rock forming and ore minerals; physical and chemical properties used in their identification.

53-312 Structural Geology**3 Credit Hours**

Prerequisite: 51-213 Earth Science or 53-211 Physical Geology. Description and classification of geologic structures—folds, faults, joints, plutons, etc.; principles of rock deformation; interpretation of geologic maps; tectonic and geotectonic theories.

53-313 Stratigraphy and Sedimentology**5 Credit Hours**

Prerequisites: 53-212 Historical Geology, 51-213 Earth Science or 53-211 Physical Geology. Formation, composition, sequence, and correlation of stratified rocks of earth's crust; sedimentary rocks and the process by which they were formed.

53-314 Paleontology**3 Credit Hours**

Prerequisites: 53-212 Historical Geology, 58-211 Animal Kingdom. Animal and plant fossils—morphology, taxonomy, ecology—with emphasis on invertebrate forms; applications to correlation and dating, paleoclimatology.

53-318 World Regional Geology**3 Credit Hours**

Prerequisite: 53-212 Historical Geology. Introduction to the comparative structure, stratigraphy, and geologic evolution of the continents, with emphasis on North America and Europe.

53-319 Petrology**3 Credit Hours**

Prerequisite: 53-311 Mineralogy. Petrography and petrogenesis of the most common rocks.

53-321 Oceanography**3 Credit Hours**

Prerequisite: None. Physics and Chemistry of sea water; ocean boundaries and bottom topography; hydrodynamics—currents, tides, waves; relationship to marine biology.

53-322 Economic Geology**3 Credit Hours**

Prerequisite: 51-213 Earth Science or 53-211 Physical Geology. Geologic occurrence and origin of mineral deposits and fuels; geological, geochemical, and geophysical exploration and prospecting methods; economic and political implications in local, national, and international policy.

53-324 History of the Geological Sciences**1 Credit Hour**

Prerequisite: None. Growth of key concepts in geology and related sciences and the men who were responsible for them.

53-325 Seminars in Earth Science**1 Credit Hour**

Prerequisite: Advanced standing with major concentration in Earth Science, or consent of instructor. Selected topics of current research interest.

53-326 Individual Study in Earth Science**3 Credit Hours**

Prerequisite: Consent of instructor. Research in the geological sciences, oceanography, meteorology, or astronomy.

53-371 Geomorphology**3 Credit Hours**

Prerequisite: 51-213 Earth Science, 53-211 Physical Geology or 53-271 Physical Geography. World landforms, their origins and relationships to diastrophism, volcanism, weathering and erosion.

CHEMISTRY**54-317 Advanced Inorganic Chemistry****4 Credit Hours**

Prerequisite: Credit in Physical Chemistry. Nuclear and extra-nuclear atomic structures and their relation to the properties of the elements and their compounds; types of bonding; survey of the periodic relationships; preparations and application of the elements and their compounds.
(Formerly 52-317)

54-324 Instrumental Analysis**4 Credit Hours**

Prerequisite: Physical Chemistry. Chemical and instrumental methods of analysis and their applications to the quantitative study of chemical reactions.
(Formerly 52-313)

54-332 Identification of Organic Compounds**4 Credit Hours**

Prerequisites: Organic Chemistry II, Physical Chemistry I. Chemical, physical and spectroscopic methods and their use in the separation, purification and identification of organic compounds.

54-334 Advanced Organic Chemistry**4 Credit Hours**

Prerequisites: Organic Chemistry II and Physical Chemistry I. A more advanced treatment of organic reactions with emphasis on reactive mechanism and factors, such as resonance, inductive effect and steric hindrance, which affect the rate of organic reactions. Some modern synthetic methods are also discussed.

54-341 Physical Chemistry I**4 Credit Hours**

Prerequisite: General Chemistry II. A thorough study and mathematical treatment of the laws governing chemical and physical changes. Laboratory work included.
(Formerly 52-300 and 52-312)

54-343 Physical Chemistry II**4 Credit Hours**

Prerequisite: Physical Chemistry I. The work of Physical Chemistry I is extended to include the study and application of more advanced phenomena.
(Formerly 52-301 and 52-312)

54-346 Radiochemistry**4 Credit Hours**

Prerequisite: Credit in Physical Chemistry. Properties of radioactive nuclei, nature of radioactivity, nuclear structure, nuclear reactions and interactions of radiation with matter.
(Formerly 52-318)

BIOLOGY

- 56-311 Genetics** **3 Credit Hours**
Prerequisite: 2 semesters of Biology. An introduction to the traditional Mendelian concepts, and to contemporary concepts of heredity, and its cytological mechanisms.
- 56-312 Evolution** **3 Credit Hours**
Prerequisite: 2 semesters of Biology. A reading lecture-discussion course on the facts, theories, and principles of organic evolution. 3 periods.
- 56-313 Biochemical Genetics** **3 Credit Hours**
Prerequisite: Genetics and Biochemistry. The gene concept and mechanism of gene action: DNA and genetic coding, code translation, replication, chemical aspects of mutation, gene-protein and gene enzyme relationships, intracellular integration of gene action. 3 hrs. Lab. and 2 hrs. lecture discussion per week.
- 56-314 Cellular Physiology** **3 Credit Hours**
Prerequisite: Biochemistry. Energy metabolism and biosynthesis, factors influencing and determining relative rates of their component metabolic reactions. 3 hrs. Lab. and 2 hrs. Lecture-discussion per week.
- 56-315 Biophysics** **3 Credit Hours**
Prerequisite: 8 hrs. Physical Science and 8 hrs. Biological Science. Utilization of physical principles as unifying concepts in the understanding of biological phenomena at the molecular, cellular, and organismic levels. 3 hrs. Lab. and 2 hrs. Lecture-discussion per week.
- 56-316 Biochemistry** **3 Credit Hours**
Prerequisite: 8 hours of Biological Science. A study of the chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins and minerals associated with animal and plant life. 2 hours Lecture and 3 hours lab.
- 56-317 General Ecology** **3 Credit Hours**
Prerequisite: 2 semesters of biology or consent of instructor. Basic principles applicable to inter-relationships between living things and their environment, their exemplification by observation in the field. The current danger of disturbing balances generally in nature and by environment contamination. 3 hours of Lecture. Six 6-hour days in the field.
- 56-318 General Microbiology** **3 Credit Hours**
Prerequisites: 8 hours of Biological Science. A study of micro-organisms, including bacteria, molds, yeasts, actinomycetes, viruses, rickettsias, and protozoa; their cultivation and laboratory study; methods of control; their importance in soils, industry, disposal of sewage, and spoilage of foods; production of disease and immunity. 2 hours Lecture and 3 hours Lab.
- 56-319 Radiation Biology** **4 Credit Hours**
Prerequisites: Chemistry I and Physics I (or Physical Science I and II), 9 hours biology, including plant or animal physiology or microbiology. Somatic and genetic effects of ionizing radiation, use of isotopes as tracers in experiments involving metabolic activities. Three hours lecture-discussion and 3 hours laboratory per week.
- 56-373 Biological Geography** **3 Credit Hours**
A study of the geographical distribution of living organisms and the principles underlying this distribution. Three hour lecture period. (Formerly 53-373)

- 57-311 General Mycology** **3 Credit Hours**
Prerequisite: 8 hours of Biological Science. A study of fungi, yeasts, molds; their cultivation and laboratory study; methods of control; their importance in soils, industry, spoilage of foods and diseases of animals and plants. Lecture and Lab. 5 hours.
- 57-312 Economic Botany** **3 Credit Hours**
Prerequisites: 8 hours Biological Science. Plants of particular economic significance to man as sources of food, fibers, flavoring agents, drugs, industrial chemicals; horticultural plants; the role of economic plants in past and modern society. 3 hours lecture per week.
- 57-313 Plant Anatomy** **3 Credit Hours**
Prerequisite: Biology of Organisms and the Plant Kingdom or consent of the instructor. The cellular, organismic, and gross structures of the vascular plants, their interrelationships with development and function in time and environment. 5 hours of Lecture and Lab.
- 57-314 Local Flora** **3 Credit Hours**
Prerequisite: Biology of Organisms or consent of instructor. Phylogenetic interpretation derived from plant diversity, the importance of the patterns of contemporary plants from the standpoint of evolution, and taxonomic study with the aid of manuals or local vascular plants. 5 hours of Lecture and Lab.
- 57-315 Plant Physiology** **3 Credit Hours**
Prerequisites: 8 hours Physical Science and 8 hours Biological Science. Physico-chemical basis of plant life, emphasizing life processes of major significance to the seed plants. 3 hours Lab. and 2 hours Lecture-Discussion per week.
- 57-316 Non-Vascular Plants** **3 Credit Hours**
Prerequisites: Biological Science I and II. Morphology, phylogeny, development, and selected aspects of the physiology of slime molds, true fungi, algae, mosses, and liverworts. 3 hrs. Lab. and 2 hours Lecture per week.
- 57-317 Plant Morphogenesis** **3 Credit Hours**
Prerequisite: 1 botany course beyond the introductory level. Factors determining rate, sequence, and type of biological pattern and structure development as exemplified in plants. 3 hrs. Lab. and 2 hrs. Lecture-discussion per week.
- 57-318 General Plant Morphology** **3 Credit Hours**
Prerequisite: One year of general biology or consent of instructor. The principles of plant morphology as illustrated by life histories of representative forms of the major plant groups. Lecture and Laboratory. 5 hours per week.
- 57-319 Vascular Plants** **3 Credit Hours**
Prerequisite: Biology of Organisms. A study of the origins of vascular plants as indicated by fossil records, their contemporary life forms and ecological position, and structures of economic importance. Lecture and Lab. 5 hours.
(Formerly 57-212)
- 57-321 Plant Ecology** **3 Credit Hours**
Prerequisite: One year of general biology. The study of ecological principles illustrated by environmental and successional relationships in selected plant communities of the Chicago area. 2 hours of lecture and six all day field trips.
- 58-312 Animal Physiology** **3 Credit Hours**
Prerequisite: 8 hours of Biological Science. A study of the functions and interrelationships of organ systems. 3 hours Lab. and 2 hours lecture per week.

58-313 Entomology **3 Credit Hours**

Prerequisite: 8 hours of Biological Science. A study of insects—their identification, classification, habits and ecological relationships with special emphasis on those common to the Chicago area. Lecture, laboratory and field work.

58-314 Ornithology **3 Credit Hours**

Prerequisite: 8 hours of Biological Science. A study of birds—their identification, classification, habits, ecological relationships, and conservation, with special emphasis on those indigenous to the Chicago areas. Lecture, laboratory and field work.

58-315 Invertebrate Zoology **3 Credit Hours**

Prerequisite: 8 hours Biology. The taxonomy and comparative morphology of the major phyla of invertebrates; life histories of representative forms. 3 hours Lab. and 2 hours Lecture per week.

58-316 Animal Behavior **3 Credit Hours**

Comparative ethology in the animal kingdom and its adaptive significance based upon the evolution of form and function of the nervous system, sense organs, and effector organs. Topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. Lecture, discussion and demonstration 3 periods.

58-323 Developmental Anatomy **4 Credit Hours**

A phylogenetic study of the embryology and adult anatomy of the vertebrates. The course combines the traditionally separate courses, comparative vertebrate anatomy and embryology. Three hours lab. and two hours lecture-discussion per week. (Formerly 58-318)

PHYSICS

59-311 Mechanics I **3 Credit Hours**

Prerequisite: Physics I, Analysis I or consent of instructor. Vectors, coordinate systems, derivatives, forces, statics, kinematics of particles, Newton's Laws, gravitation. (Formerly 52-322)

59-312 Mechanics II **3 Credit Hours**

Prerequisite: Mechanics I or consent of instructor. Dynamics, projectile motion, motion of system of particles, conservation of momentum, work, kinetic energy, potential energy, periodic motion, rigid body motion. (Formerly 52-323)

59-321 Electricity and Magnetism I **3 Credit Hours**

Prerequisite: Physics II. Coulomb's Law, electric field, Gauss' law, potential currents, capacitance, dielectrics, electrostatic energy, forces between conductors, Ampere's laws. (Formerly 52-328)

59-323 Electricity and Magnetism II **3 Credit Hours**

Prerequisites: Physics II and Electricity and Magnetism I. Magnetism, Magnetic induction B, forces on current loops, calculations of B, Faraday's law, inductance, magnetic energy, motor, dynamo, magnetic materials. (Formerly 52-329)

59-331 Optics **3 Credit Hours**

Prerequisite: Physics II or consent of instructor. Geometric optics, velocity of light, lenses, photometry, diffraction, resolving power, polarized light, photons, Planck radiation law, spectrum, x-rays. (Formerly 52-314)

59-333 Vibration and Sound **3 Credit Hours**

Prerequisite: Physics I. Linear restoring forces, simple harmonic motion, vibration of string, standing waves, vibration of membrane, forced vibrations, damping, resonance, velocity of sound, propagation of sound.

(Formerly 52-325 and 52-321)

59-335 Thermodynamics and Kinetic Theory **3 Credit Hours**

Prerequisite: Physics I. Systems, temperature, ideal gas laws, work, first law, second law, Carnot cycle, entropy, kinetic hypothesis, pressure, Maxwell distribution. (Formerly 52-319)

59-341 Modern Physics I **3 Credit Hours**

Prerequisite: Physics II. Atoms, ions, electron, history 1905-present, waves, quanta, particles, quantum effects, Bohr H atom, Pauli exclusion principle, periodic table. (Formerly 52-327 and 52-316)

59-391 Astronomy I **3 Credit Hours**

Prerequisite: College Math—6 hrs. or consent of instructor. The planets (including Earth), sun, moon, energy of stars, spectra, evolution of stars, certain special types of stars, milky way, and galactic systems.

(Formerly 53-390 and 54-311)

59-393 Electronics **3 Credit Hours**

Prerequisite: Physics II. L, R and C as impedances, frequency response, networks, transients, amplifiers, oscillators, vacuum tubes, transistors.

(Formerly 52-330)

59-395 X-Ray Techniques **3 Credit Hours**

Prerequisite: Physics II or consent of instructor. A course designed to study the history of x-rays, production, absorption, scattering, intensity and spectra.

(Formerly 52-326)

DIVISION OF TEACHER EDUCATION

61-312 Seminar in Current Educational Literature **3 Credit Hours**

A critical analysis of current educational and interdisciplinary literature. This course aims to develop an appreciation and understanding of the literature with contemporary references.

61-313 Problems, Issues, and Practices in Education **3 Credit Hours**

Prerequisites: 15 hours in Education and consent of instructor. A course designed to acquaint the student with the problems and issues relevant to the major activities of the classroom teacher. Problems to be studied may be selected from the following: curriculum, programmed learning, educational television, special education.

61-321 Group Dynamics **3 Credit Hours**

Prerequisite: Senior level or graduate standing. The scientific and social engineering aspects of group dynamics; qualities of good group leadership and group techniques.

61-322 Individual Study in Education **3 Credit Hours**

Prerequisite: Division approval. Individual investigation into a topic of the student's choice; staff guidance.

61-371 Education As a Social Institution **3 Credit Hours**

Education as a cultural universal; the mutual influence of social institutions and education; factors involved in socialization of student personality.

61-411 Comparative Education**2 Credit Hours**

Prerequisite: Valid teaching certificate. A comparison of the similarities and differences in current educational trends and policies in selected foreign countries. A study of the factors that influence the development of education throughout the world. Attention will be given to the reforms which have been brought about by the democratization of the educational process.

61-413 Teacher Interpersonal and Intergroup Relations**2 Credit Hours**

Prerequisite: Valid teaching certificate. The course is designed to help the experienced classroom teacher more effectively contribute to the conservation of human resources through means afforded by an examination of the related literature; the discussion of, and participation in, activities designed to relate knowledge in the field to both experienced and anticipated classroom situations; and, the development of skills and techniques appropriate to strengthening the teaching-learning process within the total school community.

62-411 Selected Concepts in the Philosophy of Education**2 Credit Hours**

Prerequisites: Valid teaching certificate; Philosophy of Education. Analysis of such concepts as democracy and authoritarianism, self and society, scientific and unscientific freedom and control, rationality and emotion, ends and means, the nature of man, the meaning of citizenship, morality, national aims, recreation and work. Application of these concepts to the process of teaching.

63-311 Evaluation of Learning**3 Credit Hours**

Theories of learning and measurement; the nature of evaluation, assessment, appraisal, and testing; principles of item and test construction and validation; standardized tests; teacher-made tests; test administration; interpretation of test results; the role of testing in evaluating pupil progress.

63-312 Tests and Measurements**3 Credit Hours**

Introduction to basic measurement concepts and procedures; evaluation and use of standardized tests; test construction procedures; the use of various types of tests in the school testing program and the application of test results in school situations; theories underlying available tests. Attention is given to the interpretation and use of test score data.

63-411 Test Construction and Evaluation for Classroom Teachers**2 Credit Hours**

Prerequisites: Graduate standing and a valid teaching certificate. This course covers the history of testing, the construction of tests, and appropriate uses of the measures typically employed by a teacher when evaluating the progress of pupils. A brief introduction to statistical treatment is included.

63-412 Laboratory in Test Construction and Evaluation**1 Credit Hour**

Prerequisites: Test Construction and Evaluation taken simultaneously or previously. Opportunity for further experiences in constructing and evaluating tests.

64-411 Administration and Organization of Public Education**3 Credit Hours**

Introduction to the study of educational administration with emphasis upon the nature of the administrative process and administrative theory; an overview of the structure and operation of public education at the local, state, and federal levels.

65-311 Education of the Gifted**3 Credit Hours**

Prerequisites: Child Psychology, Educational Psychology, and History of American Public Education, and Curriculum of the Elementary School. Characterizations of qualifications for instructing the gifted (superior and talented) pupils; current research, means of identifying gifted students, program organization, motivation, observation of programs and organization, structures (school and community) and evaluation.

65-312 Education in a Large Urban Area**3 Credit Hours**

Prerequisites: The Study of Human Personality I and II, Philosophy and History of American Public Education, and Curriculum of the Elementary School. This course concerns itself with specific problems in studying and working with children of varying socio-economic cultures and groups—non-English speaking, transients, residents of public housing, etc. Required directed observation in classroom situations throughout the city. Problems in the re-education of teachers. The role of the school as a community school.

65-415 Principles of Curriculum Development**3 Credit Hours**

Prerequisite: Acceptance for Master's Degree Candidacy. Fundamental criteria for curriculum planning and the principal types of curriculum patterns will be studied as they apply to various subject-matter disciplines. Emphasis will be focused on the student's subject area of specialization and its applicability to the improvement of the curriculum in the classroom and in the school. Selection and organization of learning experiences, as well as objectives and evaluation, will be studied.

67-431 Practicum in Teaching Culturally Deprived Children I**3 Credit Hours**

Prerequisites: Acceptance for Master's degree candidacy for Teachers of Culturally Disadvantaged Children and completion of all required courses.

Plan 1: Professional assignment plan. Teaching in a school serving culturally disadvantaged children with visitations by a faculty practicum supervisor and seminar participation. Seminar discussions with focus upon instructional problems, methods, materials, approaches to solutions to instructional problems, evaluation and research, implications of culture, urban ecology, and special focus upon language and concept development.

Plan 2: A team-teaching arrangement with culturally disadvantaged children for students without teaching assignments to schools serving culturally disadvantaged children. Joint supervision of team-teaching by faculty practicum supervisor, school administrator, and critic teacher. Seminar discussions will focus on instructional problems, methods, and materials, classroom management approaches to solutions to instructional problems, evaluation and research. Special focus upon implications of culture, urban ecology, and language and concept development.

67-432 Practicum in Teaching Socially Maladjusted Children I 3 Credit Hours

Prerequisites: Acceptance For Master's degree candidacy for Teachers of Socially Maladjusted Children and completion of all required courses.

Plan 1: Professional assignment with faculty visitation and seminar.

Plan 2: Team-teaching plan. Joint supervision by faculty practicum supervisor, school administrator and critic teacher. Group and individual instruction of socially maladjusted children. Instructional problems, methods, materials, implications of culture, classroom management, pupil and parent counseling, collaboration with social agencies, preventive and intervention techniques.

67-433 Practicum in Teaching the Emotionally Disturbed Child I 3 Credit Hours

Prerequisites: Acceptance for Master's degree candidacy for Teachers of Emotionally Disturbed Children and completion of required courses.

Plan 1: Professional assignment with faculty visitation and seminar.

Plan 2: Team-teaching arrangement with joint supervision by faculty practicum supervisor, school administrator and critic teacher.

Small group and individual instruction of emotionally disturbed children. Instructional problems, methods, and materials, classroom management, pupil and parent counseling, collaboration with mental health personnel, therapeutic and intervention techniques.

67-434 Practicum in Teaching the Educable Mentally Handicapped Child I 3 Credit Hours

Prerequisites: Acceptance for Master's degree candidacy for Teachers of EMH children and completion of required courses.

Plan 1: Professional assignment with faculty visitation and seminar.

Plan 2: Team-teaching arrangement with joint supervision by faculty Practicum supervisor, school administrator and critic teacher.

Seminar discussions will focus upon instructional problems, methods, materials, solutions to instructional problems, classroom management, evaluation, and research.

67-435 Practicum in Teaching the Trainable Mentally Handicapped Child I 3 Credit Hours

Prerequisites: Acceptance for Master's degree candidacy for Teachers of TMH children and completion of required courses.

Plan 1: Professional assignment with faculty visitation and seminar.

Plan 2: Team-teaching plan with joint supervision by faculty Practicum supervisor, school administrator and critic teacher.

Seminar discussions will focus upon objectives of instruction, instructional methods, materials, classroom management, evaluation, and parent counseling and collaboration with parent groups.

67-441 Practicum in Teaching Culturally Deprived Children II 3 Credit Hours

Prerequisites: Acceptance for Master's degree candidacy for Teachers of Culturally Disadvantaged Children and completion of required courses. A study of community resources and personnel serving culturally disadvantaged communities, field work studies of attitudes, values, and other aspects of cultures of disadvantaged children and their implications for education.

67-442 Practicum in Teaching Socially Maladjusted Children II 3 Credit Hours

Prerequisite: Practicum I. Continuation of Practicum I, with continued emphasis upon instructional problems, problems of classroom management, implication of culture, pupil and parent counseling, agency collaboration, and preventive and intervention techniques.

67-443 Practicum in Teaching the Emotionally Disturbed Child II 3 Credit Hours

Prerequisite: Practicum I. Continuation of Practicum I with continued emphasis upon instruction, pupil and parent counseling, collaboration with mental health personnel, therapeutic and intervention techniques.

67-444 Practicum in Teaching the Educable Mentally Handicapped Child II 3 Credit Hours

Prerequisite: Practicum I. Visits to and observations of community educational, medical, diagnostic, rehabilitation and other social service facilities for EMH children and youth. Focus on pupil and parent counseling and collaboration with social agencies.

67-445 Practicum in Teaching the Trainable Mentally Handicapped Child II 3 Credit Hours

Prerequisite: Practicum I.

Plan 1: Professional assignment.

Plan 2: Team-teaching plan.

Visits to and observation of community educational, medical, diagnostic, rehabilitation and other social service agencies serving TMH children and youth and their parents. Continued emphasis upon collaboration with social service agencies, parent groups, and parent counseling.

67-451 Practicum I in Guidance and Counseling 3 Credit Hours

Prerequisites: Completion of all required courses excepting Practicum II and Research Seminar, or written consent of adviser. Supervised experience in counseling with elementary school pupils in the elementary school setting. Seminar discussions will be an integral part.

67-452 *Practicum II in Principles and Practices of Counseling* 3 Credit Hours

Prerequisite: Practicum I in Guidance and Counseling. Intensive and extensive supervised experiences in elementary school counseling. Opportunity to work directly with children having learning problems will be provided. The student will be expected to demonstrate the mastery of the techniques of a guidance counselor. Seminar discussions will be held.

68-312 *Techniques for Teaching Speech in the Elementary School* 3 Credit Hours

Analysis of speech needs of children; emphasis on speech improvement; informal speech, basic skills, discussion and oral reading emphasized with demonstrations of choric speaking, radio, creative dramatics, children's theatre and assembly programs; analysis and development of materials for classroom use.

68-313 *Principles and Techniques of Guidance* 3 Credit Hours

Definition, education, and the social scene in which guidance operates; features of guidance services, emphasizing group and individual counseling techniques and services.

68-315 *Techniques in Teaching Via Television* 3 Credit Hours

Intensive treatment of the most effective methods of utilizing television as an instructional medium. The course is designed to help teachers prepare lessons for actual closed-circuit presentation and to familiarize them with a TV lesson format, visuals, timing, etc. Students will work with actual TV equipment in order to learn the technology and terminology as they apply to teaching.

68-321 *Diagnosis and Treatment of Reading Difficulties* 3 Credit Hours

Prerequisite: Graduate standing; permanent teaching certificate. Survey of standard diagnostic procedures; identification of slow readers through diagnosis, group and individual testing, and information techniques. Procedures and techniques for correcting reading problems in elementary and secondary schools.

68-331 *Methods and Materials in Secondary Education I* 2 Credit Hours

Selection, organization, and use of materials and methods in the various subject-matter disciplines of the secondary school curriculum. This course is concerned primarily with the basic principles of learning and motivation on the secondary level.

68-332 *Methods and Materials in Secondary Education II—English* 2 Credit Hours

Examination of the organization and content of the secondary school curriculum as it applies to the English program. Emphasis focuses upon the problems, materials, and developmental activities used to improve the high school student's skill in communication as well as with his familiarity with literature on his level.

68-351 *Audio-Lingual Methods of Teaching Spanish in Grades K—6* 3 Credit Hours

Objectives, methods, and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.

68-352 *Audio-Lingual Methods of Teaching Spanish in Grades 7—8* 3 Credit Hours

Objectives, methods, and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.

68-391 *Techniques for Teaching Music in the Elementary School* 2 Credit Hours

Value, content, and anticipated outcomes of play and rhythmic expression in fulfilling the developmental needs of young children; materials, equipment, and techniques needed.

68-393 *Contemporary Art Education* 3 Credit Hours

Prerequisite: Art in Society. Development of solutions to problems of teaching art, and understanding the visual art responses of the individual to his environment. Special emphasis on the functions of the teachers in organizing and guiding a developmental art program at primary, intermediate, or upper grade level.

68-411 *Teaching the Educable Mentally Handicapped Child* 3 Credit Hours

Prerequisites: Psychology of the Exceptional Child, Psychopathology of the Brain Damaged Child, or Educable Mentally Handicapped class assignment and consent of program adviser. Historical and societal perceptions of the Educable Mentally Handicapped child; curriculum, materials, organization of instruction, teaching methods and techniques based on a consideration of the needs and characteristics of this type of atypical child.

68-412 *Teaching the Trainable Mentally Handicapped Child* 3 Credit Hours

Prerequisites: Psychology of Exceptional Children, Psychopathology of the Brain Damaged Child, or Trainable Mentally Handicapped class assignment and consent of program adviser. The Trainable Mentally Handicapped class in the modern program of public education, objectives of instruction, organization of instructional programs, methods and techniques for teaching groups of the more severely retarded children; parent counseling, workshops, recreation.

68-413 *Special Instructional Problems of the Educable Mentally Handicapped Child* 3 Credit Hours

Prerequisites: Teaching the Educable Mentally Handicapped Child or Psychopathology of the Brain Damaged Child, Educable Mentally Handicapped class assignment and consent of Program adviser. Special problems in the instruction of the Educable Mentally Handicapped Child, curriculum building, academic workshops, counseling, guidance, community relations, evaluation and needed research.

68-414 Seminar in Curriculum Development for Educable Mentally Handicapped Children 3 Credit Hours

Prerequisites: Special Instructional Problems of the Educable Mentally Handicapped Child. Group and individual research and discussion designed to help prospective teachers of educable mentally handicapped children to use curriculum guides and materials to assist in adjusting academic plans to the individual; discovering motivating factors; assembling, adapting, and creating materials; consideration of possible utilization of varied methods of teaching.

68-415 Television and Related Instructional Media 3 Credit Hours

Prerequisites: Graduate standing; in-service teacher. Intensive treatment of the most effective methods of utilizing television as an instructional medium. The course is designed to help teachers prepare lessons for actual closed circuit presentation and to familiarize them with a television lesson format. Students will work with professional television equipment as well as with instructional devices related to teaching such as projectors, bulletin boards, transparencies, and many other visual aids. All TV presentations will be video taped. Laboratory Fee: \$2.00.

68-416 The Theory of Programmed Instruction 2 Credit Hours

Prerequisite: Valid teaching certificate. The Skinner and Crowder techniques of programmed instruction will be investigated. A history of teaching machines and techniques of devising a program of instruction in the various subject-matter disciplines will be studied.

68-418 Classroom Problems in the Teaching-Learning Process 2 Credit Hours

Prerequisite: Valid teaching certificate. This course deals with the contributions of learning psychologists that are applicable to the teaching-learning process. Areas to be explored include: implications of learning in curriculum design, in instructional methods, in educational decisions, and in the use of learning resources. This course is relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

68-421 Research in Classroom Teaching of Language Arts 3 Credit Hours

Prerequisite: Acceptance for Master's degree candidacy. This course is designed to acquaint the student with research in contemporary trends in teaching the Language Arts, including reading. Critical appraisal and discussion of classical and current studies in Language Arts will provide specific suggestions useful in classroom practice. Not only will students profit from an overview of the entire area, but opportunity will also be given for individual study in depth of a specific area related to a student's need and interest. In-service teachers may wish to become involved in action research.

68-422 Research in Classroom Teaching of Social Studies 3 Credit Hours

Prerequisite: Acceptance for Master's degree candidacy. The purpose of this course is to acquaint the student with the general principles, patterns, and problems of research in the teaching of the Social Studies. The student will also become familiar with some specific findings in the field of Social Studies research.

68-423 Research in Classroom Teaching of Mathematics 3 Credit Hours

Prerequisite: Acceptance for Master's degree candidacy. This course is designed to acquaint the student with the general principles of research in the teaching of Mathematics. The student will examine analytically the various research studies with special emphasis on the new Mathematics.

68-424 Research in Classroom Teaching of Science 3 Credit Hours

Prerequisite: Acceptance for Master's degree candidacy. This course is designed to acquaint the student with research studies in the teaching of Science. Special emphasis will be placed on the new programs that have been developed.

68-451 Classroom Applications of Learning Principles 3 Credit Hours

Prerequisites: Graduate standing and one year of teaching experience. Theoretical approaches and research findings applicable to the teaching operations and learning processes of children will be studied. Rote learning, cognitive learning, transfer of training, and effects of practice will be among the topics explored.

68-452 Community Resources and the Schools 3 Credit Hours

Prerequisite: Admission to Guidance and Counseling Program. Educational, personal, family, social, and vocational services available for elementary school children.

LIBRARY SCIENCE

69-331 Functions of the School Library 3 Credit Hours

The school library, its origins, development, and administration, as seen in the context of the history of libraries in general.

69-332 Technical Processes in School Libraries 3 Credit Hours

Principles and objectives of organizing library materials. Classifications and cataloging procedures, with emphasis on the school library.

69-333 Library Materials for Language and Creative Arts 3 Credit Hours

Critical examination and valuation of basic reference tools, encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials.

69-334 Library Materials for Social Sciences and Natural Science 3 Credit Hours

Critical examination and evaluation of basic reference tools: encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials.

- 69-335 Reading Guidance in the Elementary School 3 Credit Hours**
Evaluation and use of library materials and techniques for the guiding of reading in kindergarten through grade eight.

PHYSICAL EDUCATION

- 83-301 Projects in Physical Education 2 Credit Hours**
Organization and administration of special physical education projects; athletics days, tournaments, fun-nites, parent nights, patrol organization and duties, supervisory duties and responsibilities.
- 83-381 Water Safety Instructor 2 Credit Hours**
Work leading to certification by the American Red Cross as a Water Safety Instructor; review of life saving, swimming strokes, diving and stunts. Emphasis is placed on student teaching.
- 84-301 Physical Education Seminar (taken with student teaching) 2 Credit Hours**
Discussion of student teachers' problems; conferences and counseling with department staff members. Physical education lesson planning and discussion. Positive disciplinary control.
- 84-302 Kinesiology 3 Credit Hours**
A thorough knowledge of the study of origin, insertion and the function of muscles; types of faulty body mechanics; activities that prevent, counteract or alleviate these conditions. Correct sitting and standing positions. Posture testing.
- 84-303 Adapted and Corrective Physical Education 3 Credit Hours**
The atypical program for the atypical student. History and purpose of program; setting-up programs with assistance from doctors and physicians; field trips to special schools.
- 84-305 Administration of Physical Education 3 Credit Hours**
The development of policies, procedures and duties for the efficient management of a physical education program. Inventory of equipment. Ordering of equipment. Maintenance of equipment. Constructive leadership for directing a program of physical education. Budget control and development.
- 84-306 Independent Study in Physical Education 3 Credit Hours**
By arrangement with department head: Student who is well advanced in physical education studies may seek permission to do a special project of his choosing relating to some facet of physical education. Students who are having difficulty with a particular phase of physical education may be put on special work with an instructor and/or a laboratory assistant for intensified training. Course requirement: a paper on subject of study.
- 84-307 Organization of Elementary School Physical Education Classes 3 Credit Hours**
The study of various methods and techniques for the efficient use of gymnasium space for the safety and physical education of students. The emphasis is on class control methods, safety measures, roll-taking, use of equipment, storage and repair of equipment, and shower room control. Students will participate in various events and set up programs for the elementary school children.

- 84-311 Coaching and Team Management: High School 3 Credit Hours**

Administration, theory and practical study relating to the area of coaching and management of high school teams in most athletic areas. Students will be required to help set up a complete program for various athletic teams. Scouting and planning.

- 84-321 Intra-Murals: High School 3 Credit Hours**

The administration, theory, practice, aims, objectives and the methods of intra-mural programs; students will participate in setting-up and conducting all events that lend themselves to competition.

- 84-341 Organization of High School Classes 3 Credit Hours**

The study of various methods and techniques for the efficient use of gymnasium space for the safety and physical education of students. The emphasis is on class control methods, safety measures, roll-taking, use of equipment, storage and repair of equipment, and shower room control. Locker room management and safety. Students will participate in various events. Discipline and safety will be stressed.

- 84-351 Organization of Dance Classes: High School 3 Credit Hours**

The administration, theory, practical application of the many dance programs in the high schools. Students will learn all kinds of dances and will complete a regular dance course program for high school girls. Methods and materials will be discussed and evaluated. Students will organize dance programs for class and critiques will follow.

INNER CITY STUDIES

- 91-312 History and Culture of the Negro 3 Credit Hours**

Study of African derivation and the culture of American slavery. Urban and rural existence. Development of the emergent Negro middle-class.

- 91-313 The Idiom of Negro Ghetos 3 Credit Hours**

A study of the oral communication characteristics and language patterns peculiar to Negroes in urban ghettos.

- 91-314 History and Culture of the Southern Mountain White 3 Credit Hours**

The history of the Southern Mountain White treated in conjunction with an examination of the cultural patterns of the people. The major emphasis is on the family, religion, education and economic status, and their respective roles in the transition from a rural way of life to an urban one.

91-315 History and Culture of the Spanish-Speaking: 3 Credit Hours
Mexican, Puerto Rican, Cuban

The cultures of the Puerto Rican, Mexican, and Cuban are studied against their historical backgrounds. Special attention is given to an understanding of the individual's problems in transition from peasant to urban societies.

91-316 History and Cultures of American Indians 3 Credit Hours

Treatment of the general history and distribution by cultural areas of the North American Indian. A description and analysis of representative Indian values is undertaken in order to understand the problems in the process of change from tribal to non-tribal systems.

91-326 Language Problems of the Disadvantaged 3 Credit Hours

A review of the literature and research on language problems of the disadvantaged. Methods and programs for speech, reading and listening improvement. Such learning aids as the Echorder, Phonic Mirror, and the Bell and Howell Language Master will be utilized.

91-331 Literature of Minorities 3 Credit Hours

An approach to the study of minority cultures through literature written by and about those minorities. Literary works concerned with Negroes, Southern Mountain Whites, American Indians, Cubans, Puerto Ricans, and Mexicans will be studied. Through the reading of novels, plays, biographies, essays, poems and short stories, students will be able to gain insights into the cultural attributes of these groups.

91-341 The Culture of Poverty 3 Credit Hours

An intensive comparative analysis of the "way of life" of America's urban poor and their relationship to the larger society.

91-348 Intergroup Dynamics 3 Credit Hours

Prerequisite: General Psychology. Students learn how to help pupils and parents of different races to interact harmoniously. Through such techniques as role playing, panel discussions and public speaking, students will have practice in directing activities which will enhance intercultural relationships.

91-352 Research Methods in Inner City Studies 3 Credit Hours

This course treats research design and analysis of data. It includes methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports. A primary objective of the course is to train students to read research studies with understanding and to apply the findings to classroom instruction.

91-354 Methods of Teaching in the Inner City 3 Credit Hours

Curriculum development and adjustment to meet needs of inner-city pupils. New approaches to teaching the "hard to reach" pupil. Students will develop units in their own major teaching areas, utilizing new materials and techniques.

91-411 Graduate Study in Disadvantage 3 Credit Hours

An introduction to graduate study in the problems of disadvantaged cultures: Negroes, American Indians, Southern Mountain whites, Cubans, Mexicans, and Puerto Ricans. This course is required and should be taken early in the student's matriculation.

91-412 Pathology of the Negro Ghetto 3 Credit Hours

Prerequisite: Consent of instructor. Problems of emotional and physical health; delinquency, drug addiction, crime.

91-421 Seminar in Disadvantage: The Negro 3 Credit Hours

Prerequisite: Graduate study in Disadvantage. Primarily reading and research in specialized areas. For example, the Negro self-image, the effects of caste life on mental health, the ethos of the ghetto, and the school in the ghetto community will be studied. Students will do research and present papers on special problem areas and their relationship to school and community.

91-422 Seminar in Disadvantage: The Southern Mountain White 3 Credit Hours

Prerequisite: Graduate study in Disadvantage. This seminar deals generally with the problems of Southern Mountain newcomers. Analysis of urban adjustment problems is undertaken against the determinants imposed by urban environments. Students will do research and present papers on special problem areas and their relationship to school and community.

91-423 Seminar in Disadvantage: The Spanish-Speaking 3 Credit Hours

Prerequisite: Graduate study in Disadvantage. A description and analysis of the world views of Spanish-speaking peoples is undertaken in order to understand and help to solve the problems they encounter in adjusting to an urban environment. Adjustment problems of Cubans, Mexicans, and Puerto Ricans will be studied. Students will do research and present papers on special problem areas and their relationship to school and community.

91-431 Seminar in Inner City School Problems 3 Credit Hours

Prerequisite: Graduate study in Disadvantage. Problems of curriculum, counseling, instruction, facilities, school attendance, the "gang," and others. Students will do research and present papers on special problem areas and their relationship to school and community.

91-451 Research and Thesis**3 Credit Hours**

Prerequisite: Acceptance to degree candidacy. Supervision and advisement in evolving M. A. thesis problems and in writing the thesis.

91-452 Field Internship**3 Credit Hours**

This course will give the student an opportunity to work with disadvantaged children in varied social agencies which serve these youngsters in their communities. The student will function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents. Agency staff supervision, as well as regular attendance at staff conferences, will enable the student to gain working insight as well as an understanding of the philosophy of the agency program.

91-453 Seminar in Field Internship**3 Credit Hours**

Note: This course must be taken concurrently with 91-452. A companion course to Field Internship. Students will be helped to formulate operational principles of understanding and working through various problems which arise in the student's interaction with disadvantaged youngsters in the field. Clarification of the student's attitudes and feelings as determinants in the relationships and learning processes will be mutually explored.

MANUAL OF THESIS PROCEDURES

This manual is designed for thesis writers at Illinois Teachers College Chicago - North. However, many of the suggestions, especially those relating to form and style, may be followed profitably by students preparing less formal reports.

Selecting and Formulating a Thesis Topic or Problem

The prerogative of selecting and formulating a suitable thesis problem belongs to the student. This responsibility is a fundamental part of the job of writing a dissertation. Consultation with and approval by the faculty adviser is, of course, necessary. For guidance purposes, several suggestions are offered:

1. If you are uncertain about the scope, subject matter, form, etc., of a Master's thesis, one of the best ways to obtain clarification is to examine several theses in our own or some other library.
2. If you are not ready to make a definite thesis proposal, try to decide on the general area in which you would like to work. Within this area the pertinent professional journals and research bulletins provide many cues. The articles they contain reflect the current major research interests and, in addition, often specify problems on which further or new study is desirable.
3. Unless your work in the Research course (68-421, 422, 423, or 424) or similar class is fairly fresh in mind, it may be useful to review your notes and even to do some reading again in one of the standard texts in this field. This suggestion pertains specially to the framing of research hypotheses, methods of investigation, and the statistical and other treatment of data.
4. Although other ITCC-N theses may serve as a guide for format, you will save much time and effort if you obtain for this purpose a copy of *A Manual For Writers of Term Papers, Theses and Dissertations*, by Kate Turabian (Phoenix Books, No. 46, Chicago, 1960). *This is our official guide*, and must be followed exactly in order to insure uniformity of style. Deviations from this guide are permitted only when it is customary in a particular discipline to follow a different accepted style in professional publications.

Preparing the Thesis Proposal

The thesis proposal should be prepared in outline form. What is desired is a descriptive statement that is as concise as possible, yet sufficiently detailed to be intelligible. Some Departments have their own forms for this purpose, and when this is the case students will use them.

Three copies of the thesis outline should be submitted to the Chairman of the Department in which the student's graduate work is concentrated.

Determining the Acceptability of the Thesis Proposal

A departmental Thesis Committee will examine and evaluate the acceptability of the thesis proposal. The Committee may ask other members of the faculty, because of their special competence or interest, to help with this review. The Committee may approve or reject a proposal; it may also require clarification, elaboration, or modification. Students will be asked to meet with the Committee only when necessary, and will be notified of the Committee's actions.

Supervising the Thesis

The Thesis Committee will designate a faculty adviser for the thesis. The Committee may name one or more other members of the faculty as consultants to render specific and technical assistance. All appointments are subject to the concurrence of the faculty members concerned.

The adviser will provide appropriate guidance when it is requested. An initial conference should be arranged shortly after the proposal is accepted. Subsequent conferences will be held as needed. It is the student's responsibility to arrange such conferences.

Thesis writers must register in the appropriate Thesis Seminar. A single registration for Thesis Seminar is all that is required even though the work is not completed during the given trimester. In such case an "Incomplete" will be recorded; the grade is given only upon conclusion of the work. The Seminar leader acts as the Thesis Adviser, except when other arrangements are necessary and can be made by the Department.

If the student requires an excessive amount of help, the adviser may (1) withdraw, after notifying the Chairman of the Department, (2) recommend a change of topic, or (3) if the problem is one of expression, direct the student to seek outside professional assistance.

The adviser passes upon organization, content, form and style. When he is satisfied that the document is complete and is of high quality, he will certify his acceptance of the thesis. Approval of the thesis by a second faculty reader may also be required by the Department.

All theses are examined also by the Dean of the Graduate School. Advisers may consult with the Dean about a student's work at any time, but preferably before the final draft is typed.

Suggestions about Thesis Form and Style

The official guide (Turabian) should be followed for form and style. Students are urged to become familiar with its contents *before* beginning to write. Frequent reference to the guide may spare the candidate much revision and rewriting.

Special attention should be paid to the requirements listed below. A fuller treatment of details will be found in Turabian.

1. *Type*: The type should be even and standard in color and size.

2. *Copies*: One original and two clear carbons or other approved reproductions are required by the College; if he wishes, the candidate may have additional copies bound for his personal use. The binding fee (payable to the Bursar) for the three required is \$15.00, which also includes the cost of microfilm reproduction. Additional copies, when requested, will be bound for \$2.50 each.
3. *Paper*: Twenty-pound bond paper is requested for the three required copies.
4. *Format*: The thesis should conform, in general, to the outline in the form book or in this manual. The candidate should become familiar with the correct placement and form for the various parts of the thesis. He should also know how to prepare chapter headings, subordinate headings, and other details of construction, and should check these items in his work with the sample pages in the guide.
5. *Margins and Spacing*: These items should be checked by use of the guide sheet, the sample pages, and the specific directions found throughout Turabian.
6. *Table of Contents*: It is suggested that the candidate make a temporary table of contents as soon as his outline of work has been approved by his adviser. The student may then use this table as a working guide in organizing his thesis, making such changes in the table as he finds necessary. Such a guide will facilitate logical presentation of topics and clear development of ideas.
7. *Title-page*: The accepted form for the title-page of theses at Illinois Teachers College Chicago - North is shown below in compressed form. For correct spacing of various parts, see Turabian.

TITLE OF THESIS

A Thesis
Presented to
The Faculty of the Department of _____
Illinois Teachers College Chicago - North

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts (or Education)
in the Teaching of _____

by
Name of Candidate
Date of Graduation

8. *Documentation*: The source for every borrowed fact or idea must be given, whether this material is quoted directly or paraphrased. As these sources vary in type, so also will the footnote and bibliography entries vary. Candidates should find in the guide book the correct form for each of their references and follow this form exactly in details of spacing, capitalization, punctuation, and the like. If the writer is not already familiar with the special forms of footnote references—for instance, the Latin abbreviation and forms for cross references within the candidate's own work—he should learn to use these devices correctly. (Theses for the Department of Natural Sciences should not use footnote references but should follow the form for scientific writing as given in Turabian.)
9. *Tables, Graphs and Illustrations*: If these are to be used in the thesis, they must conform to the specific requirements outlined in Turabian. Tables are numbered with Roman numerals and the title is placed at the top of the page. A list of tables and figures follows the table of contents. Any calculations must be carefully checked.
10. *Numbers*: Rules for writing numbers should be followed carefully.
11. *Person, Tense and Voice*: The thesis should be written in the third person and the past tense. Judicious use of the passive voice is desirable.
12. *Pagination*: There are two series of pagination: the introductory pages, numbered in small Roman numerals (the title-page is numbered); and the body of the thesis, in Arabic numerals. Title-pages and first pages of chapters receive page numbers, but they are not shown. Page numbers run consecutively in one series, through the thesis proper, the bibliography, and the appendix. For directions on arranging the bibliography and the appendix, see Turabian.
13. *Good English and Proper Punctuation*: This essential requirement is the candidate's responsibility. The initial draft, as well as the final copies, should meet this requirement. All material submitted for examination should represent the candidate's best efforts, and should be carefully proofread for errors in grammar, spelling, punctuation, and the like. Failure to do this proof-reading will result in delay for the student.

A good text on college composition will be found a valuable aid in meeting this requirement of good English.

The following is only a partial list of errors and faults which should be avoided in writing:

- a. Incorrect or confusing references or pronouns.
- b. Dangling modifiers.
- c. Excessive predication.

- d. Loose organization of sentences and paragraphs.
- e. Unnecessary shift of tense, voice, subject, etc.
- f. Lack of parallel construction in sentences and in outlines and tables.
- g. Unnecessary wordiness and repetition.
- h. Unrelated thoughts placed in the same sentences or paragraphs.
- i. Choppy, short sentences.
- j. Long, complicated sentences which attempt to cover too many ideas.
- k. Poor transition between sections of the thesis.

The Final Manuscript

After the thesis has been approved by the adviser, the student makes arrangements for the typing of the final manuscript. The current binding fee is \$15.00. Three copies must be submitted. The student may have additional copies bound for his personal use by paying an additional \$2.50 for each copy. The binding fee should be paid (by mail, or in person) to the Bursar of the College. Checks should be made payable to the Illinois Teachers College Chicago – North.

GUIDELINES FOR MASTER'S PROJECTS

FOR STUDENTS IN THE SPECIAL EDUCATION PROGRAM

Categories of Master's Projects:

1. Master's Thesis and Thesis Projects

Students electing to write a thesis are granted 3 hours of credit upon successful completion. They must register for the course, 37-442, Thesis Credit in Exceptionality.

2. Master's Papers and Non-Thesis Projects

Master's Papers do not carry course credit. They do not have to be bound for filing in the College Library, and there is no binding fee. One copy in durable folder must be filed in the Graduate Office. A second copy is required for the files of the Special Education Program.

Types of Theses and Projects:

1. Review and critique of the literature on a specific problem related to one's area of study.

2. Research project.
 - Individual
 - Team
 - Group
 - Students
 - Students in collaboration with staff member
 - Students in collaboration with several staff members
 - Students in collaboration with staff and outside agencies
3. Combination of review of the literature and research project.
4. Curriculum project.
5. Instructional material project.

Criteria for Master's Theses and Projects:

1. They should be of professional scope and at a professional level.
 - (a) They should be of a scope comparable to a Master's Thesis.
 - (b) Reviews of the literature should be critical and evaluative rather than uncritical summarizations.
 - (c) Reviews of the literature should evaluate the adequacy of research methodology of studies reviewed.
2. Group Projects should be of a large enough scope so that each member's contribution would be comparable to an individual thesis.
3. In group projects the adviser must be satisfied with the scope of the participation of each member of the group.
4. Curriculum and Instructional Materials projects should be of a scope comparable to an individual thesis.
5. Thesis projects should be reported and made available for the use of others through College Library deposit.

Thesis type contributions should be bound as theses and deposited with the Library.

Curricular and Instructional Materials projects should be bound like a thesis to the extent that this is feasible, or prepared for filing in the Curriculum Laboratory, if this is appropriate.

It is expected that research projects and theses which are granted course credit will be of wider scope and of a greater level of methodological sophistication than non-credited Master's Projects.

Steps in Preparation:

1. A general idea: a general topic or problem is formulated.
2. A specific idea: a general topic is reduced in scope; the general question is limited in scope and made more specific and answerable.
3. An outline is prepared showing how the specific idea is to be implemented. At this stage the student must make a decision as to whether he will submit his project for thesis credit or for non-credit. This decision is subject to the approval of the adviser.
4. A preliminary draft of the project is prepared.
5. A final draft is completed.

Responsibilities:

1. The student is responsible for planning the project, writing and proof-reading the report, and carrying out necessary statistical procedures.
2. The student is responsible for clarity and accuracy of writing and for intellectual honesty in preparation of the report.
3. Effectiveness of written expression must be at a professional level of acceptability.
4. The adviser offers suggestions and evaluation; he may participate in planning and advise on research methodology and statistical procedures, but implementation of the project is the student's responsibility.
5. The adviser is responsible, within the scope of his professional responsibilities, to give the student's project as expeditious handling as possible.
6. Refer to *Manual of Thesis Procedures*, pages 113-117 for additional information.

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*On Leave 1966-67

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