

1972

Northeastern Illinois University, The Graduate Catalog, 1972-1973

Northeastern Illinois University

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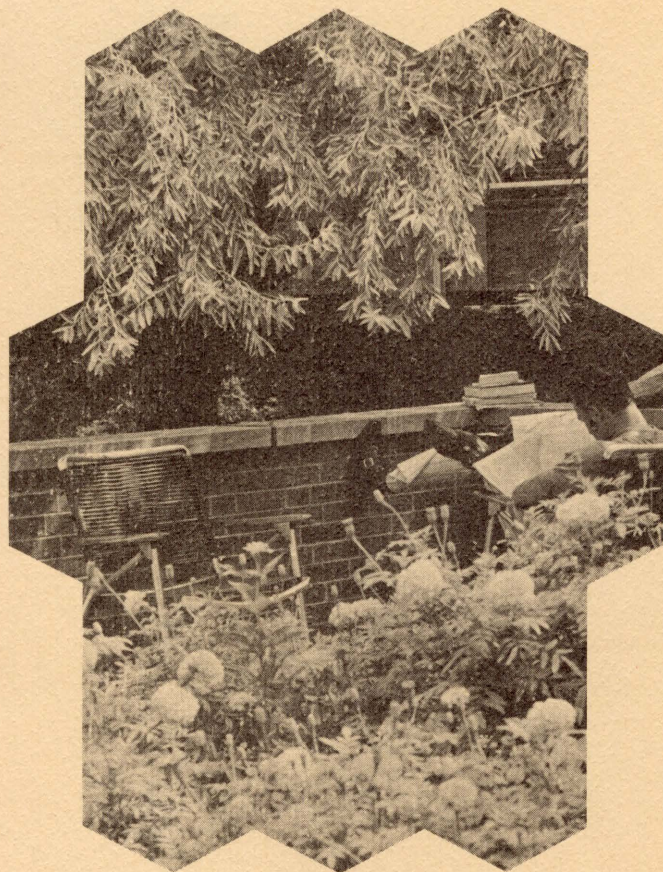
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the graduate catalog



NORTHEASTERN ILLINOIS UNIVERSITY
BRYN MAWR AT ST. LOUIS AVENUE, CHICAGO, ILLINOIS 60625

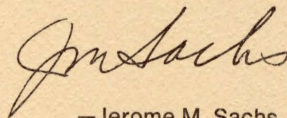
1972-73

**statement
on equal opportunity**

Northeastern Illinois University adheres to the principle of equal opportunity for all, regardless of creed, color or national origin. This principle applies to admissions in which the university makes every effort to seek applicants from all races, from all ethnic and minority groups, from all parts of the metropolitan area and from all of the economic segments of the urban community. To do this the university attempts to make admissions on the basis of several criteria to avoid the particular cultural bias of any single criterion and to provide the support necessary for all students to make the adjustments necessary for success.

In matters of course offerings and course content, the university is well aware of the problems involved in providing a fair and objective presentation of facts about minorities and minority viewpoints which have, historically, been omitted or given at most a passing reference. The university, therefore, recognizes the importance of incorporating studies of all minority and ethnic groups in its curriculum.

The university follows the policies stated above not only because of legal and moral commitments, but also because an educational institution with people on all levels coming from broad rather than narrow segments of the population is a stronger institution and can give a more meaningful and effective education by virtue of its diversity.

A handwritten signature in dark ink, appearing to read "Jm Sachs", written in a cursive style.

—Jerome M. Sachs
PRESIDENT

THIS ISSUE of the Graduate Catalog of Northeastern Illinois University includes announcements, procedures, and requirements for the academic period 1972-73. The University reserves the right, however, to make whatever changes may be necessary from time to time. Since the contents of this publication are subject to change, you are advised to consult the appropriate University official for the latest information.

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

NORTHEASTERN ILLINOIS
UNIVERSITY
GRADUATE CATALOG
1972-73

BRYN MAWR AT ST. LOUIS AVENUE
CHICAGO, ILLINOIS 60625 583-4050

graduate catalog 1972-73

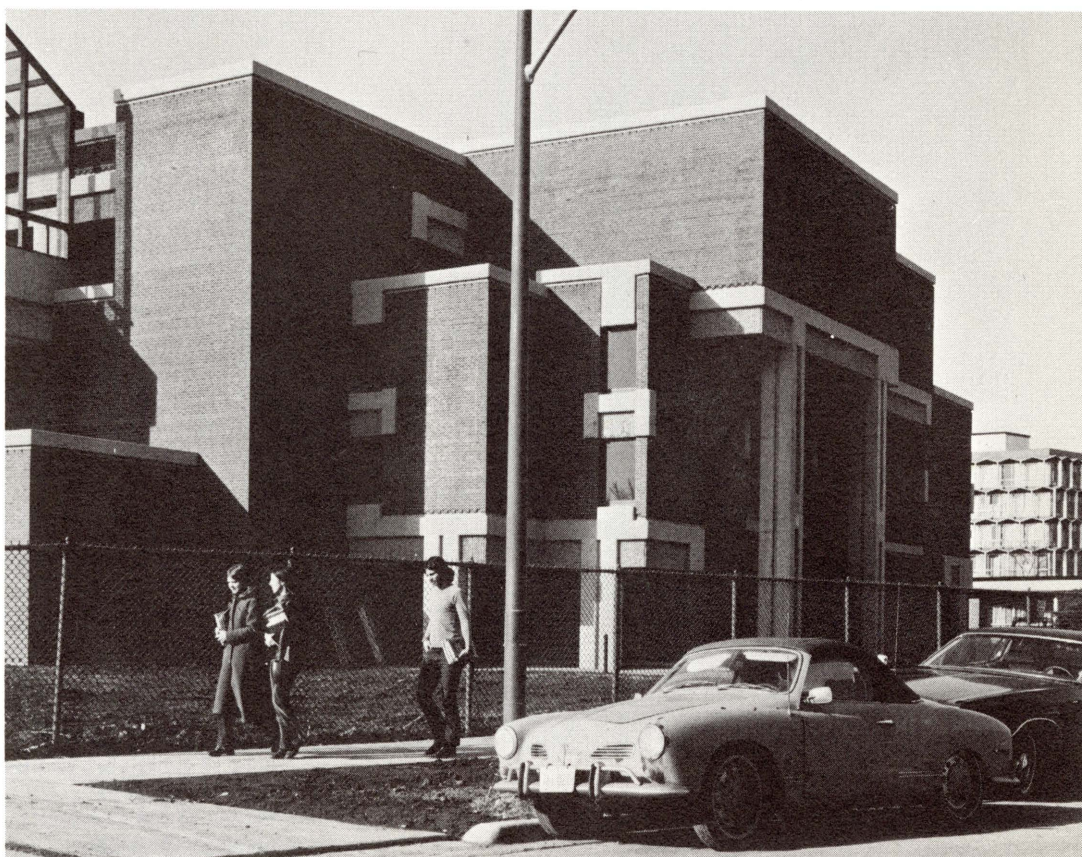


CHICAGO AT NIGHT.

contents

| | |
|---|----|
| Genesis of the University | 4 |
| The Campus Setting | 6 |
| Student Services | 6 |
| Instructional Resources | 10 |
| Learning Services | 10 |
| The Library | 11 |
| Involvement A Continuing | |
| Enrichment | 12 |
| Alumni | 13 |
| International Museum of | |
| Psychology | 13 |
| Northeastern Illinois | |
| University Foundation | 13 |
| Off-Campus Profile | 14 |
| Educational Experimentation | |
| and Innovation | 15 |
| Center For Inner City Studies | 15 |
| Office of Community Services | 16 |
| Continuing Education | 16 |
| The Graduate College | 17 |
| Organization | 18 |
| Academic Information | 18 |
| Admission | 19 |
| Tuition | 22 |
| Financial Aid | 23 |
| Master's Degree Programs | 24 |
| English | 26 |
| Guidance and Counseling | 27 |
| Inner City Studies | 28 |
| Linguistics | 29 |
| Mathematics | 31 |
| Natural and Physical Science | 32 |
| Social Sciences | 35 |
| Special Education | 40 |
| Speech | 45 |
| Faculty—Graduate College | 47 |
| Board of Governors of State Colleges | |
| and Universities | 51 |
| Officers of the University | 51 |
| University Services | 52 |
| Calendar—1972-73 | 53 |
| Graduate College Deadlines | 54 |

genesis of the university



The genesis of Northeastern Illinois University began in 1869 with the authorization by the General Assembly of the State of Illinois to establish 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. Eventually ownership, control and support of the normal school was annexed to the City of Chicago. An agreement was reached in 1896 whereby 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.

Traditionally, the single purpose and precise goal of educating men and women to become teachers was the main objective of the Cook County Normal School. This aim flourished under the direction and guidance of Colonel Francis W. Parker, principal of the Cook County Normal School from 1883 to 1889. Because of his innovations, new practices and ideas were being used to modify the process of teaching.

Originally, the curriculum was based upon a six month program, however, in 1899 this was extended to a full two years. It was not until 1938 that the Bachelor of Education Degree was authorized, a four year curriculum introduced, graduate studies initiated

and the Cook County Normal School became Chicago Teachers College.

In the succeeding years, the demand for teacher training facilities in Chicago increased. Branch locations provided temporary relief to an overcrowded situation. From these modest beginnings, a permanent North Campus at Bryn Mawr and St. Louis avenues emerged in 1961, known as Chicago Teachers College.

Ownership and control of the college (with a name change to Illinois Teachers College North) was transferred by the General Assembly of the State of Illinois, to the Board of Governors of State Colleges and Universities on July 16, 1965. Then in 1967, the institution became known as Northeastern Illinois State College. On July 28, 1971, Governor Richard J. Ogilvie signed a bill which authorized Northeastern to assume university status.

Today, the university is a rapidly developing urban institution offering a wide spectrum of courses and programs in liberal arts and sciences, teacher education for elementary and secondary schools as well as graduate studies.

Striving to guide each individual student through the development of his full potential, the university is committed to assist the individual student to understand himself—other human beings—and the society in which he lives . . .

the campus setting
.... student services



Serving the north side community, Northeastern Illinois University was constructed in 1961 on a 32-acre site. The architectural design of the campus is comprised of eight unified buildings with connecting walkways and halls. The new science building is adjacent to the central nucleus of buildings. Housed within are modern classrooms, the very latest in equipment, prep rooms, special laboratories and many other advanced features that will allow for flexibility in experimentation and research. The five story classroom building is expected to be completed in the Fall of 1972 and will

provide additional classroom and office facilities.

As a public co-educational commuter University, the campus is situated just eight miles northwest of Chicago's Loop. Public transportation makes the campus within reach of the bus and "L" system. Easy access to the city's major arteries offer convenience for the student who wishes to drive.

Students who drive to the university can park their cars at the west end of the campus, and all students parking on campus are required to pay a \$6.00 fee for Vehicle Registration.

gymnasium

The gymnasium, at the southwest corner of the campus contains a swimming pool, two hardwood courts for instruction of games and dances as well as an area designated for the

storage of supplies and equipment for gymnastics and sports. Adjacent outdoor areas are for tennis, softball, golf practice and other activities.

student's viewpoint

The student services philosophy at Northeastern Illinois University fosters and maintains a coalition of services which is reflected in the day-to-day operation of the university community. Suffering no loss of identification, attention is given to the student's well-rounded development—physical, social, emotional, as well as intellectual. The student is thought of as a responsible participant in his own development and not as a passive re-

ipient of doctrine or skill. As a responsible participant in the process of democracy, his full maturity is viewed as a major goal of education.

The realization of the objective—the full maturing of each student—cannot be attained without interest in and organized efforts toward the development of each facet of personality and potentiality.

program of service

Northeastern Illinois University provides for a comprehensive program of services for the entire student population. Under the administration of the Office of the Vice-President of Student Services and the Dean of Students, these services cover a wide spectrum of functions including guidance and counseling, health services, financial aids, discipline, housing arrangements, co-curricular activities, student government, student publications, supervision of the Commuter Center, orientation programs, foreign student programs, special research projects, community service activities, and informal educational services including weekly university-community open forums.

A wide diversity exists among the student body at Northeastern—age range is varied as well as ethnic background. Thus an environment is created which offers students an opportunity to experience a unique and valuable educational process. Students are encouraged to view their coursework in direct correlation to social activities and organizations within the University community.

The task of the Office of Student Services is to coordinate and organize these various programs so that the University can most effectively and efficiently assist each student in reaching the objectives of his educational pursuits.

counseling center

Northeastern Illinois University is deeply concerned that each student receive the maximum benefit from his educational experiences at this University. Counseling services are, therefore, provided to assist all students.

While all faculty members aid students in planning and achieving according to their abilities, the major responsibility for maintaining and coordinating counseling services rests with the Counseling Center.

The Counseling Center is staffed by competent, professional counselors who are available to all students. The counselors are qualified to assist the student in making decisions related to his educational, vocational, and personal concerns. They assist the student in planning his academic program

by helping him to understand his own abilities and interests and by interpreting for him the academic regulations of the University. Counselors may also help the student with problems which are affecting his academic progress. These difficulties are often in the areas of reading skills or study habits. Psychological counseling provides the atmosphere for each student to consider his own personal concerns.

In addition to the counselors in the Counseling Center, each Department appoints faculty advisors to whom the student may take questions concerning courses within that Department. These advisors work with the student in planning an appropriate program of study in the student's selected major or his area of concentration.

Counseling is an integral part of the program of student services at Northeastern Illinois University. It is a service available to each student to assist him in his educational endeavor.

Selective Service Counseling

The Office of the Dean of Students and the Counseling Center have accepted the responsibility to inform and counsel students in problems and questions related to Selective Service rules. These offices provide information about the draft in general, about registration, classifications, deferments, and exemptions. Young men who face difficult decisions, concerning Selective Service regulations, can obtain the assistance and counsel from the personnel in these offices.

commuter center

The Commuter Center attempts to provide facilities for campus organizational meetings and for the social and recreational needs of the university community at UNI, as well as providing the essential services, such as food, school supplies, checkroom and lockers, typing room and study space, needed on an individual basis. In addition, the Commuter Center provides small offices and work space for Student Government, the Commuter Center Activities Board, student publications, and very limited work space for other campus clubs.

The focal point of Northeastern's student life begins at the Commuter Center. UNI has no residential facilities; it's student body is composed mainly of urban commuters. The facilities of the Commuter Center and the programs of the Activities Board are, therefore, designed to enrich the educational experiences of the univer-

sity community and, at the same time, provide comfortable surroundings for informal study and relaxation.

Conveniently located on the main floor of the Commuter Center are:

- Cafeteria
- Coffee Shop
- Vending
- Student Service Desk
- Public Telephones
- Coin-operated Lockers
- Bulletin Boards
- Megaform Seating
- Televisions

On the Lower Level:

- Book Nook (School supplies and used book exchange)
- Beehive (The University Yearbook)
- Billiard Room
- Checkroom
- Poster Room
- Student Radio Station

On the Upper Level are the offices of:

- Associate Deans of Students
- Director Commuter Center
- Activities Program Advisor
- Food Service Manager
- Operations Manager
- Student Senate
- Activities Board
- Print (The Student Newspaper)

In addition, on the Upper Level:

- Student Typing Center
- Student Organizations' Mail Boxes and Work Space
- Master Calendar of Activities
- Quiet Lounge for Relaxing or Study

Additional Student Lounges are readily accessible from the North (A) and South (B) Classroom Wings. Public telephones and additional vending machines are in or near these lounges.

north and south halls

The modern, air-conditioned structures leading to the administration building contain classroom facilities, seminar rooms and laboratories. Many of the rooms may be divided through the use of sliding soundproof partitions, electrically or manually operated. Thus, great flexibility is provided to care for large and small groups of students and to meet the variations in instructional space required for experimental teaching.

Each hall has its own student lounge

for relaxation and study. Individual study carrels are visible in some areas of the wide, well-lighted corridors connecting North and South Halls. In addition, a community furniture arrangement, known as a megaform, can be seen as well. These unusual module-type furnishings provide space for sitting, leaning or lounging. Every effort has been made to encourage students to grow intellectually and socially through the facilities provided for instruction and independent study.

health services

The Health Service office provides for the health needs of the college community. Registered nurses are on duty:

Monday thru

Friday 8:00 a.m. to 8:00 p.m.

Saturday 8:00 a.m. to 12:00 noon

First aid treatment is available for minor injuries and illness to all UNI students, faculty and staff without charge.

When the services of a physician are required or hospital care is necessary, the student will be referred to his private doctor, the emergency room of the hospital of his choice, or the emergency room of the Swedish Covenant

Hospital. The university does not assume any financial responsibility for the treatment given beyond first aid in the office of Health Service.

Accidents occurring on campus should be reported promptly to the Health Service office. Students are urged to cooperate.

Additional functions of the office of Health Service include:

- Health Counseling
- Literature and Brochure Materials
- Health Exhibits and Displays
- Claim Processing for Athlete's Insurance

- Statistics on Accidents and Illnesses Incidence
- Environmental Health and Safety Reports
- Referral Service to Doctors, Clinics, Health Agencies

Hospital Insurance Plan

There is a group hospital insurance plan available if the graduate school student is attending full-time and requests enrollment in the plan. There are both single and family plans; and free brochures describing the benefits and rates in the Health Service, room G-138.

office of career planning and placement

The Office of Career Planning and Placement provides information about teaching and other employment opportunities in education at all levels, with emphasis on the elementary and secondary schools. Career information and job assistance is also available for those seeking employment in business and industry and various levels of government service. Non-teaching graduates are assisted with resumes and references.

Graduates register with this office and the office lists notices of available positions and arranges interviews. However, no graduating student can be

guaranteed employment. Graduate students in the Master's degree programs and alumni are encouraged to employ the services available.

Sets of credentials are prepared for use by employing officials. Included is information concerning teaching and/or work experiences, personal data, letters of recommendation, professional training, special aptitudes and honors. Credentials may be sent to employing officials on request of the candidate or the prospective employer.

Although no fee is charged for the assistance rendered by the Office of

Career Planning and Placement, the applicant must assume responsibility for keeping his records accurate and current. Registration should be completed within the trimester prior to graduation.

In order to assist the growing numbers of Liberal Arts graduates, the Office invites these and all graduates to attend career education seminars which are scheduled throughout the three trimesters. All students are welcome to use career information.

commencement

Commencement ceremonies are usually held three times a year (April, August and December); however, as of January 1, 1973, there will be two commencements per year.

instructional resources

learning services the library

learning services

Learning Services, a major instructional resource at Northeastern, is a centralized facility which provides assistance to both faculty and students in implementing their learning objectives. The individual services consist of television, film production, audio-visual, multimedia, the listening room, the foreign language laboratory, photography, graphic arts, three-dimensional instructional materials, and electronic maintenance for instructional and learning purposes. Learning Services aims to provide a wide range of opportunities for faculty and students to exploit fully the potentialities of non-print media in communication and learning. Therefore, the university community is strongly encouraged to develop and utilize these services as they pursue their learning activities.

The work of Learning Services is carried out by faculty, Civil Service and student personnel. The faculty personnel who supervise and coordinate the services are trained and experienced specialists who hold rank in academic disciplines. In addition to educational and teaching backgrounds, they also have experience



in commercial and educational television, radio, theater, and other media operations. Non-faculty personnel are Civil Service employees who are trained and experienced creative artists and technicians. More and more, student employees, too, are gaining valuable experience in media and, at the same time, making a significant contribution to the university.

Northeastern has taken advantage of recent technological advances to provide new teaching aids and communication systems for teaching and learning. Examples of the newer developments in use are the closed-circuit television system, the multi-media auditorium, which is equipped with a student responder system, and the automated foreign language laboratory. Brief descriptions of these and other services available from Learning Services to the university community are:

Audio-Visual Services. Most classroom usage of audio-visual material is handled through a centralized audio-visual storage center even though facilities are permanently located in some teaching areas. The equipment includes audio tape recorders; slide, overhead, 8mm, and 16mm projectors; projection screens; and a variety of self-study activities and systems. A film library is being added rapidly, and films are also borrowed from free services or rented for classroom use from both commercial and educational film services. Every student and faculty member has a standing invitation to visit the Audio-Visual Department and learn how he may use the equipment and services. The Audio-Visual Self-Study Center is open to all students. The production services of graphic arts, photography, instructional materials preparation (three-dimensional displays, models, etc.), and electronic maintenance are available to the instructional systems as well as to all other instructional, administrative, and student projects. Students make valuable contributions in these areas also, especially student artists and photographers who work on student publications and publicity for student activities.

Learning Services also administers several learning centers, the instructional objectives of which are determined by academic departments. These include the 35-station foreign language laboratory which all students use in their language study, the audio-tape recording-duplicating room, the listening center for audio tapes and records used primarily by music students for assigned and optional listening, and the instructional materials workshop which is also used by art students for individual projects.

Closed Circuit Television. Seventy locations are wired into a master television antenna system which allows television signals to be received from all UHF stations in our area, as well as from our own two closed-circuit channels. The classroom studio is equipped with excellent facilities including vidicon cameras, control equipment, a sophisticated lighting system, studio display units, and both professional and industrial model video-tape recorders. Television is used in a wide variety of learning situations as well as for student programs and coverage of special events at the University. With the arrival of a TV mobile unit equipped with vidicon cameras, control and sound gear, and a professional model video-tape recorder, the range of television learning experiences has been greatly enlarged. Using either its own power generator or available power, the unit is capable of program origination in virtually any location on campus or in the urban community.

Film Production Service. A professional 16mm sound film production unit, 8mm film camera, and editing equipment enable students to achieve a greater degree of personal involvement. Consequently, experimental films, short teaching segments, and films of urban and college life have been produced.

Multimedia Services. The 670-seat auditorium is equipped with two 9 by 14 foot rear projection screens. Images for the screen are provided by a battery of rear projection equipment including a 16mm film projector, 3 x 4 slide projectors, and 2 x 2 slide projectors. In addition, the area behind the screens houses a control console, audio tape recorders, a sound system, and the electronic system which controls the complete installation. Five hundred seats in the auditorium are equipped with six-choice responder units for large group feedback and testing. Multimedia is used by instructors for large group instruction when they wish to include audio and visual materials and also in a variety of other situations when information is conveyed to large groups.

the library

Northeastern's Library is a modern four-level building located at the center of the campus. The Library reflects the multi-purpose educational commitment of the University, containing approximately 190,000 bound volumes and extensive holdings of unbound periodicals and documents, pamphlets, pictures, maps, microfilm, microfiche and filmstrips.

The Reference Department renders traditional bibliographic services and maintains the University archives. Provisions for inter-library loans are made through the reference librarians, and photoduplication for microfilm and microfiche are additional services available to students and faculty.

The Circulation Department maintains records of books charged out to faculty and students and services the reserve book section.

The Periodicals section receives approximately 2800 titles in a wide variety of fields on a continuous basis throughout the year. Students who are involved in research and reference work make considerable use of microfilm technology, through the availability of reading machines and microtext printout.

The Government Documents collection has its basis in the Library's designation as both a United States and Illinois State Depository. Other documents; i.e., foreign, national, state, municipal, and international are located throughout various areas in the Library.

The Curriculum Materials Center is primarily concerned with supporting professional education and children's literature courses. However, part of the service provided to students and visitors includes general Library orientation.

Northeastern's Library offers some excellent display areas which are available for use by students as well as faculty members. Arrangements for exhibits can be made through the Curriculum Materials Center.

In addition to the on-campus Library facilities, the University's Center for Inner City Studies has a continuously developing Library, emphasizing materials on the disadvantaged problems of the urban area. Special effort is made to provide all services available at the main campus Library to students who attend the Center. In conjunction with the Center, several rooms are equipped for Library functions.

Students and staff are fortunate in having access to many other libraries in the Chicago metropolitan area, such as the Board of Education Library, the Chicago Public Library, the John Crerar Library, and, with permission, specialized libraries in subject areas and a number of great university libraries.

involvement . . . a continuing enrichment

alumni

international museum of psychology

northeastern illinois university foundation



STAR-TRIBUNE PHOTO

alumni

The Northeastern Illinois University Alumni Association is open to all former graduates as well as students in their last trimester at the University. Throughout the year, various social

and cultural activities are planned for Alumni and their families. In addition, a quarterly publication entitled, "Alumni News" is issued for the membership of this association.

international museum of psychology

Northeastern's International Museum of Psychology is the first of its kind to be established in the world. Careful planning is underway to insure that this will be an institution of value and significance to researchers and scholars as well as the general public. The Museum has attracted considerable interest in Europe where most of the early work in psychology took place. Outstanding items already acquired include original notebooks and manuscripts of Alfred Binet and Theodore Simon, the memorabilia of Carl Rogers, and the only known original copy of

the British-Indian Army test of intelligence called the color series test. Among other items promised the museum are the original Roschach plates, early work of Gestalt Psychologist. Exhibits which show the developmental history of concepts in psychology are planned and acquisition priorities bear this goal in mind. Current activities include securing items which have been offered for donation or purchase and setting up exhibits and searching for new projects to acquire.

northeastern illinois university foundation

In an effort to expand and enrich the opportunities for the entire Northeastern community, the University has established the Northeastern Illinois University Foundation. As a separate, nonprofit corporation, the Foundation accepts and administers tax deductible gifts of money, property, works

of art, historical and other materials for Northeastern Illinois University. Through its efforts the Foundation strives to provide funds for special programs and projects which cannot be fully supported through the State budget.

off-campus profile

**educational experimentation and innovation
center for inner city studies
office of community services
continuing education**



educational experimentation and innovation

Historically, Northeastern has been committed to a philosophy of educational experimentation and innovation in curriculum, methodology, utilization of technology, and off campus projects. Creativity on the part of the faculty with the encouragement of the administration has produced a number of new approaches to learning and teaching in critical areas of today's world. The scope of academic and community innovation has been as wide and varied as it has been both experimental and experiential. One can find "new programs" being conceived and developed in every area of University life, and through a variety of mechanisms.

The most novel and fruitful of these mechanisms, however, has proved to be the Center for Program Development. The Center was approved by the Board of Governors and the Board of Higher Education to foster, plan and coordinate programs of innovation and experimentation for the enrichment of the entire institution. Programs sponsored by the Center permit creativity in nontraditional academic techniques and procedures by all segments of the University community to be laboratory tested and evaluated for two years before becoming an established part of University programs. A committee of ten representative faculty members serves as an advisory

body, aids in determination of policy, and makes some degree of objectivity possible in approval and evaluation of all new experimental programs. A center Director is responsible for carrying out policies recommended by the committee and endorsed by the Office of Academic Affairs. He is also responsible for the establishment and coordination of innovations thus approved, carries on evaluations of continuing experimental programs, and encourages the genesis of other new programs on a continuing basis. The Center, then, is a clearinghouse and incubator for educational experimentation at Northeastern.

center for inner city studies

Amidst the controversy over community control, tenant strikes, welfare rights, gang warfare, and urban renewal, Chicago's Center for Inner City Studies (CICS) sits physically in the middle of a Model Cities target area and intellectually in the heart of America's urban crisis.

The Center for Inner City Studies represents a departure from the general academic framework. Its primary concern is with the human condition in the inner city. Although it must relate to the given institutional framework, the Center is committed to fit its resources to the total community program. This means that in training teachers the Center must equip the prospective teacher to deal from within the framework of the community in its complex of cultural, economic, social and political problems. Traditionally, education has attempted to categorize its courses of study. However, the Center is subjective, people-oriented, rather than objective-oriented.

The Center for Inner City Studies began official operation in the Abraham Lincoln Centre, a social settlement house located in a south side poverty community, on August 1, 1966. Supported primarily by an Experienced Teacher Fellowship Program Grant, awarded under the Higher Education Act of 1965, the Center commenced its graduate program on September 8, 1966.

Twenty-five students were selected to enroll in the Experienced Teacher Fel-

lowship Program during the first fall trimester. Today, the Extended Day Enrollment has increased to approximately 300 students. The student body includes teachers, social workers, policemen, politicians, lawyers, poverty agency workers and nurses. These individuals come from various parts of the United States.

The City of Chicago is a unique laboratory for attacking the problems of America's urban poor. Generally recognized as being the most severely disadvantaged, these groups are quite prevalent in the Chicago area. Since the Center for Inner City Studies touches bases with all disadvantaged groups in the city as well as scores of agencies, institutions and organizations, the Center has become an invaluable resource and a natural base as a multi-ethnic university complex. In 1969, the Center began its Follow Through Program in three communities: Akron, Ohio; Topeka, Kansas; and Chicago, Illinois. The plan designed by CICS and used in these schools is the Cultural Linguistics Approach.

TEL-TRI is another program which was operated by the Center. The official title of the project is "Trainers of Educational Leaders for Talent Retrieval in Illinois."

In addition, CICS was involved in the Co-Plus Project in the Chicago Public Schools. The Cooperatively Planned Urban Schools (CO-PLUS) Project is a comprehensive program which en-

compasses not only a pre-school program for children ages 3 and 4, but also opens the school for six extra hours daily and up to seven days a week for a program designed jointly by the community and school. The plan endeavors to serve the community needs as the community sees them.

In addition, one of the Center's most relevant programs is its Adult Activity Program which services approximately 200 local adults in leisure time and educational activities.

The Career Opportunity Program (Undergraduate) has 150 participants. Our regular undergraduate program will begin operation in September, 1972, with 50 participants.

The Center holds numerous conferences and seminars on inner city problems for students, community groups, faculty from other colleges and universities, law enforcement workers, youth workers and others who live and/or work in the inner city. Frequent lectures and workshops are also a part of the service that is provided by the Center for Inner City studies.

Due to the rapid expansion and increased enrollment at the Center, plans are being carried out which include additional classrooms, lecture halls, office space, a student lounge and a 45,000 volume materials resource center.

office of community services

Northeastern Illinois University is an integral part of the urban scene with particular concern and commitment for the use of university resources in working with urban problems.

Facilitating exchange of information and cooperative programs between University and Community is one of the prime purposes of the Office of Community Services. Among the many activities of the Office of Community Services, particular emphasis is placed on the role in making known and available to the Chicago urban community educational resources of the university; locating and assessing educational and cultural needs within special communities; and providing a liaison resource for mutually enriching cooperative educational and cultural ventures between faculty, staff and students of the University as well

as special groups and agencies within the urban community.

At present, the Office of Community Services is involved in programs which provide:

1. Resource and advisory services to faculty and students concerning special needs in certain communities.
2. Student Field Placement for academic credit or voluntary service in various areas throughout the city.
3. Sponsorship of Forums and Workshops on educational issues of interest to the University Community, teachers in public schools and the general public.
4. Consulting, planning, referring and training services to community agen-

cies interested in broader educational programs.

5. A center for exchange of information regarding special needs and requests of inner-city areas and the development and involvement of staff and students in off-campus educational programs. For example, awareness of the educational needs of the non-English speaking adults of Humboldt Park area and the desire of students of Spanish derivation to help people in their community resulted in establishing a neighborhood storefront learning center—AQUI ESTOY.

6. O.C.S., under the auspices of the Experimental College, has organized a program for a trimester abroad. Students will have an opportunity to live, work and study in a totally different environment—the Kibbutz community of Israel.

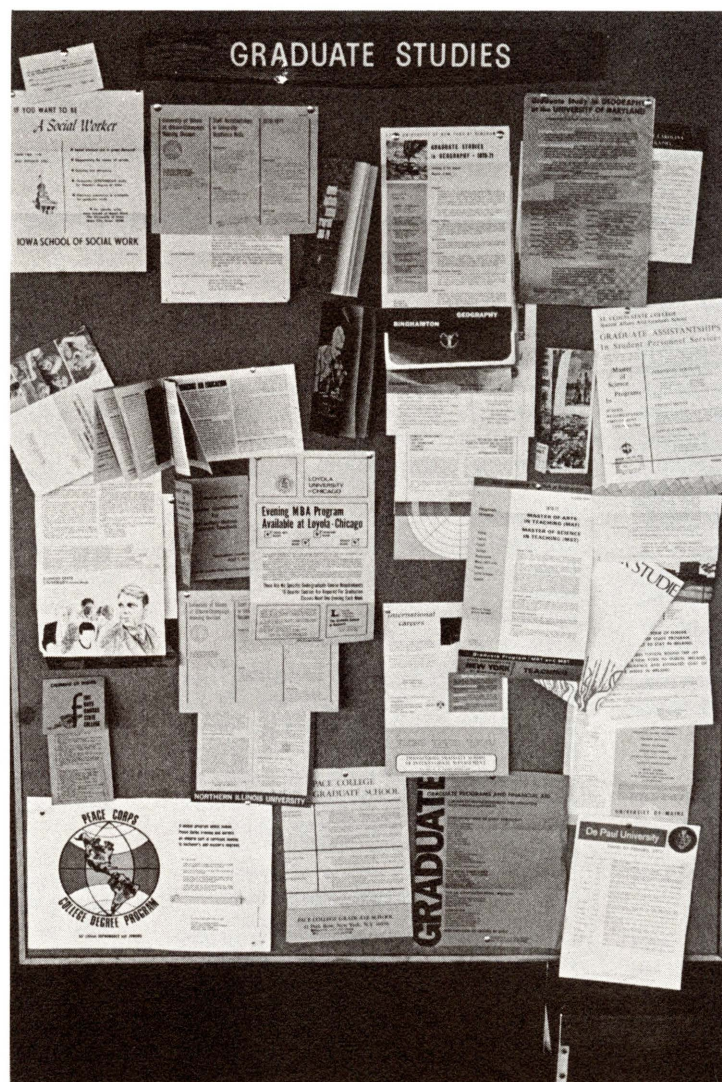
continuing education

Extension classes are scheduled at approximately thirty locations in Chicago and the north, northwest, west and far west suburbs. The majority of students in the program have graduate degrees and are interested in professional advancement, enrichment or graduate study. Undergraduate unclassified students may enroll in a representative number of classes.

New locations and special programs are developed according to needs established by extension administrators, superintendents, groups of teachers and other agencies. Information concerning participation in the extension program may be obtained by contacting the Office of Extension and Continuing Education.

the graduate college

organization
academic information
admission
tuition
financial aid



accreditation

The Graduate 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. It is also a member of the Council of Graduate Schools in the United States.

The Graduate College 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.

Thirty-one individual sequences lead to the Master's degree. The Graduate College offers the majority of its course work during the late afternoon

and evening to accommodate teachers and others 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. Because the graduate program is organized essentially for part-time students, full-time students may on occasion have difficulty in scheduling a full program.

organization of the graduate college

The Dean of the Graduate College is responsible for implementation of institutional policies related to the Graduate College.

Two faculty committees are involved with the administration of the graduate program. These are the Graduate Executive Council and the Graduate Curriculum Committee. The Graduate Executive Council is elected by the graduate faculty and is the body that normally initiates policy for the ad-

ministration of the Graduate College. 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. This Committee develops and recommends graduate curriculum policy and graduate curriculum changes.

All student inquiries and petitions should be channeled through the Dean of the Graduate College. Applications for admission, for acceptance to degree candidacy, and for graduation should be submitted to the Graduate Office.

Graduate advisors are assigned by the disciplines in which the graduate students are enrolled.

the academic year

The regular academic year consists of three trimesters of 16 weeks each, which will allow a student to complete the requirements for graduation in three years (9 trimesters). Concurrent with the spring trimester, two sessions of eight weeks each are offered.

Attendance

Attendance in class is compulsory. The responsibility for enforcement of attendance rests with each faculty member, at whose discretion a student may be dropped from class for absence with a grade of "F".

In the event of return following extended absence due to illness, a student may be required to present a statement signed by a physician, concerning the nature and duration of that illness.

A student must attend the class and section for which he is registered. He may not attend a class other than the one for which he is registered.

A student may not attend meetings of a class without first registering for it. However, a student dropping a course within the first nine weeks of the sixteen week trimester, or within the first

five weeks of an eight week term, may remain in attendance without possibility of credit, provided he has the consent of the instructor and continues in residence at the college.

Students are required to be present at the beginning of the term and to remain until the work of the term is finished.

Unit of Credit

The unit of credit is the semester hour. The semester hour consists of the equivalent of one 50-minute lecture or discussion period, or two laboratory periods per week, for a trimester. For individual study programs, the time requirement for a credit unit will be arranged.

Marking System

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

| Letter Grade | Grade Points Per Credit Hour |
|--------------|------------------------------|
| A | 5 |
| B | 4 |
| C | 3 |
| D | 2 |
| F (failure) | 1 |

| PIE (Program for Interdisciplinary Education) | No grade point value |
|---|---------------------------------|
| V (visitor) | No credit, No grade point value |
| I (incomplete) | L (left) |

All 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 3 courses, or if it falls below 3.0 subsequently, the student will be dropped permanently from the University. A 4.0 is required in 3 programs.

Under certain circumstances, the symbols L, W/P and W/F are used instead of letter grades.

I (Incomplete), may be given if a student is absent from the final examination or fails to complete a special research or individual study project because of some unavoidable circumstances, such 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. It is the responsibility of the student to make arrangements for removal of an incomplete grade. The I (incomplete) will be retained until such time as the instructor assigns a regular grade.

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 record designated as V, and no credit will be conferred. Once a student has enrolled as an auditor in a course, he may not change his registration to earn credit.

The Student's Program

The recommended credit hour load for full-time students in the graduate program is 12 semester hours of academic work in the regular sixteen-week trimester and 6 semester hours in the special eight-week terms.

The recommended credit hour load for students who are engaged in full-time employment is 6 semester hours in the sixteen-week trimester and 3 semester hours in the eight-week term.

Dropping Classes

A student who wishes to drop a class during the first nine weeks of instruction in the regular sixteen-week trimester, or during the first five weeks of instruction in the 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 ninth week of the sixteen-week term, or the end of the fifth week of the eight-week term, a student may be dropped from class for absence as well as for other reasons with a grade of "F". A student who drops a class or withdraws from the University during these periods receives an L (left). Beginning with the tenth week of the sixteen-week trimester or the sixth 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 courses after this period. In that event, at the discretion of the instructor, a grade of W/P (withdrew passing) or W/F (withdrew failing)—depending on the student's status in the class—may be given instead of F.

In-Service And Institute Programs

The University also provides an opportunity for teachers to improve their academic background and 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. Many of these courses are given at the graduate level and may be used for promotional credits or salary adjustments. Separate brochures describe these institutes and workshops.

admission

General Admission Requirements

All applicants who wish to enroll in graduate courses at Northeastern Illinois University 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.

In order to be considered for admission to the Graduate College, students are expected to possess a high level of scholastic ability reflected in an undergraduate grade point average equivalent to 3.75 or better.

2. Persons who have served in the armed forces of the United States are expected to have been honorably discharged.
3. Degree transcripts from foreign schools are normally submitted for evaluation to the Comparative Education Branch of the United States Office of Education in Washington, D.C. Accordingly, a delay in processing the application should be anticipated.

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 as follows:

1. Fulfill the general requirements.
2. Secure a Registration Permit from the Admissions Office prior to 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 may 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 degree candidate."

Graduate standing indicates possession of an acceptable degree;

degree student means that the student has been admitted to a specific graduate program; and

Master's degree candidate (MDC) means that the student has been formally accepted for degree candidacy.

Courses taken as an unclassified graduate student are not automatically accepted in a degree program if the student subsequently applies for admission and is accepted.

A maximum of 9 hours credit earned as an unclassified student is transferable to a degree program if the student applies and gains admission. Such work would have to correspond to the specific degree program requirements.

Admission to a Degree Program

Full 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 College and arranging for receipt of all necessary transcripts: **two copies of degree transcript, two copies of each transcript of graduate work already completed.** If the undergraduate degree transcript shows more than nine hours of transfer credit, duplicate transcripts of the original record are also required.

The Graduate College cannot accept "in hand" transcripts sub-

mitted by students, nor — once a transcript has been received as a corroborating document — can it be released from the files of the Graduate College. Delay in the receipt of transcripts will delay evaluation of the Application for Admission; it is the applicant's responsibility to arrange for receipt of transcripts by the Graduate Office directly from the colleges previously attended.

3. Departmental or program committee approval, including any additional specific requirements. The final decision regarding all applications for admission rests with the graduate faculty members of the appropriate department.

After the Application for Admission has been evaluated, the student will receive a letter from the Dean of the Graduate College indicating the results of the evaluation. If the evaluation is not completed by the time of registration, the student may register as an unclassified graduate student. (Please refer to the section for Admission as an Unclassified Student.)

Since each graduate degree program has its own specific course requirements, it is imperative that the student assume the responsibility for contacting the assigned advisor in the program. The letter of admission will identify the advisor. **Detailed program counseling cannot be done — and should not be expected — at registration time; the student should arrange for an appointment with the advisor 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 Dean of the Graduate College and of the departmental advisor.

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. a marginal undergraduate grade point average not clearly qualifying a student for consideration for full admission.

The above conditions must be removed no later than 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, how-

ever, 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 is deemed appropriate by the Dean of the Graduate College and the departmental advisor. **In no case will the student be accepted to degree candidacy until all provisions of the conditional admission are satisfied.**

Requirements for Degree Applicants

In addition to the requirements for admission to a degree program (possession of the necessary prerequisites, an average of at least B in the undergraduate work that forms the foundation for the graduate program, and an overall undergraduate scholastic average of C +) the student must, during the period while he is working for the Master's degree, satisfy the following requirements:

1. At least 50% of the courses applied to a Masters Degree must be 400 level courses. All graduate credits within the scope of the specific Masters Program, not only those actually applied, 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. Unless specific departmental requirements indicate another standardized test, the student must take and perform acceptably on the Miller Analogies Test by the time he has completed no more than six hours of work in the degree program. This test is scheduled periodically at the University Information on test dates and times can be obtained from the Student Services Office.
3. In the Master of Education programs in Language Arts and in Mathematics, and in the Master of Arts programs in Guidance and Counseling and in Special Education, the student must have acquired a **permanent** (not temporary) city or state teaching certificate.
4. Guidance and Counseling require one year of teaching after receiving permanent teacher cer-

tification. Three letters of recommendation must be sent to the Department of Counselor Education at the time of application. An interview may also be required.

5. Acceptance to Candidacy for the Master's Degree in Special Education requires two letters of recommendation at the time of application for Candidacy. An interview may also be required.

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 acceptance to degree candidacy)

1. **"Application for Admission to the Graduate College"** with indication of a specific degree program. Duplicate copies of the necessary transcripts are required to complete the application (see "Admission to a Degree Program"). A letter with the results of the evaluation will be sent to the applicant.
2. **"Application for Acceptance 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). A maximum of six hours of course work accepted on transfer from other colleges or universities may be used for the candidacy application. All provisions for students admitted conditionally must have been satisfied. (See also the third and fourth requirements under "Requirements for Degree Applicants.")
3. **"Preliminary Application for Graduation."** After the student has been accepted for degree candidacy and when he has completed additional work so that he can reasonably expect to graduate on a given date, this preliminary application may be filed. The status of the applicant will be determined and he will be informed of all outstanding requirements.

Statement of Fees

All tuition and fees are subject to change without notice by action of the Board of Governors of State Colleges and Universities. These fees must be paid at the time of registration. There will be a \$3 service charge for checks returned by the bank for any reason.

tuition

RESIDENTS

Per Trimester

| | |
|-------------------------|----------|
| Registration Fee | |
| 7 credit hours or more | \$210.00 |
| 6 credit hours or less, | |
| per credit hour | 32.00 |
| Student Fees | |
| Student Union | \$ 10.00 |
| 6 credit hours or less | 5.00 |
| Student Activities | 18.00 |
| *Health Insurance | |
| single plan | 19.40 |
| family plan | 72.00 |

*The Group Hospitalization Plan, indicated above, is optional for graduate students.

| | |
|------------------------------------|----------|
| Extension Courses, per credit hour | \$ 24.00 |
|------------------------------------|----------|

Per Eight-Week Term

| | |
|-------------------------|----------|
| Registration Fee | |
| 4 credit hours or more | \$105.00 |
| 3 credit hours or less, | |
| per credit hour | 32.00 |
| Student Fees | |
| Student Union | \$ 5.00 |
| 3 credit hours or less | 2.50 |
| Student Activity | 9.00 |

NON-RESIDENTS

Per Trimester

| | |
|-------------------------|----------|
| Registration Fee | |
| 7 credit hours or more | \$633.00 |
| 6 credit hours or less, | |
| per credit hour | 95.00 |
| Student Fees | |
| Student Union | \$ 10.00 |
| 6 credit hours or less | 5.00 |
| Student Activities | 10.00 |
| *Health Insurance | |
| single plan | 19.40 |
| family plan | 72.00 |

*The Group Hospitalization Plan, indicated above, is optional for graduate students.

Per Eight-Week Term

| | |
|-------------------------|----------|
| Registration Fee | |
| 4 credit hours or more | \$316.50 |
| 3 credit hours or less, | |
| per credit hour | 95.00 |
| Student Fees | |
| Student Union | \$ 5.00 |
| Student Activity | 9.00 |

Fees Applicable to All Students

| | |
|---|----------|
| Application Fee | \$ 15.00 |
| Required of all undergraduate on campus students registering at Northeastern Illinois University for the first time. This fee is not refundable and not applicable toward other fees. | |
| Late Registration Fee | \$10.00 |
| Late Examination Fee | 1.00 |
| Graduation Fee, includes cap and gown rental | |
| Undergraduates | 12.50 |
| Graduates (includes hood rental) | 15.50 |
| Thesis Fee (3 copies required) | 15.00 |
| Additional copies, per copy | 2.50 |
| Transcript Fee | |
| (each copy after first) | 1.00 |
| ID Card Replacement Fee | 1.00 |
| Change of Registration Fee | 5.00 |
| This fee is not charged if: | |
| a) a student drops all courses | |
| b) a student must make a program change because of a failure the preceding term | |
| c) a program change is required because of a cancelled class, or | |
| d) a student adds a class | |
| Vehicle Registration | \$6.00 |

Special fees, where applicable, are shown in the schedule of classes.

Refunds

Final dates for refunds upon complete withdrawal from the University will be stated in the schedule of classes. In the regular 16 week trimester, the final date for full refund, less service

charge will be the tenth calendar date after classes begin. The final date for partial refund, less service charge, will be the twentieth calendar day after classes begin. In the 8 week term the final date for complete refund, less service charge, is the fifth calendar date after classes begin. The final date for partial refund, less service charge, is the tenth calendar date after classes begin. Parking fee refund requests should be directed to the Supervisor of Parking and Security.

Out-of-State Fees

Students who do not meet the following residence requirements will be assessed the official out-of-state fees.

1. Students under 21 years of age are considered residents of Illinois only if their parents (or legal guardians) are residents of Illinois. This means that the parents or legal guardians have a permanent place of abode in Illinois of such a nature as would qualify them to vote in this state.
2. Students over 21 years of age are considered residents of Illinois only if they have established a bona fide residence in Illinois for a period of 12 months preceding registration and are residents at the time of registration.
3. An exception to these criteria is made for a woman student of any age who becomes an Illinois resident upon marriage to a man who is a legal resident.
4. Students who move into the State of Illinois and formally file an intent to remain here.
5. In all cases where questions as to residence arise, the student is responsible for furnishing evidence to support his claim, which will be taken to the Vice-President for Academic Affairs for settlement.

financial aid for graduate students

Financial assistance for graduate students at Northeastern is available on a limited basis.

Basically two aid categories exist: those assistance programs geared to full-time graduate students only (9 cr. hrs. or more) and those open to full or part-time graduate students.

Full-time Programs

1. **National Defense Student Loans:** Federal regulations allow half-time students to receive NDSL's; however, funds have been in such short supply in recent years that the Financial Aid Office has been forced to limit NDSL's to full-time students.

Applicants must complete a needs analysis form (available in the UNI Financial Aid Office). The Financial Aid Office staff will compute the student's need and advise him of the exact dollar amount for which he is eligible. Graduate students may receive up to \$2,500 per year if need is demonstrated and funds are available. Repayment, usually extended over a number of years (maximum of 10), begins one year after graduation. NDSL's carry the benefit of partial cancellation through teaching.

2. **Illinois Guaranteed Loans (State):** Full-time graduate students may borrow up to \$1,500 per academic year (no needs analysis necessary) through a local bank, savings and loan, or credit union. Repayment of the principal (plus 7% simple interest per year) begins 9 months after departing the institution and may not be extended beyond six years. Minimum payment on principal is \$30 per month. NOTE: This loan provides no cancellation feature for teachers.
3. **Student Employment:** Two types of student employment exist at UNI:
 - a. **Student Aide Jobs:** Part-time, on-campus jobs are available to full-time students who apply early to the Financial Aid Office

each term. Applications may be obtained by mail or at the reception desk.

- b. **Work-Study Jobs (federal program):** Federally financed jobs on-campus or off-campus are available to full-time Northeastern students who show that they have need for funds to continue their education. Off-campus jobs are arranged with public or private non-profit agencies and must serve the public interest. Both Student Aide and Work-Study jobs are generally limited to 15 hours per week, which is felt to be prudent in light of study demands. Students may work 40 hours per week during trimester breaks with the consent of employers.

Full or Part-time Programs

1. **Assistantships:** Certain academic departments at UNI have assistantships available on a limited basis. Interested graduate students should contact the individual department.
2. **Fellowships:** Characteristically, fellowship programs change from year to year; new fellowships are initiated, others expire. Fellowships currently in effect at UNI are as follows:
 - a. **Prospective Teacher Fellowship Program in Inner City Studies** (with an emphasis on linguistics and language development): A three-trimester program to train teachers for inner city teaching situations; culminates in M.Ed. in Inner Cities Studies. Contact:

Dr. Nancy Arnez
Director, Center for Inner
City Studies
Northeastern Illinois
University
700 E. Oakwood Blvd.
Chicago, Illinois 60653

- b. **State of Illinois Fellowships in Special Education** (handicapped children). Interested students should write the Superintendent of Public Instruction in Springfield for publication entitled "Article 14, Handicapped Children."

Applications for such fellowships may be obtained from:

Dr. William Itkin
Director, Special Education
Northeastern Illinois University

3. **Scholarships:** Tuition scholarships are available to students who hold valid Illinois Teacher Certificates and who wish to take graduate work in special education. Such students should contact their County Superintendent of Schools for information concerning application procedure.
4. **Veterans Benefits:** Graduate students are eligible to participate in either or both of the veterans programs at Northeastern:
 - a. **The Federal G.I. Bill** (applications available in the Financial Aid Office)
 - b. **The State of Illinois Veterans Scholarship:** The State of Illinois will provide a 4-year waiver of tuition and fees to any veteran who resided in Illinois until at least 6 months prior to induction or enlistment and served on active duty in the Armed Forces for at least one year at any time since September, 1940. The veteran must submit a copy of his Separation Form (DD-214) to the Financial Aid Office, verifying his honorable discharge and Illinois residency.

For further information concerning any form of Financial Aid at Northeastern, call 583-4050, extension 451.

master's degree programs

**available
program
sequences**



Available program sequences leading to the Master's Degree are as follows (details of each program can be found on the appropriate page as indicated).

| | Page |
|--|------|
| ENGLISH | 26 |
| Master of Arts in Literature | 26 |
| Master of Arts in the Teaching of English: Literature | 26 |
| Master of Education in the Teaching of Language Arts.. | 26 |
| (Also See Linguistics.) | |
| GUIDANCE AND COUNSELING .. | 27 |
| Master of Arts in Guidance and Counseling Sequence I | |
| Elementary School Level | 28 |
| Sequence II | |
| Secondary School Level..... | 28 |
| INNER CITY STUDIES | 28 |
| Master of Arts in Inner City Studies | 28 |
| Master of Education in Inner City Studies | 28 |
| Master of Education in Inner City Studies with Language Emphasis | 29 |
| LINGUISTICS | 29 |
| Master of Arts in English Linguistics | 29 |
| Master of Arts in General Linguistics | 30 |
| Master of Arts in Applied Linguistics | 31 |
| (Also See English.) | |
| MATHEMATICS | 31 |
| Master of Science in Mathematics | 31 |
| Master of Education in the Teaching of Mathematics ... | 31 |
| NATURAL AND PHYSICAL SCIENCES | 32 |
| Master of Arts in the Teaching of Biology | 32 |
| Master of Science in Biology | 33 |

| | Page |
|--|------|
| Master of Science in Chemistry | 34 |
| Master of Science in Earth Science | 34 |
| Master of Science in Physics | 35 |
| SOCIAL SCIENCES | 35 |
| Master of Arts in the Teaching of American Studies | 35 |
| Master of Arts in the Teaching of General Social Science | 36 |
| Master of Arts in Geography | 37 |
| Master of Arts in the Teaching of Geography | 37 |
| Master of Arts in History | 38 |
| Master of Arts in Political Science | 38 |
| SPECIAL EDUCATION | 40 |
| Master of Arts in Special Education: | |
| Sequence I | |
| Teaching the Culturally Disadvantaged | 40 |
| Sequence II | |
| Teaching the Educable Mentally Handicapped Child | 41 |
| Sequence III | |
| Teaching the Trainable Mentally Handicapped Child | 42 |
| Sequence IV | |
| Teaching the Emotionally Disturbed Child | 43 |
| Sequence V | |
| Teaching the Socially Maladjusted Child | 44 |
| Sequence VI | |
| Teaching Children with Learning Disabilities | 44 |
| SPEECH | 45 |
| Master of Arts in Speech | 45 |

master of arts in literature

The program is designed to service teachers, as well as students who are not in the teaching profession. It would benefit secondary teachers and students who intend to continue their graduate work beyond the MA or who wish to teach in a Junior College.

Requirements for Admission to the Program

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

Specific: Students electing this program must have completed 30 hours of undergraduate work in English. Included in the 30 hours must be at least six hours in two of the following areas: Chaucer, Shakespeare, Literary Criticism. History of the English Language may be substituted for Chaucer. (All of these must be covered at the completion of the degree program.)

Requirements for the Degree

The program requires twenty-seven hours of course work, a six-credit thesis, and final written and oral examinations.

Thesis

A thesis is required, and students who intend to pursue further study in Literature beyond the Master's degree are also urged to become proficient in French or German. After he achieves candidacy, the student, in consultation with his advisor, should select a topic for his thesis and suggest a thesis advisor in the area of the topic selected. The approved thesis must be submitted to the departmental graduate advisor at least one month before the final examination.

Examination

There will be a four hour written and a one hour oral final examination. Successful completion of the written ex-

amination is a prerequisite for the oral examination. The oral will involve the thesis. Students who fail any part of the written examination may take that part the following year. A student who fails the oral examination may take the examination one more time. The graduate advisor may require a student who fails any part of the examination to take extra course work.

Courses

Credits

Thirty-three hours in Literature distributed as follows:

| | |
|---|---|
| 14-431 Bibliography and Methods of Literary Study . . . | 3 |
| American Literature courses at the 400 level including at least one seminar | 6 |
| English Literature courses at the 400 level including at least one seminar | 9 |
| Electives to be chosen from 300 level or 400 level courses with guidance of the advisor | 9 |
| 14-453 Thesis Seminar: Literature | 6 |

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 this learning in the classroom.

Requirements for Admission to the Program

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

Specific: Students electing this program must have completed 30 hours of undergraduate work in English. In undergraduate or graduate studies, courses in the following areas must be presented:

| | |
|--|---|
| History of the English Language or Chaucer | 3 |
|--|---|

| | |
|--|---|
| American Literature | 6 |
| English Literature | 6 |
| Shakespeare (in addition to the above) | 3 |
| Rhetoric and Composition | 6 |

Requirements for the Degree

Course requirements include 21 credits in Literature and 9 credits in 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 have been accepted by the Department of Literature at least two 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: 21 credits

Credits

| | |
|---|---|
| 14-431 Bibliography and Methods of Literary Study | 3 |
| (Prerequisite to all seminars) | |

| | |
|---|----|
| At least two seminars, one in English Literature and one in American Literature | 6 |
| Electives chosen from 300 and 400-level courses with guidance of advisor | 12 |

Education: 9 credits

| | |
|--|---|
| 64-414 Principles of Curriculum Development | 3 |
| 65-421 Research in Classroom Teaching of Language Arts | 3 |
| 69-402 Television and Related Instructional Media | 3 |

master of education in the teaching of language arts

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.

Requirements for Admission to the Program

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

Specific: In undergraduate work the student must present the following: Education, 15 credits; Language Arts, 18 credits — including Writing (6), Literature (6), Speech (3), and Reading or Language Arts (3).

Requirements for the Degree

Program requirements include 36 credits in course work, 21 in Language Arts and 15 in Education. A photo-static copy of a currently valid Standard State or Chicago teaching certificate is to be filed with the application for admission in the program. 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 areas of the Language Arts.
- (b) an oral examination related to the written examination.

Language Arts (required): 18 credits

- 14-432 The Literary Experience in the Elementary School. 3

| | Credits |
|---|---------|
| 15-414 Specialized Problems in Speaking and Listening | 3 |
| 28-417 Linguistics for the Classroom Teacher | 3 |
| 28-419 Fundamentals of Modern Linguistics | 3 |
| 68-401 Developmental Reading Theory | 3 |
| 68-402 Specialized Problems in Reading Instruction | 3 |

Language Arts (elective): 3 credits, to be chosen from

| | |
|---|---|
| 15-308 Independent Study in Speech | 3 |
| 15-355 Advanced Oral Interpretation | 3 |
| 15-362 The Film as an Art Form | 3 |
| 15-393 Creative Dramatics | 3 |
| 15-425 Interpretation of Prose for Children | 3 |
| 69-333 Library Materials for Language and Creative Arts | 3 |

Credits

Education (required): 9 credits

| | |
|--|---|
| 64-414 Principles of Curriculum Development | 3 |
| 65-421 Research in the Classroom Teaching of Language Arts | 3 |
| 69-402 Television and Related Instructional Media | 3 |

Education Courses (elective): 6 credits to be chosen from

| | |
|---|---|
| 62-411 Comparative Education | 2 |
| 62-412 Selected Concepts in the Philosophy of Education | 2 |
| 62-413 Teacher Interpersonal and Intergroup Relations | 2 |
| 64-418 Classroom Problems in Teaching-Learning Process | 2 |
| 69-401 The Theory of Programmed Instruction | 2 |

master of arts in guidance and counseling

The basic objective of the program is to prepare a specialist in guidance and counseling to work in the school setting. The classroom teacher who desires to remain as such would also be more effective upon completion of this program. The program is designed primarily to meet the needs of school personnel, therefore, the school counselor is viewed primarily as an educator. A person interested in clinical psychology, counseling psychology or rehabilitation counseling, should seek a program different from that presently offered. This in no way implies a disregard or lack of understanding for these areas, but states clearly the expectation that the person graduating from this program will have specific skills enabling him to work effectively in an instructional context. Some objectives for the program would include an expectation of the development of attitudes and skills in the following areas.

1. An appreciation of the dignity and worth of man.
2. An understanding of human behavior, particularly as it relates to the school setting.
3. A philosophy of education and the role of guidance services within this philosophy.
4. Those specific skills attributed to a person filling the role of a school counselor.

Students who are desirous of meeting requirements for the position of adjustment teacher or counselor in the Chicago Public Schools should plan

their work consistent with Chicago requirements.

Persons successfully completing the Master of Arts degree in Guidance and Counseling are eligible, by institutional approval (UNI), for the School Service Personnel-Guidance certificate. This certificate is awarded only to those possessing a State of Illinois Teaching Certificate.

Requirements for Admission to the Program

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

Specific: Full admission to study for a graduate degree in the Department of Counselor Education is based upon an analysis of the academic and personal potential of the individual. Conditional admission is not granted in this program.

1. Applicants must hold an updated standard State or current permanent Chicago teaching certificate. Chicago certificates dating back beyond three years must be accompanied by a letter signed by the principal of the school in which the applicant is employed. Said letter must state that the applicant is **assigned** and is teaching on a permanent certificate.
2. Applicants must have completed one year of satisfactory teaching experience as an assigned teacher after receipt of the stand-

ard State or permanent Chicago teaching certificate. The teaching must have been at the appropriate certificate level (elementary or secondary).

3. Applicants for the elementary sequence must have satisfactorily completed one course in Educational Psychology and one course in Reading Methods or equivalent.
 4. Applicants for the secondary sequence must have satisfactorily completed one course in General or Introductory Psychology and one course in Educational Psychology or equivalent.
 5. At the time of application three letters of recommendation, preferably one from a college academic advisor, and two from school administrators who have jurisdiction over the applicant are required. Letters should be mailed directly from the referent to the Chairman of the Department of Counselor Education.
 6. It is recommended that the Miller Analogies Test be completed and scores submitted to the Graduate College.
- Further details regarding all requirements may be obtained from the Department of Counselor Education.

Requirements for the Degree

1. Satisfactory completion of 36 credits, 27 required hours and 9

- hours to be selected in consultation with a faculty advisor.
2. Satisfactory completion of a comprehensive examination.
 3. **SPECIAL NOTE:** The nature of the counseling relationship with pupils and students is such that certain characteristics must exist in an individual doing counseling. *The possession of high or excellent scholastic ability does not insure that the needed characteristics are present.* Therefore, it must be understood and accepted by the student entering the program that at *any time* in the program an evaluation as to *fitness for counseling* may be made by the staff, with the possibility that a student may be dropped from the program.

Required Courses: 15 credits

| | Credits |
|--|---------|
| 66-313 Principles and Techniques of Guidance ... | 3 |

| | Credits |
|--|---------|
| 36-331 Tests and Measurements | 3 |
| or | |
| 66-421 Evaluation Techniques for Teachers and Counselors | 3 |
| 36-311 Psychology of Personality | 3 |
| or | |
| 36-328 Psychology of Mental Health | 3 |
| 36-437 Theories and Principles of Counseling | 3 |
| 66-461 Research Seminar in Guidance and Counseling | 3 |

Sequence I: Elementary School Level: 12 credits

The following required courses are designed to prepare a specialist to work at the elementary level.

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

| | Credits |
|---|---------|
| 66-456 Community Resources and the Schools | 3 |
| 66-451 Practicum I in Guidance and Counseling | 3 |
| 66-452 Practicum II in Principles and Practices of Counseling | 3 |

Sequence II: Secondary School Level: 12 credits

The following required courses are designed to prepare a specialist to work at the secondary level.

| | |
|--|---|
| 36-329 Adolescent Psychology .. | 3 |
| 66-457 Information and Resources for Secondary School Guidance | 3 |
| 66-453 Practicum I in Guidance and Counseling Secondary Level | 3 |
| 66-454 Practicum II in Guidance and Counseling Secondary Level | 3 |

master of arts in inner city studies

This program is intended essentially for students who intend to work in various capacities, other than teaching, in the inner city. It is intended to provide training in depth in one or two relevant areas.

Requirements for Admission to the Program

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

Requirements for the Degree

Program requirements include 30 credits in course work, including eighteen credits of required core courses,

three credits in one of the seminars in the inner city community, three credits for a Masters Research Project, and six credits of electives.

Required Courses: 24 credits

| | Credits |
|---|---------|
| 91-441 Graduate Study in the Inner City | 3 |
| 91-352 Research Methods in Inner City Studies | 3 |
| 91-353 Research Writing | 3 |
| One of the Seminars in the Inner City Community | 3 |
| 91-421 The Afro-American | 3 |

| | Credits |
|--|---------|
| 91-422 The Southern Mountain White | 3 |
| 91-423 The Spanish Speaking | 3 |
| 91-424 The American Indian | 3 |
| 91-452 Field Internship | 3 |
| 91-453 Seminar in Field Internship | 3 |
| 91-341 Cultures of the Inner City | 3 |
| 91-454 Masters Project Research (Masters Report) | 3 |

Electives: 6 credits

master of education in inner city studies

This program is designed essentially for teachers in inner city schools. It is intended to give breadth of experience.

Requirements for Admission to the Program

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

Requirements for the Degree

Program requirements include 36 credits in course work and a Masters Seminar Report. The report will be a requirement of 91-431 Seminar in Inner City School Problems. The pro-

gram is to be organized under the guidance of the student's faculty advisor.

Required Courses: 30 credits

| | Credits |
|--|---------|
| 91-411 Graduate Study in the Inner City | 3 |
| 91-352 Research Methods in Inner City Studies | 3 |
| 91-953 Research Writing | 9 |
| One of the Seminars in the Inner City Community . | 3 |
| 91-421 The Afro-American | 3 |
| 91-422 The Southern Mountain White | 3 |

| | Credits |
|---|---------|
| 91-423 The Spanish Speaking | 3 |
| 91-424 The American Indian | 3 |
| 91-452 Field Internship | 3 |
| 91-453 Seminar in Field Internship | 3 |
| 91-354 Methods of Teaching in the Inner City | 3 |
| 91-324 Problems in Testing Inner City Children ... | 3 |
| 91-432 Curriculum Development in the Inner City | 3 |
| 91-431 Seminar in Inner City School Problems | 3 |

Electives: 6 credits

master of education in inner city studies with language emphasis

The purpose of the program is to train experienced and prospective elementary school teachers to work more effectively with disadvantaged children of selected minority groups, namely: American Negroes, Spanish-Speaking, Southern Mountain Whites, and American Indians. The program will provide the teachers with a thorough understanding of the history and nature of the English language. Regional and social dialects and their relationships to social and cultural factors will be studied. New methodologies will be used for teaching language skills in the inner-city classroom.

Requirements for Admission to the Program

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

Requirement for the Degree

Program requirements include 36 credits in Linguistics and Inner City Studies, including related seminars, field experiences with social agencies, and classroom experiences in public or private schools. Students will be required to write a Master's paper that will be presented to a seminar. A final oral examination will also be administered. The program is to be organized under the guidance of the faculty advisor.

Inner City Courses: 21 credits

| | Credits |
|--|---------|
| 91-312 History and Cultures of Afro-Americans | 3 |
| 91-313 The Idioms of Afro-American Communities | 3 |
| 91-316 History and Cultures of American Indians | 3 |

| | Credits |
|--|---------|
| 91-326 Language Behavior in Inner-City Communities | 3 |
| 91-331 Literature of Minorities . . | 3 |
| 91-354 Methods of Teaching in the Inner City | 3 |
| 91-452 Field Internship | 3 |

Linguistics Courses: 15 credits

| | |
|--|---|
| 28-415 Phonetics and Phonology | 3 |
| 28-419 Fundamentals of Modern Linguistics . . . | 3 |
| 28-447 Standard English as a Second Dialect | 3 |
| 28-453 Seminar in Applied Linguistics | 3 |
| One appropriate 300 or 400 level elective in Linguistics | 3 |

With the consent of the advisor, some course substitutions in both categories above are permitted.

master of arts in english linguistics

This program is designed for the present or prospective high school or college English teacher who, sensitive to what may be a wide "language gap" in his education, desires to acquire a thorough groundwork in modern linguistic description of language, and of the English language in particular. This program is also designed for the general student of Linguistics, with or without plans to teach, who wishes to specialize in English Linguistics.

Requirements for Admission to the Program

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

Specific: A minimum of 30 credits, excluding basic courses, in English Linguistics or in English and related areas (e.g. foreign languages) with approval of the program coordinator.

Requirements for the Degree

- 33 credits selected as shown below. In addition to the distribution of courses in the various groups, the student must take at least 6 of the 33 credit hours in seminar-level courses of the Department of Linguistics.
- Reading proficiency in one foreign language. This can be satisfied by passing the Graduate School Foreign Language Test (currently offered in French, German, Russian, and Spanish, by Educational Testing Service).

- Written comprehensive examination, prepared and evaluated by the Department of Linguistics.
- A major paper demonstrating originality and competence in linguistics research acceptable to an examination committee, or, upon invitation by the Department, an acceptable thesis.

Courses

| | Credits |
|---|---------|
| I. Introductory (required: 28-419) | |
| 28-419 Fundamentals of Modern Linguistics . . | 3 |
| II. General and Theoretical Linguistics (required: 28-415, 29-449, and one other course, normally 28-411) | |
| 28-411 Transformational Analysis | 3 |
| 28-415 Phonetics and Phonology | 3 |
| 28-421 Seminar in Linguistic Theory: Varies | 3 |
| 28-423 Independent Study in Linguistic Theory . . . | 3 |
| 28-425 Typology of Grammatical Systems | 3 |
| 28-426 Independent Study in Linguistic Typology | 3 |
| 29-449 History of Linguistics . . | 3 |
| III. Historical and Comparative Linguistics (required: one course, normally 29-412 or 29-416) | |
| 29-402 Introduction to Old English | 3 |

| | Credits |
|--|---------|
| 29-412 American English: History and Growth . . | 3 |
| 29-416 The English Language: History and Development | 3 |
| 29-417 Middle English | 3 |
| 29-422 Comparative-Historical Linguistics | 3 |
| 29-431 Introduction to Indo-European Linguistics | 3 |
| 29-451 Seminar in Historical Linguistics: Varies . . | 3 |
| 29-461 Independent Study in Historical Linguistics | 3 |
| IV. Applied Linguistics (required: one course) | |
| 28-417 Linguistics for the Classroom Teacher . . | 3 |
| 28-444 Lexicography | 3 |
| 28-447 Standard English as a Second Dialect | 3 |
| 28-451 Independent Study in Applied Linguistics . . | 3 |
| 28-453 Seminar in Applied Linguistics: Varies . . | 3 |
| 29-481 Teaching American English as a Second Language . . | 3 |
| V. Linguistics and Related Fields (required: two courses) | |
| 29-401 Linguistics, Logic and Computers | 3 |
| 29-403 Seminar in Writing Systems | 3 |
| 29-404 Field Methods in Linguistics | 3 |

| | Credits |
|--|---------|
| 29-428 Linguistic Analysis of Literature | 3 |
| 29-429 Psycholinguistics | 3 |
| 29-445 Semology | 3 |
| 29-446 Socio-Linguistics | 3 |
| 29-452 Seminar in Language and Literature | 3 |
| 29-453 Seminar in Linguistics and Related Fields: Varies | 3 |

| | Credits |
|---|---------|
| 29-462 Independent Study in Language and Literature | 3 |
| VI. Collateral Studies (required: three courses) | |
| These may be elected from the courses in Groups II-V or, with the approval of the graduate advisor, from relevant grad- | |

| | Credits |
|--|---------|
| uate courses in related disciplines in which the student has a good academic background. | |
| VII. Master's Thesis | |
| 29-415 Thesis Seminar: Linguistics | 3 |
| (By Departmental invitation) | |

master of arts in general linguistics

This program is designed for students who already have an undergraduate background in linguistics (a major or a minor) and who desire graduate work in the theory and methods of general linguistic research. It is a natural sequel to the Department's undergraduate liberal arts major in linguistics, but can also serve students in, e.g. psychology, anthropology, foreign language, who wish to specialize in those areas of their disciplines most closely related to linguistics. The program also provides the type of training normally expected for entrance into a doctoral program in linguistics.

Requirements for Admission to the Program

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

Specific: An undergraduate major in linguistics or in a related field (e.g. anthropology, foreign or classified language, English) with a minimum of 12 credits in linguistics.

Requirements for the Degree

1. 33 credits selected as shown below. In addition to the distribution of courses in the various groups, the student must take at least 6 of the 33 credits in seminar-level courses of the Department of Linguistics.
2. Reading proficiency in one foreign language. This can be satisfied by passing the Graduate School Foreign Language Test (currently offered in French, German, Russian, and Spanish by Educational Testing Service).
3. Written comprehensive examination, prepared and evaluated by the Department of Linguistics.
4. A major paper demonstrating originality and competence in linguistics research acceptable

to an examination committee, or, upon invitation by the Department, an acceptable thesis.

| Courses | Credits |
|--|---------|
| I. Introductory (none required; 28-419 will not normally count toward degree requirements) | |
| 28-419 Fundamentals of Modern Linguistics . . . | 3 |
| II. General and Theoretical Linguistics (required: 28-411, 28-415, 28-425) | |
| 28-411 Transformational Analysis | 3 |
| 28-415 Phonetics and Phonology | 3 |
| 28-421 Seminar in Linguistic Theory: Varies | 3 |
| 28-423 Independent Study in Linguistic Theory . . . | 3 |
| 28-425 Typology of Grammatical Systems | 3 |
| 28-426 Independent Study in Linguistic Typology . . | 3 |
| 29-449 History of Linguistics . . | 3 |
| III. Historical and Comparative Linguistics (required: two courses) | |
| 29-402 Introduction to Old English | 3 |
| 29-412 American English: History and Growth . . . | 3 |
| 29-416 The English Language: History and Development | 3 |
| 29-417 Middle English | 3 |
| 29-422 Comparative-Historical Linguistics . . . | 3 |
| 29-431 Introduction to Indo-European Linguistics . . . | 3 |
| 29-451 Seminar in Historical Linguistics: Varies . . . | 3 |
| 29-461 Independent Study in Historical Linguistics . . . | 3 |

| | Credits |
|---|---------|
| IV. Applied Linguistics (none required; may be taken as electives) | |
| 28-417 Linguistics for the Classroom Teacher . . . | 3 |
| 28-444 Lexicography | 3 |
| 28-447 Standard English as a Second Dialect | 3 |
| 28-451 Independent Study in Applied Linguistics . . . | 3 |
| 28-453 Seminar in Applied Linguistics: Varies . . . | 3 |
| 29-481 Teaching American English as a Second Language | 3 |
| V. Linguistics and Related Fields (required: two courses) | |
| 29-401 Linguistics, Logic and Computers | 3 |
| 29-403 Seminar in Writing Systems | 3 |
| 29-404 Field Methods in Linguistics | 3 |
| 29-428 Linguistic Analysis of Literature | 3 |
| 29-429 Psycholinguistics | 3 |
| 29-445 Semology | 3 |
| 29-446 Socio-Linguistics | 3 |
| 29-452 Seminar in Language and Literature | 3 |
| 29-453 Seminar in Linguistics and Related Fields: Varies | 3 |
| 29-462 Independent Study in Language and Literature | 3 |
| VI. Collateral Studies (required: four courses) | |
| These may be selected from the courses in Groups II-V or, with the approval of the graduate advisor, from relevant graduate courses in related disciplines in which the student has a good academic background. | |
| VII. Master's Thesis | |
| 29-415 Thesis Seminar: Linguistics | 6 |
| (By Departmental invitation) | |

master of arts in applied linguistics

This program provides the necessary training in theoretical and applied linguistics for the major areas of language teaching: English, Language Arts, English as a Second Language, Standard English as a Second Dialect, Foreign Language.

Requirements for Admission to the Program

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

Specific: An undergraduate major (30 credit hours) in English, Linguistics, Foreign Language, Classical Language, or in a related field with a minimum of 30 credit hours in language or linguistics courses.

Requirements for the Degree

1. 33 credits selected in consultation with the graduate advisor, subject

to the general requirements specified below.

2. Written comprehensive examination, prepared and evaluated by the Department of Linguistics.
3. A major paper demonstrating originality and competence in linguistics research acceptable to an examination committee, or, upon invitation by the Department, an acceptable thesis.

Required Courses: 9 credits

| | Credits |
|---|---------|
| 28-411 Transformational Analysis | 3 |
| 28-415 Phonetics and Phonology | 3 |
| 28-419 Fundamentals of Modern Linguistics ... | 3 |

28-419 should be taken in the first trimester; it is a prerequisite to 28-415, 28-411, and most of the other graduate courses in Linguistics. Students

with a strong background in Linguistics will be advised to take a more advanced course in lieu of 28-419.

Electives: 24 credits

Students will select, with the advice and consent of the graduate advisor, eight 400-level courses (24 credits) in such areas as Applied Linguistics, Linguistics and Related Fields, General Linguistics, Historical Linguistics, including at least two seminars (6 credits) or, by departmental invitation, the six credit Thesis Seminar: Linguistics. Graduate courses in related disciplines in which the student has a good academic background may be substituted for 6 of the 24 credits of electives.

Master's Thesis:

Students who accept a departmental invitation to write a Master's Thesis will take 29-415 Thesis Seminar: Linguistics (6 credits) in lieu of 6 credits of electives.

master of science in mathematics

This program is designed to fulfill two objectives: First to provide the student a broad general introduction to the areas of higher Mathematics and to encourage in him an appreciation for some of the advanced concepts and methods employed in the various disciplines in Mathematics. The second objective is to provide the student an opportunity to secure a more concentrated course of instruction in one of the three basic areas of advanced Mathematics: Analysis, Algebra, or Geometry.

Requirements for Admission to the Program

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

Specific: A major undergraduate sequence in Mathematics is required, in-

cluding the completion of at least seven courses beyond Integral Calculus.

Requirements for the Degree

This program requires 30 credits in Mathematics, including 12 required and 18 elective. By invitation of the Mathematics Department, a thesis may be substituted for 6 elective credits. A final comprehensive examination is required. In cases where a thesis has been presented, part of the examination would be devoted to its content.

Required Courses: 12 credits

| | Credits |
|--|---------|
| 22-415 Functions of a Complex Variable | 3 |
| 22-416 Functions of a Real Variable | 3 |
| 22-461 Topology | 3 |
| 22-436 Modern Algebra | 3 |

Electives: 18 credits

Six courses chosen with the guidance of the faculty advisor. A maximum of four may be at the 300-level; others must be at 400-level 18

Courses required to make up background deficiencies, prerequisites for required graduate courses, courses required for undergraduate Mathematics majors, and courses applicable to the Master of Education degree in the Teaching of Mathematics will not be applicable toward the Master of Science degree in Mathematics.

Thesis: 6 credits

22-494 Thesis Seminar—
Mathematics 6
(by Invitation only.)

master of education in the teaching of mathematics

This program is of particular interest to teachers in grades Kindergarten through Eight. The intent of the program is to strengthen the teaching of Mathematics at the elementary school level. It is aimed at elementary school teachers who do not have a strong background in Mathematics and includes courses both in Mathematics and Education.

Requirements for Admission to the Program

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

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 credits in Mathematics and 15 in Education. In addition, candidates must pass an oral examination. Possession of a permanent state or Chicago teaching certificate is required at the time of application for degree candidacy.

| | Credits | | Credits | | Credits |
|---|---------|---|---------|-------------------------------|---------|
| I. At least one of: 2 to 4 credits | | 22-434 Mathematics Structure | | 65-423 Research in | |
| 22-355 Modern Mathematics | | II—Deduction | 2 | Classroom Teaching | |
| for the Primary | | | | of Mathematics | 3 |
| Grades | 2 | IV. Three to seven credits from: | | 69-402 Television and Related | |
| 22-356 Modern Mathematics | | 22-321 History of | | Instructional Media . . . | 3 |
| for the Middle | | Mathematics | 3 | VI. Six credits from: | |
| Grades | 2 | 22-322 Number Theory | 3 | 62-411 Comparative | |
| II. One or two of: 2 to 4 credits | | 22-411 Modern Analysis I | 2 | Education | 2 |
| 22-351 Modern Mathematics | | 22-412 Modern Analysis II | 2 | 62-412 Selected Concepts in | |
| Pedagogy | 2 | 22-413 Mathematics Applied | | the Philosophy of | |
| 22-352 Numerical Analysis | | to the Physical and | | Education | 3 |
| and Computation . . . | 2 | Behavioral Sciences . . . | 2 | 62-413 Teacher Interpersonal | |
| 22-353 Recent Trends in | | 22-421 Modern Geometry | 3 | and Intergroup | |
| Mathematics | 2 | 22-436 Modern Algebra | 3 | Relations | 2 |
| III. Both of: 4 credits | | V. All of the following: 9 credits | | 64-418 Classroom Problems | |
| 22-433 Mathematics Structure | | 64-414 Principles of | | in the Teaching- | |
| I—Induction | 2 | Curriculum | | Learning Process . . . | 3 |
| | | Development | 3 | 69-401 The Theory of | |
| | | | | Programmed | |
| | | | | Instruction | 2 |

master of arts in the teaching of biology

The curriculum leading to the Master of Arts in the Teaching of 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 a library thesis, or by conduct of original laboratory or field investigation leading to preparation of a research thesis.

Requirements for Admission to the Program

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

Specific: 1. Admission to the program requires 15 credits of applicable undergraduate Biology (those that satisfy areas of requirements as specified below).

2. A minimum of 3 credits, including laboratory work in each of the following: Chemistry, Physics, and Earth Science.

Requirements for the Degree

Course requirements include 21 credits of graduate Biology, and a total of

36 credits of combined graduate and upper-undergraduate level Biology — including a minimum of 3 credits at advanced undergraduate or graduate level in each of the areas specified below — and 9 credits in Education. Each program is to be organized systematically under the guidance of the faculty advisor. Individual research is required, either a library thesis (on a topic selected in consultation with the advisor) or, by departmental invitation, an experimental thesis. The former is without credit; the latter carries 5 hours of credit for 51-414 Seminars in Research. A final written comprehensive examination is required for all students in the major areas of Biology and in the supporting areas of chemistry, physics, earth science, and science education. In addition, an oral thesis defense is required for all students regardless of whether the thesis be a library or a research thesis.

Biology: 21 credits

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

| | Credits | | Credits |
|--------------------------------------|---------|--------------------------------------|---------|
| I. Animal Morphology and/or Taxonomy | | II. Plant Morphology and/or Taxonomy | |
| 58-313 Entomology | 3 | 57-311 General Mycology . . . | 3 |
| 58-314 Ornithology | 3 | 57-313 Plant Anatomy | 3 |
| 58-315 Invertebrate Zoology . . | 3 | 57-314 Systematic Botany . . . | 3 |
| 58-317 Animal Parasitology . . | 3 | 57-316 Algology | 3 |
| 58-318 Comparative Animal | | 57-318 General Plant | |
| Histology | 3 | Morphology | 3 |
| 58-319 Protozoology | 3 | 57-402 Non-Vascular Plants . . | 3 |
| 58-323 Developmental | | 57-403 Vascular Plants | 3 |
| Anatomy | 4 | III. Genetics | |
| 58-401 Vertebrate | | 56-311 Genetics | 3 |
| Osteology | 3 | 56-401 Analysis of | |
| | | Development | 3 |
| | | 56-402 Biochemical Genetics . . | 3 |
| | | IV. Evolution | |
| | | 56-312 Evolution | 3 |
| | | V. Molecular Biology | |
| | | 56-314 Cellular Physiology . . . | 3 |
| | | 56-315 Biophysics | 3 |
| | | 56-316 Biochemistry | 3 |
| | | 56-318 General Microbiology . . | 3 |
| | | 56-401 Analysis of | |
| | | Development | 3 |
| | | 56-402 Biochemical Genetics . . | 3 |
| | | 56-404 Advanced Cell | |
| | | Physiology | 3 |
| | | 56-406 Physical Biochemistry . . | 3 |
| | | 57-405 Plant Biochemistry . . . | 3 |
| | | VI. Animal Physiology | |
| | | 58-312 Animal Physiology . . . | 3 |
| | | 58-316 Animal Behavior | 3 |
| | | 58-402 Comparative | |
| | | Animal | |
| | | Physiology | 3 |

| | Credits |
|---|---------|
| VII. Plant Physiology | |
| 57-315 Plant Physiology | 3 |
| 57-317 Plant Morphogenesis . . . | 3 |
| 57-404 The Water Relations of Plants | 3 |
| VIII. Ecology | |
| 56-317 Ecology | 3 |
| 56-373 Biological Geography | 3 |
| 57-321 Plant Ecology | 3 |

Seminars in Research: 5 credits

At the time of acceptance for candidacy, the Biology Department may invite the student to do an experimental 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 credits. (The library thesis does not carry course credit.)

| | Credits |
|-----------------------------------|---------|
| 51-414 Seminars in Research . . . | 5 |

Education: 9 credits

| | |
|--|---|
| 64-414 Principles of Curriculum Development | 3 |
| 65-424 Research in Classroom Teaching of Science | 3 |
| 69-402 Television and Related Instructional Media . . . | 3 |

master of science in biology

This program is designed to service both teachers and others who intend to work in various capacities, for which advanced biological training is necessary. Because there is program balance in each of the major areas of Biology, a sound basis is provided for further graduate study. Laboratory work and introduction to research methodology are integral to the program.

Requirements for Admission to the Program

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

Specific: 1. Admission to the program requires 15 credits of applicable undergraduate Biology (those that satisfy areas of requirements as specified below). 2. A minimum of 12 credits in Chemistry with laboratory, including at least one course in Organic Chemistry; a minimum of 8 credits in Physics with laboratory; a minimum of 6 credits in Mathematics.

Requirements for the Degree

Course requirements include 30 hours of graduate Biology credit at the 300 or 400 level, and a total of at least 45 hours of combined graduate and upper-undergraduate level Biology credit, including a minimum of 3 hours at advanced undergraduate or graduate level in each of the areas specified below. A minimum of 9 hours of graduate Biology credit at the 400 level is required, not including the 5 hours for experimental thesis credit. Of the 9 hours, there must be at least 1 hour and no more than 3 hours of non-research Biology seminar credit.

Each program is to be organized systematically under the guidance of the graduate advisor. Individual research is required, either a library thesis—on

a topic selected in consultation with the advisor—or, by departmental invitation, an experimental thesis. The former is without credit; the latter carries 5 hours of credit for 51-414 Seminars in Research. At the time of acceptance to candidacy the decision is made as to whether or not the student is to be invited to do an experimental thesis. A final written comprehensive examination is required for all students in the major areas of Biology and in the supporting areas of chemistry, physics, and mathematics. In addition, an oral thesis defense is required for all students regardless of whether the thesis be a library or a research thesis.

Biology: 30 credits

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

| | Credits |
|--|---------|
| I. Animal Morphology and/or Taxonomy | |
| 58-313 Entomology | 3 |
| 58-314 Ornithology | 3 |
| 58-315 Invertebrate Zoology . . | 3 |
| 58-317 Animal Parasitology . . | 3 |
| 58-318 Comparative Animal Histology | 3 |
| 58-319 Protozoology | 3 |
| 58-323 Developmental Anatomy | 4 |
| 58-401 Vertebrate Osteology . . | 3 |
| II. Plant Morphology and/ or Taxonomy | |
| 57-311 General Mycology . . . | 3 |
| 57-313 Plant Anatomy | 3 |
| 57-314 Systematic Botany . . . | 3 |
| 57-316 Algology | 3 |
| 57-318 General Plant Morphology | 3 |
| 57-402 Non-Vascular Plants . . | 3 |
| 57-403 Vascular Plants | 3 |
| III. Genetics | |
| 56-311 Genetics | 3 |
| 56-401 Analysis of Development | 3 |
| 56-402 Biochemical Genetics . . | 3 |

| | Credits |
|----------------------------|---------|
| IV. Evolution | |
| 56-312 Evolution | 3 |

| | |
|--|---|
| V. Molecular Biology | |
| 56-314 Cellular Physiology . . . | 3 |
| 56-315 Biophysics | 3 |
| 56-316 Biochemistry | 3 |
| 56-318 General Microbiology | 3 |
| 56-401 Analysis of Development | 3 |
| 56-402 Biochemical Genetics . . | 3 |
| 56-404 Advanced Cell Physiology | 3 |
| 56-406 Physical Biochemistry | 3 |
| 57-405 Plant Biochemistry . . . | 3 |

| | |
|---|---|
| VI. Animal Physiology | |
| 58-312 Animal Physiology . . . | 3 |
| 58-316 Animal Behavior | 3 |
| 58-402 Comparative Animal Physiology | 3 |

| | |
|---|---|
| VII. Plant Physiology | |
| 57-315 Plant Physiology | 3 |
| 57-317 Plant Morphogenesis . . | 3 |
| 57-404 The Water Relations of Plants | 3 |

| | |
|--|---|
| VIII. Ecology | |
| 56-317 Ecology | 3 |
| 56-373 Biological Geography | 3 |
| 57-321 Plant Ecology | 3 |

Seminars in Research: 5 credits

At the time of acceptance for candidacy the Biology Department may invite the student to do an experimental 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 25 credits. (The library thesis does not carry course credit.)

| | |
|-----------------------------------|---|
| 51-414 Seminars in Research . . . | 5 |
|-----------------------------------|---|

master of science in chemistry

This program is designed to provide graduate education in chemistry for the prospective secondary school or junior college teacher, and the student wishing to use knowledge of Chemistry in industry or business. Opportunities for coursework in the major areas of Chemistry are available, as is the opportunity for supervised research.

Requirements for Admission to the Program

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

Specific: Admission to the Program requires the following undergraduate credit: (a) 2 semesters (normally 8 credits) of laboratory Physics, (b) 2 semesters (normally 8 credits) of Calculus, (c) 26 semester hours of undergraduate Chemistry, including 2 semesters of Organic Chemistry, 1 semester of Physical Chemistry, and 1 semester of Analytical Chemistry.

Requirements for the Degree

1. Course work: (30 credits total)

(a) The following basic courses must be taken as part of the Program if they have not been previously taken as part of an undergraduate program: 54-324 (4 cr.), 54-346 (4 cr.), 54-352 (2 cr.), 54-353 (3 cr.).

- (b) 12 credits in 400-level courses in Chemistry or related fields are required, exclusive of research. A minimum of 3 credits are required in Chemistry.
- (c) A maximum of 12 credits may be taken in research, including the thesis. The thesis carries 6 credits through 54-409.
- (d) Courses in Physics, Mathematics, and other related fields may be applied to the requirements for the degree, with the approval of the Department, to a maximum of 9 credits.

2. Thesis:

A thesis may be written upon invitation by the Department. The Thesis Seminar: Chemistry (54-409) carries 6 credits applicable to Program requirements.

3. Examination:

A final comprehensive examination is required for students not writing a thesis.

Chemistry: 21-30 credits

| | Credits |
|--|---------|
| 54-324 Instrumental Analysis ... | 4 |
| 54-327 History of Physical Science | 2 |
| 54-332 Identification of Organic Compounds | 4 |

| | Credits |
|--|---------|
| 54-334 Advanced Organic Chemistry | 4 |
| 54-346 Radiochemistry | 4 |
| 54-352 Physical Chemistry Laboratory | 2 |
| 54-353 Physical Chemistry II ... | 3 |
| 54-401 Carbohydrates | 3 |
| 54-402 Organometallic Chemistry | 3 |
| 54-403 Physical Methods in Organic Chemistry ... | 3 |
| 54-404 Chemical Thermodynamics | 3 |
| 54-405 The Chemical Bond ... | 3 |
| 54-406 Coordination Chemistry . | 3 |
| 54-407 Symmetry in Chemistry .. | 3 |
| 54-408 Independent Study in Chemistry | 3 |
| 54-409 Thesis Seminar: Chemistry | 6 |

Related Fields: 0-9 credits

| | |
|--|---|
| 22-301 Ordinary Differential Equations I | 3 |
| 51-341 Fortran and Numerical Analysis for Scientists | 3 |
| 59-311 Mechanics I | 3 |
| 59-321 Electricity and Magnetism I | 3 |
| 59-324 Quantum Mechanics I ... | 3 |
| 59-336 Modern Physics | 3 |
| 59-343 Nuclear Physics | 3 |
| 59-393 Electronics | 3 |
| 65-424 Research in Classroom Teaching of Science .. | 3 |

master of science in earth science

Each program is to be organized systematically under the guidance of the faculty advisor who shall consult with the departmental Graduate Advisory Committee. Individual research is required, either a library thesis (on a topic selected in consultation with the advisor) or, by departmental invitation, an experimental thesis. The former is without credit; the latter carries 5 hours of credit for 53-414 Thesis Seminar: Earth Science. At the time of acceptance to candidacy the decision is made as to whether or not a student is to be invited to do an experimental thesis. The student will have the option to take either a final written or oral comprehensive examination in the earth sciences if he fulfills the research requirement by submitting a library thesis. Oral defense of the thesis is required for those who submit an experimental thesis.

Requirements for Admission to the Program

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

Specific: Admission to the Program requires: (a) 15 credits of undergraduate earth science courses; (b) a minimum of 8 credits in Chemistry, with a laboratory; and 8 credits in Physics, with a laboratory. Students who are deficient no more than 6 credits in the above requirements may be admitted to the Program conditionally, pending removal of the deficiency. Any deficiency should be made up as soon as possible. Up to 9 suitable graduate credits taken by an unclassified student may be applied to the Program following admission to the Program.

Requirements for the Degree

Course requirements include 30 credits in graduate Earth Science courses at the 300 or 400 level, and a total of at least 45 credits of combined graduate and undergraduate level Earth Science credit. A minimum of 9 credits in graduate Earth Science courses at the 400 level is required, not including the 5 credits for the experimental thesis. Of these 9 credits, there must be no fewer than 1 credit and no more than 3 credits in non-research Earth Science seminar courses.

Earth Science: 30 credits

| | Credits |
|---|---------|
| 53-311 Mineralogy | 3 |
| 53-312 Structural Geology | 3 |
| 53-314 Paleontology | 3 |
| 53-315 Glacial and Quaternary Geology | 3 |

| | Credits |
|---|---------|
| 53-316 Stratigraphy | 3 |
| 53-317 Principles of Sedimentation | 3 |
| 53-318 World Regional Geology | 3 |
| 53-319 Petrology | 3 |
| 53-321 Oceanography | 3 |
| 53-322 Economic Geology..... | 3 |
| 53-323 Field Geology | 3 |
| 53-324 History of the Geological Sciences .. | 3 |
| 53-325 Seminars in Earth Science | 3 |
| 53-327 Geology of the National Parks | 3 |

| | Credits |
|--|---------|
| 53-328 Marine Geology | 3 |
| 53-329 Soil Science | 3 |
| 53-371 Geomorphology | 3 |
| 53-401 Petroleum Geology | 3 |
| 53-407 Hydrogeology | 3 |
| 53-408 Advanced Mineralogy and Crystallography .. | 3 |
| 53-409 Igneous Petrology | 4 |
| 53-410 Ground Water Development | 4 |
| 53-411 Clay Mineralogy | 4 |
| 53-412 Planetary Science | 3 |
| 53-413 Atmosphere Science | 3 |
| 53-414 Thesis Seminar: Earth Science | 5 |

The following courses in allied disciplines are also applicable to the Earth Science Program:

| | Credits |
|--|---------|
| 43-324 Oceanography I | 3 |
| 43-325 Oceanography II | 3 |
| 43-351 Statistics for Geographers and Earth Scientists | 3 |
| 43-371 Geomorphology | 3 |
| 43-421 Climatology | 4 |
| 43-422 Paleogeography | 3 |
| 59-391 Astronomy | 3 |

master of science in physics

This program provides a sound basis in each of the major areas of Physics, while retaining sufficient flexibility to provide the student an opportunity for greater concentration in a particular area through coursework or research.

Requirements for Admission to the Program

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

Specific: Admission to the Program requires the following undergraduate preparation: (a) two semesters of introductory Chemistry, (b) at least one course in mathematics beyond the elementary Calculus sequence, such as differential equations, (c) 26-30 hours of undergraduate Physics, of which at least 15 hours must be from Junior and Senior level Physics courses.

Requirements for the Degree

1. Course work: (30 credits total)

- (a) 24-30 credits are required in Physics, of which 12 are in required courses and 12-18 are elective.
- (b) Up to 6 credits of research may be applied toward the total re-

quired for the degree. A thesis may be written upon invitation by the Department. The thesis carries 6 credits for research through 59-409.

- (c) Up to 6 credits may be taken from areas outside of Physics, subject to approval of the Department.

2. Thesis:

A thesis may be written upon invitation by the Department. The Thesis Seminar: Physics (59-409) carries 6 credits applicable to the Program requirements.

3. Examination:

A final comprehensive examination is required for students who do not write a thesis.

Required Courses: 12 credits

A student who presents evidence of credit in a course equivalent to any of the courses below may substitute 3 credits of electives, subject to departmental approval.

| | Credits |
|--|---------|
| 59-312 Mechanics II | 3 |
| 59-323 Electricity and Magnetism II | 3 |
| 59-324 Quantum Mechanics I ... | 3 |
| 59-336 Modern Physics | 3 |

Physics Electives: 12-18 credits

| | |
|---|---|
| 51-341 Fortran and Numerical Analysis for Scientists . | 3 |
| 59-326 X-ray Theory and Technique | 3 |
| 59-331 Optics | 3 |
| 59-333 Vibration and Sound | 3 |
| 59-335 Thermodynamics and Kinetic Theory | 3 |
| 59-337 Modern Physics Laboratory | 1 |
| 59-338 Introductory Mathematical Physics . | 3 |
| 59-339 Intermediate Physics Laboratory | 2 |
| 59-343 Nuclear Physics | 3 |
| 59-344 Introduction to Solid State Physics | 3 |
| 59-393 Electronics | 3 |
| 59-401 Advanced Experimental Physics | 3 |
| 59-402 Atomic Physics | 3 |
| 59-403 Solid State Physics | 3 |
| 59-404 Advanced Electronics for Scientists | 3 |
| 59-405 Elementary Particles | 3 |
| 59-406 Statistical Mechanics ... | 3 |
| 59-407 Relativity and Gravitation | 3 |
| 59-408 Independent Study in Physics | 3 |
| 59-409 Thesis Seminar: Physics . | 6 |

master of arts in the teaching of american studies

The Masters program in American Studies provides an opportunity for students interested in interdisciplinary work in American civilization; most particularly, academic studies in American/History and American/Lit-

erature. The majority of courses available for this program are in these two disciplines although course work in other areas of Social Sciences and the Humanities are also available.

Requirements for Admission to the Program

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

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

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

A grade average of B should have been maintained in all courses listed above.

Sequence I (with thesis)

Requirements for the Degree

Course requirements include 18 credits in American studies, 6 for the thesis and 9 in Education. All programs are to be organized systematically under the guidance of the faculty advisor. A thesis is required on a topic chosen in consultation with the advisor. 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.

Credits

Humanities: 9 credits
Humanities Electives (selected with guidance of advisor) 9

Social Science: 9 credits
Social Science Electives (selected with guidance of advisor) 9

Of the 18 credits in course work as indicated above, 3 credits shall consist of a choice between:

14-431 Bibliography and Methods of Literary Study 3
or

44-451 Historiography and Historical Method 3

Thesis: 6 credits
41-433 Thesis Seminar: American Studies 6

Education: 9 credits
64-414 Principles of Curriculum Development 3
65-422 Research in Classroom Teaching of Social Studies 3
69-402 Television and Related Instructional Media ... 3

Sequence II (without thesis)
Course requirements include 27

credits in American Studies and 9 in Education. All programs are to be organized systematically under the guidance of the faculty advisor. A final oral examination is administered by the faculty of the disciplines contributing to the program.

Credits

Humanities: 12-15 credits
Humanities Electives (selected with guidance of advisor), including at least one 400-level seminar in American Literature 12-15

Social Science: 12-15 credits
Social Science Electives (selected with guidance of advisor), including at least one 400-level seminar in American History 12-15

Of the 27 credits in course work as indicated above, 3 credits shall include 44-451 Historiography and Historical Method.

Education: 9 credits
64-414 Principles of Curriculum Development ... 3
65-422 Research in Classroom Teaching of Social Sciences 3
69-402 Television and Related Instructional Media ... 3

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 College.

Specific: Admission to the program requires 30 undergraduate credits in social science.

Requirements for the Degree

Course requirements include 21 hours

in the Social Sciences, 6 in related fields, and 9 in Education. All programs are to be organized systematically under the guidance of the faculty advisor. Each student is required to take at least 9 hours of course work in **one** of the areas of the Social Sciences. The balance of the required hours must be taken in one, or at most two, of the other areas of the Social Sciences. Two seminar papers to be completed as part of the requirements for 41-427 Research Seminar in General Social Science (required) ... 3 (to be taken after all other courses are completed.) A final comprehensive examination will be administered.

Credits

Social Science: 21 credits
Social Science electives, 300 and 400 level courses (all to be selected with guidance of advisor) 18
41-427 Research Seminar in General Social Science 3

Cognate Courses: 6 credits
Related fields electives, 300 or 400 level (to be selected with guidance of advisor) 6

Education: 9 credits
64-414 Principles of Curriculum Development 3
65-422 Research in Classroom Teaching of Social Studies 3
69-402 Television and Related Instructional Media ... 3

master of arts in geography

The Geographer in his quest for the understanding of why phenomena vary spatially has become an integral part of the present society and will in the future, through simulation, offer optimum locations for man and his technology. This program is designed to provide advanced study for the training of personnel for Education, Industry, Government, and other areas where geographers are needed.

Requirements for Admission to the Program

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

Specific: Admission to the program requires an undergraduate major or minor in Geography. Non-majors will be required, at the discretion of the Department, to remedy any deficiencies noted in the student's geographical background. The Graduate Record Examination and the Achievement Test in Geography may be required.

Requirements for the Degree

Course requirements include a total of 27 credits in Geography and 6 for Thesis. Specific course requirements are established separately for each student, but require a chosen area of concentration in one of six fields—Cultural or Social Geography, Political Geography, Physical Geography, Economic Geography, Urban Geography, Marine Geography—and demonstrated competence in two of these fields as established through satisfactory completion of courses. At least 15 credits must be in 400-level courses. The student must submit a Geographic Thesis that will be chosen in consultation with the program advisor and written under the supervision of the thesis advisor assigned by the Department. A final written and/or oral examination, covering the chosen area of concentration and the general knowledge of the entire field of Geography, is required. An oral defense of the Thesis is also required.

Geography: 27 credits

| | Credits |
|---|---------|
| 43-376 Cartography I | 3 |
| or | |
| 43-377 Cartography II | 3 |
| 43-351 Statistics for Geographers and Earth Scientists | 3 |
| or | |
| 43-442 Geographic Problems in Quantitative Measurements | 3 |
| 43-411 Scope and Philosophy of Geography | 3 |
| Geography electives, 300 and 400 level courses | 18 |

(Courses to be selected with guidance of advisor; at least 6 hours of 400-level.)

Thesis: 6 credits

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

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. Two sequences are available to accommodate student interest and direction.

Requirements for Admission to the Program

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

Specific: Admission to the program requires 15 hours of undergraduate credit in Geography.

Requirements for the Degree

I. Thesis Option, 33 credits total

Course requirements include 18 credits in Geography, 6 for Thesis, and 9 in Education. The program is to be organized systematically under the guidance of the Graduate Advisor. Each student approved by the Department to follow this sequence must submit a

Geographic Thesis that will be chosen in consultation with the program advisor and written under the supervision of the thesis advisor assigned by the Department. A final comprehensive written and/or oral examination is administered at the discretion of the Graduate Faculty of the Geography Department.

Geography: 18 credits

| | Credits |
|---|---------|
| 43-411 Scope and Philosophy of Geography (required) | 3 |
| 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 advisor. Recommended courses are 43-351 Statistics for Geographers and Earth Scientists or 43-442 Geographic Problems in Quantitative Measurements, and 43-376 Cartography I or 43-377 Cartography II.)

Thesis: 6 credits

| | Credits |
|---|---------|
| 43-431 Thesis Seminar: Geography | 6 |

Education: 9 credits

| | |
|---|---|
| 64-414 Principles of Curriculum Development | 3 |
| 65-422 Research in Classroom Teaching of Social Studies | 3 |
| 69-402 Television and Related Instructional Media | 3 |

II. Research Papers Option, 36 credits total

Course requirements include 27 credits in Geography and 9 in Education. Two research papers must be presented by the student for review by the Department. The topics must be selected with the guidance of the advisor, the papers must encompass two different areas of Geography, and they must be prepared under the guidance of two different faculty members. A final comprehensive written and/or oral examination is administered at the discretion of the Graduate Faculty of the Geography Department.

| | Credits |
|---|---------|
| Geography: 27 credits | |
| 43-411 Scope and Philosophy of Geography (required) | 3 |
| Geography electives, 300 and 400 level courses | 24 |

(At least one course in a given geographic area, the remainder to be selected with guidance of advisor. Recommended courses are 43-351 *Statistics for Geographers and Earth Scientists* or 43-442 *Geographic Problems in Quantitative Measurements*, and 43-376 *Cartography I* or 43-377 *Cartography II*.)

| | Credits |
|---|---------|
| Education: 9 credits | |
| 64-414 Principles of Curriculum Development | 3 |
| 65-422 Research in Classroom Teaching of Social Studies | 3 |
| 69-402 Television and Related Instructional Media | 3 |

master of arts in history

This program is designed to service teachers, as well as students who are not in the teaching profession. It would benefit secondary teachers who lack historical training in depth, and it would have special value for junior college teachers who must acquire a more sophisticated understanding of their subject matter.

Requirements for Admission to the Program

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

Specific: Applicants must present 24 credits in History, or the equivalent, including 6 in United States History, 6 in European History, and 6 in non-European or American History.

Sequence I (with thesis)

Requirements for the Degree

Thirty credits are required, including

18 in History, 6 for Thesis and 6 in related fields (or additional History courses). The Master's Thesis is required, and there is a final comprehensive examination covering course work and thesis.

History: 18 credits

| | Credits |
|--|---------|
| 44-451 Historiography and Historical Method | 3 |
| Two Graduate Seminars | 6 |
| Three 300 or 400-level History electives (to be chosen with guidance of advisor) | 9 |

Related Fields: 6 credits

| | |
|---|---|
| Two electives in cognate fields or selected History courses (to be chosen with guidance of advisor) | 6 |
|---|---|

Thesis: 6 credits

| | |
|--|---|
| 44-431 Thesis Seminar: History | 6 |
|--|---|

Sequence II (without thesis)

Requirements for the Degree

Thirty-six credits are required includ-

ing 30 in History and 6 in related fields (or additional History Courses). There is a final comprehensive examination covering course work.

History: 30 credits

| | Credits |
|--|---------|
| 44-451 Historiography and Historical Method (or alternative 400-level History course selected with consent of advisor) | 3 |
| Two Graduate Seminars in History | 6 |
| Seven 300 or 400-level History electives (to be chosen with guidance of advisor) | 21 |

Related Fields: 6 credits

| | |
|---|---|
| Two electives in cognate fields or selected History courses (to be chosen with guidance of advisor) | 6 |
|---|---|

master of arts in political science

The purpose of this program is to enlarge the student's knowledge of political phenomena, to introduce him to relatively advanced concepts of political analysis, and to provide a grounding in research methods.

Requirements for Admission to the Program

Prenote: The following paragraphs state the minimum requirements for the Master of Arts program in Political Science. More detailed information about the requirements and about other aspects of this program is contained in a circular available on request from the Department of Political Science.

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

Specific: Admission to the program requires 24 hours of undergraduate credit in the social sciences, with at least 12 hours of this work in political science. A grade average of at least B should have been maintained in this work. A student whose background does not meet these norms may be required to remove the deficiencies by taking additional course work, as the Graduate Program Coordinator of the Department shall determine. Such additional course work will not be credited towards the 30 credit hours required for the M.A.

Requirements for Admission to Candidacy

Upon completion of the Miller Analogies Test and 12 credits of course work, or as soon as possible thereafter, a student must make application

for admission to degree candidacy. A grade average of B is the minimum acceptable for admission to degree candidacy.

Requirements for the Degree

Thirty credit hours of course work are required. Courses are available in the following areas: American Politics and Government, Urban Politics, Asian Studies, Comparative Politics, Political Theory, and International Relations. Two graduate seminars are required, one of which must be in the student's major area of interest. Three courses may be taken in approved cognate fields as part of the 30 credit hours. Upon departmental invitation, the student may do a thesis for six hours of credit in place of two courses; otherwise, a departmental research paper will be required. A final oral exam-

ination is also administered after all other requirements have been met.

American Government: Credits

| | | |
|--------|---|---|
| 45-301 | Legislative Process | 3 |
| 45-302 | U.S. Foreign Policy Since World War II | 3 |
| 45-303 | Public Opinion and Propaganda | 3 |
| 45-304 | Constitutional Law: The Supreme Court's Role in American Government | 3 |
| 45-305 | Constitutional Law: Civil Liberties | 3 |
| 45-311 | Policy-Making in American National Government | 3 |
| 45-315 | Political Parties and Pressure Groups | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-328 | Seminar in Domestic Politics and Government | 3 |
| 45-332 | Public Administration | 3 |
| 45-333 | State Government and Politics | 3 |
| 45-353 | Practical Politics | 3 |
| 45-358 | The Judicial Process | 3 |
| 45-349 | Cities and the Federal System | 3 |
| 45-401 | Seminar in American Policy-Making Process | 3 |
| 45-402 | Seminar in Political Behavior | 3 |
| 45-409 | State Parties and Politics | 3 |

Urban Politics:

| | | |
|--------|---|---|
| 45-307 | Government and Politics of Metropolitan Areas | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-318 | Municipal Government | 3 |
| 45-328 | Seminar in Domestic Politics and Government | 3 |
| 45-334 | Urban Politics | 3 |
| 45-349 | Cities in the Federal System | 3 |
| 45-357 | Laboratory in Urban Politics | 3 |
| 45-405 | Seminar in Urban Politics | 3 |

Asian Studies:

| | | |
|--------|--|---|
| 45-317 | Independent Study in Political Science | 3 |
|--------|--|---|

Credits

| | | |
|--------|---|---|
| 45-324 | Communist China: Politics and Government | 3 |
| 45-341 | Governments in Asia | 3 |
| 45-343 | Seminar in Asian Politics | 3 |
| 45-345 | Politics of Southeast Asia | 3 |
| 45-346 | Political Doctrines of Asia | 3 |
| 45-347 | Seminar in Asian Studies | 3 |
| 45-348 | Government and Politics of South Asia | 3 |
| 45-342 | International Relations in Asia | 3 |
| 45-344 | Politics of the Middle East | 3 |
| 45-325 | Government and Politics of Pakistan | 3 |
| 45-356 | South Asia in International Relations | 3 |
| 45-403 | Seminar in Contemporary Political Problems of East Asia | 3 |
| 45-404 | Revolutionary Movements in Asia | 3 |
| 45-408 | Seminar in Problems of Nation Building | 3 |
| 45-411 | Seminar in South Asian Politics | 3 |
| 45-413 | Contemporary Politics of Himalayan Kingdoms | 3 |
| 45-414 | Colonial Government and Administration in South Asia | 3 |

Comparative:

| | | |
|--------|--|---|
| 45-312 | Modern European Governments | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-322 | Politics and Government of South America | 3 |
| 45-323 | Government in New Nations | 3 |
| 45-324 | Communist China: Politics and Government | 3 |
| 45-325 | Government and Politics of Pakistan | 3 |
| 45-329 | Seminar in Comparative Politics | 3 |
| 45-338 | Politics of Sub-Sahara Africa | 3 |
| 45-341 | Governments in Asia | 3 |
| 45-344 | Politics of the Middle East | 3 |
| 45-345 | Politics of Southeast Asia | 3 |
| 45-348 | Government and Politics of South Asia | 3 |

Credits

| | | |
|--------|--|---|
| 45-351 | The Soviet Union: Government and Politics | 3 |
| 45-354 | Political Modernization in Africa | 3 |
| 45-355 | Politics and Government of Mexico, Central America and the Caribbean | 3 |
| 45-402 | Seminar in Political Behavior | 3 |
| 45-408 | Seminar in Problems of Nation Building | 3 |
| 45-415 | Seminar in African Politics | 3 |

International Relations:

| | | |
|--------|--|---|
| 45-302 | U.S. Foreign Policy Since World War II | 3 |
| 45-313 | Contemporary International Relations | 3 |
| 45-316 | War and Peace | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-319 | International Law and Organization | 3 |
| 45-331 | Seminar in International Relations | 3 |
| 45-342 | International Relations in Asia | 3 |
| 45-314 | The UN and World Order | 3 |
| 45-406 | Seminar in International Relations | 3 |
| 45-407 | Political Integration in Western Europe | 3 |
| 45-412 | Seminar in the Behavioral Aspects of International Relations | 3 |

Political Theory:

| | | |
|--------|---|---|
| 45-306 | Contemporary Political Philosophy | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-321 | Political Theory | 3 |
| 45-335 | Political Theory I: Man and The State | 3 |
| 45-336 | Political Theory II: Man and Society | 3 |
| 45-339 | Political Theory III: Contemporary Political Analysis | 3 |
| 45-352 | African Political Thought | 3 |
| 45-346 | Political Doctrines of Asia | 3 |
| 45-326 | Selected Political Theorists | 3 |
| 45-416 | Seminar in Selected Problems in Political Theory | 3 |

master of arts in special education

sequence I: teaching the culturally disadvantaged

The purpose of the six sequences of this program is to train teachers of exceptional children and to advance the professional training of experienced teachers in the various areas of exceptionality.

Requirements for Admission to the Program

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

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

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

Requirements for the Degree

A minimum of 36 credits, including a 6-hour practicum with culturally disadvantaged 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 or high school teaching certificate**. In addition to these 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 Courses:

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

| | Credits |
|---|---------|
| 37-308 Measurement and Evaluation | 3 |
| 37-309 Psychology of Language and Cognitive Development | 3 |
| or | |
| 37-325 Language Instruction for the Disadvantaged . | 3 |
| 37-311 Psychology of Exceptional Children .. | 3 |

| | Credits |
|---|---------|
| 37-324 Educational Implications of Black History and Culture | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| OR | |
| 37-462 *Seminar in Problems of Cultural Deprivation ... | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 38-431 Practicum I in Teaching Culturally Disadvantaged Children | 3 |
| 38-441 Practicum II in Teaching Culturally Disadvantaged Children | 3 |
| 47-316 Urban Ecology | 3 |

Elective Pattern I: Human Relations**

| | |
|--|---|
| 37-402 Sensitivity Training in Human Relations | 3 |
| 38-405 Seminar in School-Community Relations .. | 3 |
| Elective with approval of advisor | 3 |

Elective Pattern II: Teaching the Gifted Child

| | |
|---|---|
| 37-401 Psychology of the Gifted Child | 3 |
| 38-402 Education of the Gifted Child | 3 |
| Elective with approval of advisor | 3 |
| 38-404 Research Seminar for the Gifted | 3 |
| (To be substituted for 37-441 Research Seminar in Special Education. The major project would be done through this seminar. Practicum I 38-431 and II 38-441 for students in this sequence, would focus upon curriculum, materials, and instruction for the Gifted.) | |

Elective Pattern III: Diagnosis and Remediation of Learning Disabilities

| | |
|---|---|
| 37-315 Psychopathology of the Brain-Injured Child ... | 3 |
|---|---|

| | Credits |
|--|---------|
| 37-416 Seminar in Learning Disabilities | 3 |
| (May be substituted for 38-441 Practicum II in Teaching Culturally Disadvantaged Children, with approval of the Department.) | |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |

Elective Pattern IV: Teaching the Socially Maladjusted Child

| | |
|--|---|
| 37-315 Psychopathology of the Brain-Injured Child ... | 3 |
| OR | |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| 37-322 Mental Health and Behavior Deviations ... | 3 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-491 Seminar in Teaching of Socially Maladjusted Children | 3 |
| (May be substituted for 38-441 Practicum II in Teaching Culturally Disadvantaged Children, with approval of the Department.) | |

Elective Pattern V: Individually Patterned Elective Pattern

An elective pattern fitted to the needs of the individual student, arranged by the student with the approval of his advisor.

*A Master's Project is required: This may be accomplished through one of these seminars.

**Admission to this elective sequence will require consent of the Department.

sequence II: teaching the educable mentally handicapped child

Requirements for Admission to the Program

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

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

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

Requirements for the Degree

A minimum of 36 credits, including 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.

Pattern I: For New Teachers of Self-Contained EMH Classrooms Waiver of required courses may be requested in areas in which competence can be demonstrated.

| | |
|---|---|
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children .. | 3 |
| 37-312 Psychology of the Mentally Handicapped Child | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |
| 37-322 Mental Health and Behavior Deviations ... | 3 |
| OR | |
| 37-461 Cultures of the Disadvantaged | 3 |

Credits

| | |
|---|---|
| 37-412 Medical Aspects of the Exceptional Child | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| OR | |
| 38-414 *Seminar in Curriculum Development for Mentally Handicapped Children | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| 38-411 Teaching the Educable Mentally Handicapped Child ... | 3 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| 38-434 Practicum I in Teaching Educable Mentally Handicapped Children | 3 |
| 38-444 Practicum II in Teaching Educable Mentally Handicapped Children | 3 |

Patterns II — VI: For experienced EMH teachers or for EMH teachers with undergraduate work or previous graduate work in Special Education.

Required Courses:

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

| | |
|---|---|
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children .. | 3 |
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| 38-411 Teaching the Educable Mentally Handicapped Child ... | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| OR | |
| 38-414 *Seminar in Curriculum Development for Mentally Handicapped Children | 3 |

Credits

| | |
|--|---|
| 38-434 Practicum I in Teaching Educable Mentally Handicapped Children | 3 |
| 38-444 Practicum II in Teaching Educable Mentally Handicapped Children | 3 |

Elective Patterns: 15 semester hours Pattern II: Learning Disabilities (EMH-LD)

| | |
|---|---|
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |
| 38-341 Play and Creative Expression for the Academically Handicapped Child ... | 3 |
| OR | |
| 38-342 Vocational Preparation for the Academically Handicapped Child ... | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |

Pattern III: Social Adjustment (EMH-SA)

| | |
|--|---|
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| 37-322 Mental Health and Behavior Deviations ... | 3 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| One additional elective from recommended list | 3 |

*A Master's Project is required. The project may be accomplished through one of these seminars.

| | Credits |
|--|---------|
| Pattern IV: Physically Handicapped (EMH-PH) | |
| 37-312 Psychology of the Mentally Handicapped Child | 3 |
| 37-414 Medical Aspect of Crippling Conditions in Children | 3 |
| 37-415 Education of the Physically Handicapped Child ... | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
| Two additional electives from recommended list | 6 |

Pattern V: EMH Secondary Pattern

| | |
|--|---|
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| Five of the following seven courses: | |
| 36-329 Adolescent Psychology .. | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| 37-406 Vocational Rehabilitation | 3 |
| Home Economics or Shop Elective | 3 |
| Guidance and Counseling Elective ... | 3 |

| | |
|--|---|
| 38-342 Vocational Preparation for the Academically Handicapped Child ... | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |

Pattern VI: Selected Alternatives

| | |
|---|---|
| Three choices from the following alternatives: | |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |
| 37-412 Medical Aspects of the Exceptional Child | 3 |
| OR | |
| 37-312 Psychology of the Handicapped Child (Required) | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| OR | |
| 37-322 Mental Health and Behavior Deviations ... | 3 |
| Two additional electives from recommended list | 6 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| OR | |

| | |
|--|---|
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities | 3 |
|--|---|

Pattern VII: Free electives from recommended list

| | |
|---|---|
| 36-328 Psychology of Mental Health | 3 |
| 37-312 Psychology of the Mentally Handicapped Child | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |
| 37-322 Mental Health and Behavior Deviations .. | 3 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-412 Medical Aspects of the Exceptional Child | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities .. | 3 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |

sequence III: teaching the trainable mentally handicapped child

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, Child Psychology, or Psychology of Adolescence
- Teaching of Reading or of the Language Arts

Requirements for the Degree

A minimum of 36 credits, including 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 Courses:

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

| | Credits |
|--|---------|
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children.. | 3 |
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |

| Credits | Credits | Credits |
|---|---|---|
| 37-412 Medical Aspects of the Exceptional Child 3 | 38-445 Practicum II in Teaching Trainable Mentally Handicapped Children 3 | 37-414 Medical Aspects of Crippling Conditions in Children 3 |
| 37-441*Research Seminar in Special Education 3 | | 37-415 Education of the Physically Handicapped Child.... 3 |
| OR | Electives: 6 credits from selected list of electives | 37-442 Thesis Credit in Special Education 3 |
| 38-414*Seminar in Curriculum Development for Mentally Handicapped Children 3 | 36-328 Psychology of Mental Health 3 | 38-342 Vocational Preparation for the Academically Handicapped Child ... 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities (Required) 3 | 36-437 Theories and Principles of Counseling 3 | 38-401 Diagnosis and Remediation of Severe Learning Disabilities (Required) 3 |
| 37-454 Counseling the Handicapped 3 | 37-312 Psychology of the Mentally Handicapped Child (Required) 3 | 66-313 Principles and Techniques of Guidance 3 |
| 38-412 Teaching the Trainable Mentally Handicapped Child 3 | 37-322 Mental Health and Behavior Deviations... 3 | Other electives with approval of advisor |
| 38-435 Practicum I in Teaching Trainable Mentally Handicapped Children 3 | 37-406 Vocational Rehabilitation 3 | |
| | 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children 3 | |

**A Master's Project is required. The project may be accomplished through one of these seminars.*

sequence IV: teaching the emotionally disturbed child

Requirements for Admission to the Program

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

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

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

Requirements for the Degree

A minimum of 36 credit hours, including a 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 credits. At the time of application for

degree candidacy the student **must possess an elementary or high school teaching certificate.** In addition to these requirements, candidates for the degree must show satisfactory performance on the Miller Analogies Test and at time of application for candidacy **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 Courses:

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

| | Credits |
|---|---------|
| 37-311 Psychology of Exceptional Children... 3 | |
| 37-322 Mental Health and Behavior Deviations... 3 | |
| 37-403 Training Seminar I in Group Process 3 | |
| 37-404 Training Seminar II in Group Process 3 | |
| 37-405 Principles of Diagnostic Testing 3 | |
| OR | |
| 37-308 Measurement and Evaluation 3 | |

Credits

| | |
|--|--|
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children 3 | |
| 37-421 Seminar II in the Psychopathology of Emotionally Disturbed Children 3 | |
| 37-441 *Research Seminar in Special Education 3 | |
| 37-492 **Seminar in Teaching of Emotionally Disturbed Children.... 3 | |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities... 3 | |
| 38-433 Practicum I in Teaching Emotionally Disturbed Children 3 | |
| 38-443 Practicum II in Teaching Emotionally Disturbed Children 3 | |
| 37-407 Behavior Modification (elective) 3 | |

**A Master's Project is required. The project may be accomplished through this seminar.*

***May be waived for experienced teachers of Emotionally Disturbed Children. If waived, an elective may be substituted for this requirement.*

sequence V: teaching the socially maladjusted child

Requirements for Admission to the Program

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

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

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

Requirements for the Degree

A minimum of 36 credits, including a 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 these 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 Courses:

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

| | Credits |
|---|---------|
| 37-308 Measurement and Evaluation | 3 |

Credits

| | |
|---|---|
| 37-311 Psychology of Exceptional Children... | 3 |
| 37-322 Mental Health and Behavior Deviations... | 3 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 37-491 **Seminar in Teaching of Socially Maladjusted Children... | 3 |
| 38-401 Diagnosis and Remediation of Severe Learning Disabilities... | 3 |
| 38-432 Practicum I in Teaching Socially Maladjusted Children | 3 |
| 38-442 Practicum II in Teaching Socially Maladjusted Children | 3 |

Elective Patterns: 6-9***

Elective Pattern I: Learning Disabilities (SA-LD)

| | Credits |
|--|---------|
| 37-315 Psychopathology of the Brain-Injured Child | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |

Elective Pattern II: Teaching the Gifted Child (SA-Gifted)

| | |
|---|---|
| 37-401 Psychology of the Gifted Child | 3 |
| 38-403 Seminar in Curriculum and Materials for the Gifted | |
| OR | |
| 38-402 Education of the Gifted Child | 3 |
| (Both, if 37-491 Seminar in Teaching of Socially Maladjusted Children is waived.) | |

Credits

Elective Pattern III: Selected Electives: 6-9 credits from Patterns I and II and from the following list:

| | |
|--|---|
| 36-311 Psychology of Personality | 3 |
| 36-312 Abnormal Psychology ... | 3 |
| 36-328 Psychology of Mental Health | 3 |
| 36-329 Adolescent Psychology .. | 3 |
| 36-431 Psychoanalytic Theories of Personality | 3 |
| 36-437 Theories and Principles of Counseling | 3 |
| 37-316 Principles of Speech Pathology for the Classroom Teacher ... | 3 |
| OR | |
| 15-390 Speech Improvement in the Classroom | 3 |
| 37-405 Principles of Diagnostic Testing | 3 |
| 37-407 Behavior Modification (elective) | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 38-305 Pre-Practice Field Experience with Socially or Emotionally Maladjusted Children . | 3 |
| 66-313 Principles and Techniques of Guidance | 3 |

*A Master's Project is required. The project may be accomplished through this seminar.

**May be waived for Experienced Teachers of Socially Maladjusted Children. If waived, an elective may be substituted for this requirement.

***Additional elective if 37-491 Seminar in Teaching of Socially Maladjusted Children is waived.

sequence VI: teaching children with learning disabilities

Requirements for Admission to the Program

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

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

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

Requirements for the Degree

A minimum of 36 credits, including a 6-hour practicum with children with learning disabilities, is required of all candidates. Nine of these hours are electives. 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 or high school teaching certificate.** In addition to these 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 Courses: Core Curriculum

| | Credits |
|---|---------|
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children .. | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 37-405 Principles of Diagnostic Testing | 3 |

Advanced Curriculum

| | |
|---|---|
| 37-416 Seminar in Learning Disabilities | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| 38-436 Practicum I in Learning Disabilities (Clinical) .. | 3 |

| | Credits |
|--|---------|
| 38-446 Practicum II in Learning Disabilities (School) .. | 3 |

*A Master's Project is required. The project may be accomplished through this seminar.

Electives: 9 credits

Electives should be selected to provide depth and breadth to the student's professional background. It is recommended that advisors exercise considerable latitude in approving electives which will best meet the individual needs of students. However, the student is required to have a minimum of 32 hours in special education for State certification to teach in the area of learning disabilities.

Recommended Electives

| | Credits |
|--|---------|
| Area I: Psychology (at least one course) | |
| **37-322 Mental Health and Behavior Deviations .. | 3 |
| 37-315 Psychopathology of the Brain-Injured Child ... | 3 |
| 36-317 Introduction to Statistical Methods in Psychology | 3 |
| 36-328 Psychology of Mental Health | 3 |
| 36-437 Theories and Principles of Counseling | 3 |

| | Credits |
|---|---------|
| 37-309 Psychology of Language and Cognitive Development | 3 |

**This course or its equivalent at either undergraduate or graduate level is currently required for State certification.

Area II: Communication (at least one course)

| | |
|--|---|
| 14-433 Developmental Reading Theory | 3 |
| 64-306 Methods of Teaching Reading—Elementary School | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |
| 68-402 Specialized Problems in Reading Instruction .. | 3 |
| Selected courses in speech, speech pathology and linguistics | |

Area III: Other Electives

| | |
|---|---|
| 36-451 Research Methodology Seminar | 3 |
| 37-412 Medical Aspects of the Exceptional Child | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 62-413 Teacher Interpersonal and Intergroup Relations | 3 |

master of arts in speech

An in-depth study of the substance and skills of Speech and the Performing Arts, this program is designed for secondary school teachers of Speech, for candidates for teaching positions in higher education who require appropriate preparation for further graduate study, and for students interested in positions other than teaching.

Requirements for Admission to the Program

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

Specific: Admission to the program requires 15 credits in Speech, including courses that provide an introduction to the broad field of Speech and prepare the student for advanced work. An interview is required of all applicants.

Requirements for the Degree

An organized program of course work totaling 30 credits in Speech will be

selected in consultation with a faculty advisor. The program should include a minimum of fifteen credits in one of the following areas: (1) Speech-Communication, or (2) Performing Arts.

Students may follow either a non-thesis program or a thesis program. Non-thesis students must elect a minimum of five courses at the 400 level, including 15-431 Introduction to Graduate Study in Speech, and each student must place in the departmental library three finished term papers written in 400 level courses other than 15-431.

Thesis students must complete fifteen credit hours of 400 level course work, including (1) 15-431 Introduction to Graduate Study in Speech and (2) 15-445 Thesis Seminar-Speech, for which 6 credits will be granted upon acceptance of the thesis. Each thesis student will submit a thesis which meets with the approval of a graduate committee of three persons who have been approved by the departmental

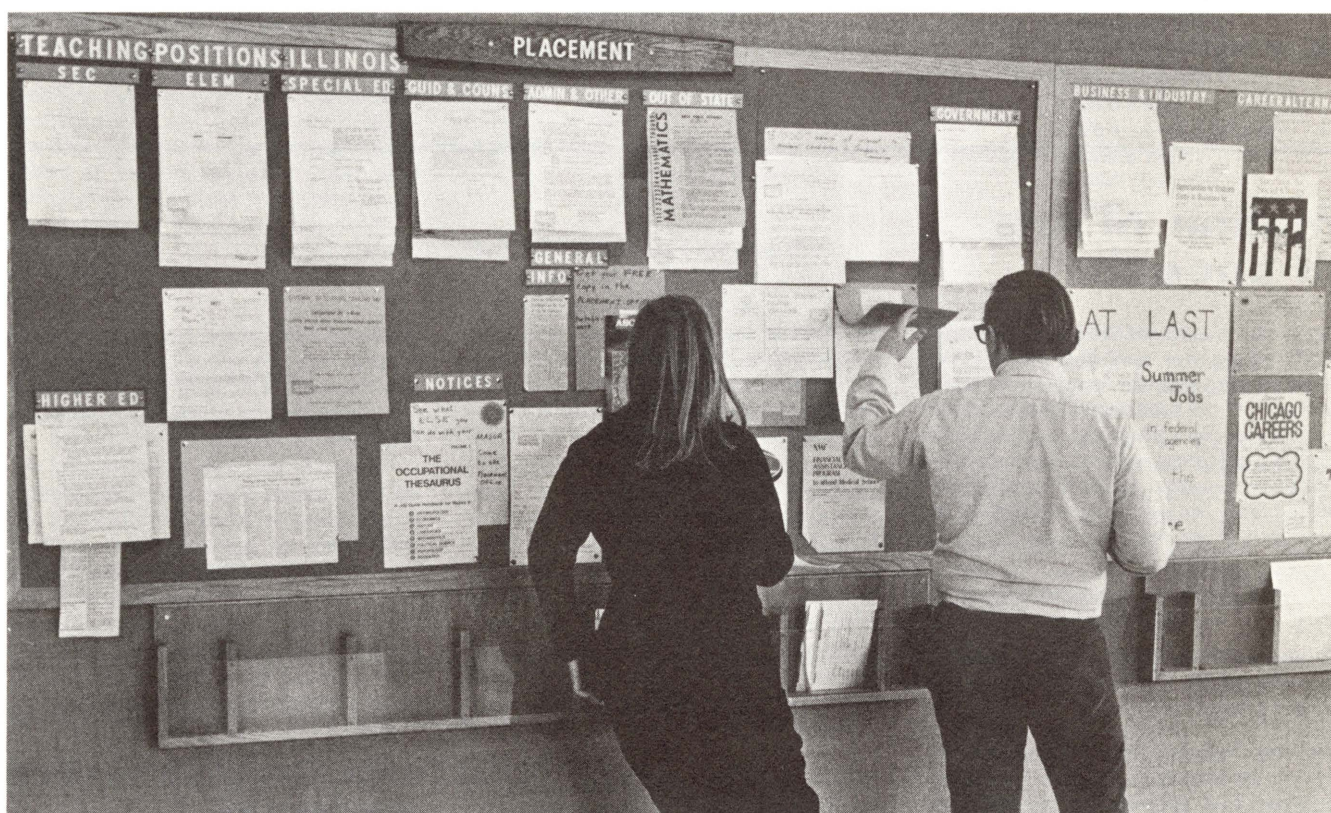
graduate committee. No more than six credits may be received for work on the thesis. Credit cannot be received for independent study on the same topic as the thesis.

All candidates must also pass a comprehensive written examination on their area of specialization—and at the discretion of the graduate faculty in speech—an oral examination covering the area of specialization. Thesis students must also pass an oral examination on the thesis which will be conducted by the thesis committee.

Courses which apply to the areas of specialization are:

| | Credits |
|---|---------|
| 15-330 Performing Arts II | 3 |
| 15-331 Theatrical Backgrounds of the Drama I | 3 |
| 15-332 Theatrical Backgrounds of the Drama II | 3 |
| 15-333 Contemporary Theatre .. | 3 |
| 15-334 Drama | 3 |

| Credits | | Credits | | Credits | |
|---|---|---|---|--|---|
| 15-335 History and Theory of Dance | 3 | 15-442 Seminar—Research Problems in Performing Arts | 3 | 15-323 British Public Address . . | 3 |
| 15-340 Scenic Design | 3 | 15-443 Seminar—Research Problems in Interpretative Arts | 3 | 15-324 American Public Address | 3 |
| 15-342 Stage Lighting | 3 | 15-446 Theatre Management . . . | 3 | 15-391 Directing Forensics | 3 |
| 15-343 History and Design of Costume for Theatre . . | 3 | | | 15-414 Specialized Problems in Speaking and Listening | 3 |
| 15-345 Directing | 3 | Speech-Communication | | 15-441 Seminar—Research Problems in Group Communication | 3 |
| 15-347 Playwriting | 3 | 15-310 Persuasion | 3 | 15-444 Seminar—Research Problems in the Psychology of Communication | 3 |
| 15-348 Children's Theatre Workshop | 3 | 15-311 Advanced Public Speaking | 3 | | |
| 15-355 Advanced Oral Interpretation | 3 | 15-315 Group Leadership | 3 | | |
| 15-357 Oral Interpretation of Shakespeare | 3 | 15-320 Classical Rhetoric | 3 | | |
| 15-359 Ensemble Interpretation . | 3 | 15-322 Modern Rhetoric | 3 | | |



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calendar for 1972-73

FALL TRIMESTER, 1972

SEPTEMBER 4 — Monday

Labor Day Holiday

SEPTEMBER 5 — Tuesday

Fall Trimester begins, Registration

SEPTEMBER 7 — Thursday

Classes begin

NOVEMBER 23 — Thursday

NOVEMBER 24 — Friday

NOVEMBER 25 — Saturday

Thanksgiving Holiday

DECEMBER 20 — Wednesday

Fall Trimester Commencement

DECEMBER 21 — Thursday

Fall Trimester ends

DECEMBER 22 — Friday to

JANUARY 2 Tuesday (inclusive)

Christmas Recess

WINTER TRIMESTER, 1973

JANUARY 2 — Tuesday

Winter Trimester begins,
Registration

JANUARY 4 — Thursday

Classes begin

APRIL 18 — Wednesday

Winter Trimester Commencement

APRIL 20 — Friday

Winter Trimester ends

APRIL 21 — SATURDAY to APRIL 29

Sunday (inclusive)

Spring Recess

SPRING TRIMESTER, 1973

APRIL 30 — Monday

Spring Trimester and first 8-week
term begin, Registration

MAY 2 — Wednesday

Classes in the 16 week trimester
and first 8-week term begin.

MAY 28 — Monday

Memorial Day Holiday

JUNE 22 — Friday

First 8-week term ends

JUNE 25 — Monday

Registration for classes in the
second 8-week term

JUNE 26 — Tuesday

Classes in the second 8-week term
begin

JULY 4 — Wednesday

Independence Day Holiday

AUGUST 15 — Wednesday

Spring Trimester Commencement

AUGUST 17 — Friday

Spring Trimester and second
8-week term end

SEPTEMBER

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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

OCTOBER

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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

| S | M | T | W | T | F | S |
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| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

MARCH

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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

APRIL

| S | M | T | W | T | F | S |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
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| 29 | 30 | | | | | |

MAY

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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JUNE

| S | M | T | W | T | F | S |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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JULY

| S | M | T | W | T | F | S |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

AUGUST

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1972
1973

graduate college deadlines

*For further information
apply to the Graduate Office*

Oct. 6, 1972, Friday

Final day for filing preliminary application for April graduation.

Prerequisite: Admission to degree candidacy.

Final day for filing final application* for December graduation. (Applications accepted from September 1.)

Prerequisite: Approval of preliminary application.

Nov. 3, 1972, Friday

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 thesis fee for December graduation.

Feb. 2, 1973, Friday

Final day for filing preliminary application for August graduation.

Prerequisite: Admission to degree candidacy.

Final day for filing final application* for April graduation. (Applications accepted from January 3.)

Prerequisite: Approval of preliminary application.

March 2, 1973, Friday

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 thesis fee for April graduation.

June 1, 1973, Friday

Final day for filing preliminary application for December graduation.

Prerequisite: Admission to degree candidacy.

Final day for filing final application* for August graduation. (Applications accepted from May 1.)

Prerequisite: Approval of preliminary application.

July 6, 1973, Friday

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 thesis fee for August graduation.

*PLEASE DO NOT SUBMIT THE FINAL APPLICATION FOR GRADUATION BEFORE THE BEGINNING OF THE TRIMESTER IN WHICH YOU EXPECT TO GRADUATE. THE \$15.50 NON-REFUNDABLE, NON-TRANSFERABLE GRADUATION FEE MUST BE SUBMITTED WITH THE FINAL APPLICATION. APPLICATIONS SUBMITTED BEFORE THE ACCEPTANCE DATE AND/OR THOSE NOT ACCOMPANIED BY THE FEE WILL BE RETURNED.