

1974

Northeastern Illinois University, The Graduate Catalog, 1974-1976

Northeastern Illinois University

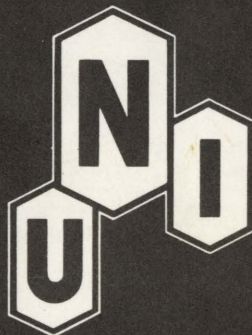
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**NORTHEASTERN
ILLINOIS
UNIVERSITY**





statement on equal opportunity

Northeastern Illinois University adheres to the principle of equal opportunity for all, regardless of race, creed, color, sex 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 makes 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.

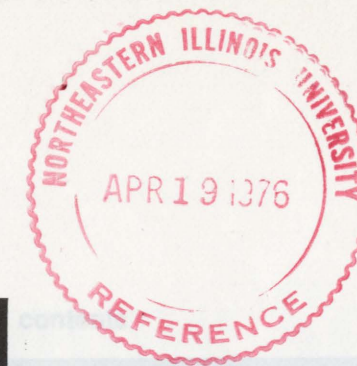
The university follows the policies stated above not only because of legal and moral commitments, but also because an educational institution with people on all levels coming from broad rather than narrow segments of the population is a stronger institution and can give a more meaningful and effective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

James H. Mullen
—James H. Mullen
PRESIDENT



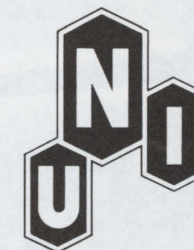
"College education must become more job-relevant so that the undergraduate can acquire the skills and abilities which are relevant to the present job market as well as those which will equip him or her for growth in the future."

James H. Mullen



Graduate Catalog

1974-76



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



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The University

Historically, Northeastern Illinois University dates back to 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.

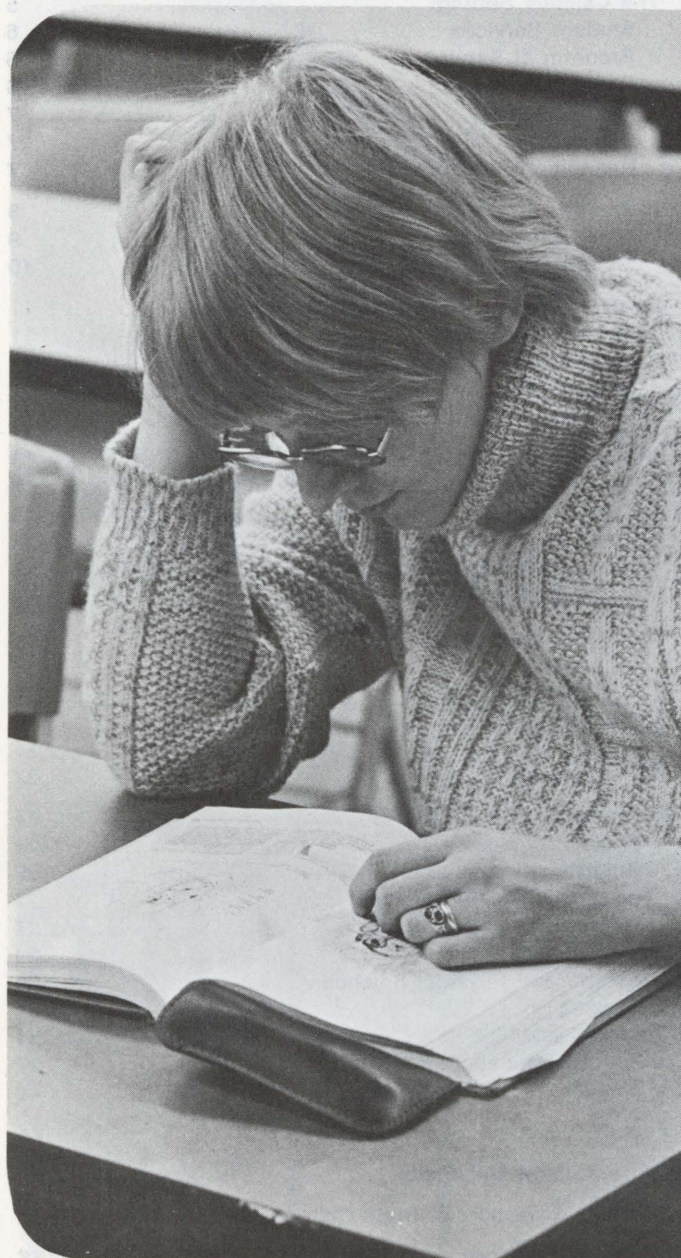
Traditionally, the single purpose and precise goal of educating men and women to become teachers was the main objective of the Cook County Normal School. This aim flourished under the direction and guidance of Colonel Francis W. Parker, principal of the Cook County Normal School from 1883 to 1889. Because 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 over-crowded situation. From these modest beginnings, a permanent North Campus at Bryn Mawr and St. Louis avenues emerged in 1961, known as Chicago Teachers College North.

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, a bill was signed 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.



The Campus Setting

- Student Services
- Program of Service
- Commuter Center
- Health Service
- Gymnasium
- Recreation and Athletics



STUDENT SERVICES

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. 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

recipient 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 for Student Services and the Dean of Students, these services cover a wide spectrum of functions including admissions and student records, guidance and counseling, health services, financial aid, discipline, housing arrangements, co-curricular activities, student government, student publications, the Commuter Center, orientation programs, foreign student programs, special research projects, community service activities, and informal educational services including 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 social activities and organizations within the university community in direct correlation with their coursework.

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.

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, lockers, typing room and study space, needed on an individual basis. In addition, the Commuter Center provides small offices and work space for the Student Senate, the Commuter Center Activities Board, student publications, the radio station, and very limited work space for other campus clubs.

Presently under construction is a Commuter Center addition which is expected to be completed May, 1975. A unique feature of the building will be a central pyramidal sky light which will provide daylight to the interior space of all three levels of the building. On the lower level will be dining facilities, a kitchen, 2 private dining rooms, and lounge facilities. The ground floor will have lounges, a Pub and a multi-purpose room for dances, parties, etc. The offices of the director of the Commuter Center and his staff will be on the second floor along with meeting rooms and more lounge facilities.

The focal point of Northeastern's student life begins at the Commuter Center. UNI has no residential facilities; its 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 university 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:

- Buffeteria
- Coffee Shop
- Vending and Dining Rooms
- Service Desk
- Ye Olde Sweet Shoppe

- Public Telephones
- Coin-Operated Lockers
- Coin-Operated Copiers
- Bulletin Boards
- Megaform Seating
- E128 Conference Room

On the Lower Level:

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

On the Upper Level are the offices of:

- Associate Dean of Students and Dean of Women
- Director, Commuter Center
- Assistant Director, Commuter Center
- Activities Program Advisor
- Food Services Manager
- Student Senate
- Activities Board
- Print (The Student Newspaper)
- Que Ondee Sola (Published by Spanish speaking students)

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

Commuter Center Facilities and Services in Other Buildings:

- Day Care Center for children (ages 3-5)
- Brown Portable (on Campus)
- North Park Covenant Church

Science Building

- Food Vending
- Coin-Operated Copiers
- Lockers
- Lounges

Classroom Building

- Unicorn (Space for a variety of programs)
- Vending and Dining Room
- Lockers
- Coin-Operated Copiers

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

HEALTH SERVICE

Health Service provides for the health needs of the University community. A registered nurse is on duty:

| | |
|--------------------|------------------------|
| Monday thru Friday | 8:00 a.m. to 4:00 p.m. |
|--------------------|------------------------|

After 4:00 p.m., a student can contact the Security Office for first aid.

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

Accidents occurring on campus should be reported promptly to the Health Service office so that a report can be filed.

The Medical Report required for every incoming student is reviewed and kept on file for use in giving first aid care in Health Service.

Any of the physical limitations that are described in the report are noted and directed to the Physical Education Department. This practice provides students with the necessary modifications to physical education courses where applicable. The expense incurred for a pre-admission physical examination is the student's responsibility.

Additional functions of the office of Health Service include:

- Student Health Insurance
- Health Counseling
- Health Literature and Materials
- Health Exhibits and Displays
- Physical Examinations for Athletes
- Statistics on Accidents and Illnesses Incidence
- Environmental Health and Safety Reports
- Assistance to Disabled
- Referral Service to Doctors, Clinics, Health Agencies
- Medical Tests including vision, urine, TB skin, throat cultures, V.D. blood tests
- Disabled Persons Parking Permits

GYMNASIUM

The gymnasium, at the southwest corner of the campus contains a swimming pool, a hardwood court for instruction of games and dances as well as an area designated for the storage of supplies and equipment for gymnastics and sports. In the "A" wing, room A-113, there is a dance studio. Adjacent outdoor areas are for tennis, softball, golf practice and other activities.

Also, there is a gym annex just south of the main gym which is used for recreation, instruction and meetings.

RECREATION AND ATHLETICS

In 1965, Northeastern Illinois University initiated its intercollegiate program in athletics. Varsity team sports for men include cross-country running, basketball, golf, tennis, baseball and swimming. Women compete on an intercollegiate basis in softball, volleyball, gymnastics and basketball. Northeastern participates as a member of the National Association of Intercollegiate Athletics (N.A.I.A.), the Varsity Baseball Team is a member of the "Chicagoland Intercollegiate Baseball Conference," the Varsity Golf Team is a member of the "Chicagoland Collegiate Golf Conference," and the Basketball Team is a member of the "Chicagoland Collegiate Basketball Conference."

All students are admitted to athletic events upon the presentation of a current UNI identification card.

All students, faculty, and staff of Northeastern are eligible to participate in the University Physical Health Club. This organization provides recreational activities in the gym, the pool, and the outdoor play areas. Seasonal events are planned every trimester, to include skiing, ice-skating, picnics, faculty and student competition, dances, and "Fun-Nites."

Also, special interest groups and intramural programs may be selected as co-curricular activities.

Instructional Resources

- Learning Services
- The Library



LEARNING SERVICES

Learning Services, a major instructional resource at Northeastern, is a centrally administered facility which offers a wide variety of assistance to both faculty and students in realizing their learning objectives. Although the primary function of Learning Services is one of service to the academic faculty in direct classroom instruction, many opportunities are exploited for formal and informal student learning situations in the various individual areas of operation. The individual areas of operation are:

- Audio-Visual Services
- Audio Recording Services
- Auditorium Services
- Electronic Maintenance Services
- Film Production Services
- Graphic Arts Services
- Media Systems Design Services
- Media Utilization Consulting Services
- Mediated Instruction Production Services
- Photographic Services
- Television Production Services
- Foreign Language Laboratory and Educational Center
- Music Listening Center

The work of Learning Services in the individual areas is carried out by faculty members of the Department of Learning Services, Civil Service staff employees, and student employees. The faculty members who supervise and coordinate many of the services are trained and experienced specialists who hold academic rank. In addition to educational and teaching backgrounds, they also have experience in commercial, public, and instructional television, radio broadcasting, theater, film production, and other media operations. Civil Service employees, also, are trained and experienced creative artists and technicians whose backgrounds reflect university and technical education and a wide variety of commercial, industrial, and educational work experiences. Both in terms of their numbers and in the value of their contributions, student employees are a major, integral part of the personnel of Learning Services.

Northeastern has taken advantage of recent technological advances, as well as those which have become traditional, to provide a wide range of teaching aids and communications systems for teaching and learning. The Science and Classroom Buildings contain a variety of installations ranging from the very simple to the quite complex depending upon the needs of the instructional project.

A number of the academic departments have specialized laboratory facilities for the use of students studying in the discipline, but some make use of Learning Services' facilities for laboratory projects in radio broadcasting, television, film, and multimedia production. The faculty and staff of Learning Services are available for consultation and advising students and faculty members in the planning and production of individual and group projects and installations. The Media Systems Service staff, for instance, provides a great amount of assistance to student groups with such projects as WRNE, the radio station, and activities of the Commuter Center. Each of the areas of Learning Services attempts to meet the spe-

cialized needs of the university community as they arise. In brief, their major functions are:

■ **Audio-Visual Services.** Most classroom and lecture room usage of audio-visual material and equipment is handled through the central audio-visual center. In all buildings, permanent communications systems are located in some areas, but equipment may be scheduled through audio-visual for use in any teaching area. The University film library is maintained by Audio-Visual Services and the rental of films from off-campus film services is handled by Audio-Visual. Screening rooms and self-study areas are also maintained by and scheduled through Audio-Visual.

■ **Audio Recording Services.** The newest major service of Learning Services is designed to meet the needs for original sound recording, sound editing and mixing for complex productions, and for the duplication of multiple copies of sound recordings (reel-to-reel and cassette tape recordings). The facility is also used by radio classes as a laboratory studio.

■ **Auditorium Services.** The staff of this area provides the technical advice, equipment operation, and support for both the instructional activities and special programs which take place in the University Auditorium.

■ **Electronic Maintenance Services.** The major part of the maintenance of all electronic equipment installations on the University campus is performed by technicians employed by Learning Services. First priority, of course, is accorded to audio-visual equipment and communications systems which Learning Services maintains for instruction.

■ **Film Production Services.** A professional 16mm sound film production unit, 8mm cameras, editing equipment and associated film production accessories enable the University to produce experimental, instructional and informational films of urban and university life. Equipment and technical consultation are made available to students for the production of films as approved class projects.

■ **Graphic Arts Services.** Professional artists and student artists design and execute a wide variety of original art work consisting of illustrations, titles, maps, graphs, signs, posters, etc., using the silk screen process, drawings, hand lettering, lettering processes, animation techniques, painting and models. Much of their work is used in photography, film, and television productions but they also prepare special material for use by instructors in classes and in workbooks and other study material. The Graphic Arts staff will provide advice and guidance for student projects and publicity, but they do not execute such work.

■ **Media Systems Design Services.** Many of the communications systems at Northeastern have been planned, designed, and, to a great extent, installed by the Media Systems Service staff and other Learning Services personnel. Working closely with the Campus Planning Office and individuals or groups desiring a particular system, the Media Systems staff has successfully designed many installations which are now in operation on campus. This service has been and will be a valuable resource to the University and to faculty and students in the construction of the Science and Classroom Buildings and in new buildings being planned.

■ **Media Utilization Consulting Services and Mediated Instruction Production Services.** Although anyone in Learning Services will gladly advise faculty and students regarding services available and how they might be used to meet the needs of faculty and students, it is the special function of the Mediated Instruction Service to work closely with faculty and students to identify needs, set objectives, plan strategies and produce instructional materials. Through Mediated Instruction Services, as little or as much assistance as required by faculty and students in the use of media is available. This may take the form of simple operation of equipment or the detailed production of instructional segments or of mediating an entire course. The staff can be especially helpful acting as liaison with the various individual areas of Learning Services.

■ **Photographic Services.** Photographic Services shoots and processes black and white prints and slides and color slides for direct instructional use by instructors in the classroom or for integration into multimedia, film, and television productions. Studio shooting includes copy work or original photography. A wide range of remote shooting is done in Chicago and the suburbs for special documentary presentations. While the bulk of work is done for instructional use, occasional all-university projects requiring a high degree of excellence are done by the photographic staff.

■ **Television Production Services.** Two hundred locations are wired into a master antenna television system (including the Science and Classroom Buildings) which allows television signals to be received from all VHF stations in our area, as well as from our own three 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. Television services maintains a TV mobile unit equipped with vidicon cameras, control and sound gear, and a professional video-tape recorder which has added a degree of flexibility to the learning experiences unavailable to the University in the past. 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. A "big-screen" television projection system is located in one lecture room in the Classroom Building.

■ **Foreign Language Laboratory and Educational Center.** With the Foreign Language Department, Learning Services administers, operates, and maintains the 35-station foreign language laboratory, which is used by all students taking a foreign language, and the audio tape recording and duplicating room for the preparation of test and study material. The educational center is designed to provide facilities for tutoring, individual study, and a wide variety of cultural and enrichment material associated with the study of a foreign language.

■ **Music Listening Center.** With the Music Department, Learning Services administers, operates, and maintains the Music Listening Center and the record and tape library. The center's equipment and audio-tape and record library are used primarily by music students for assigned and optional listening. New facilities will enable the center to enlarge services to include cassette tape material.

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 250,000 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 from microfilm and microfiche are additional services available to members of the Northeastern Illinois University community. Reference librarians also conduct library orientation sessions.

■ **The Circulation Department** maintains records of books charged out to faculty, students, staff, alumni, and guests and services the reserve book section.

■ **The Serials section** receives approximately 4200 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 printouts.

■ **The Government Documents** collection has its basis in the Library's designation as both a United States and Illinois

State Depository for government documents. 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. Included in the collection are children's classics, award books, elementary and secondary school textbooks, and curriculum guides from various school districts throughout the U.S.

Northeastern's Library offers some excellent display areas which are available to students as well as faculty members. Arrangements for exhibits can be made with the Librarian in charge of Public Services.

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. Several rooms at the Center 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 as well as several large university libraries.

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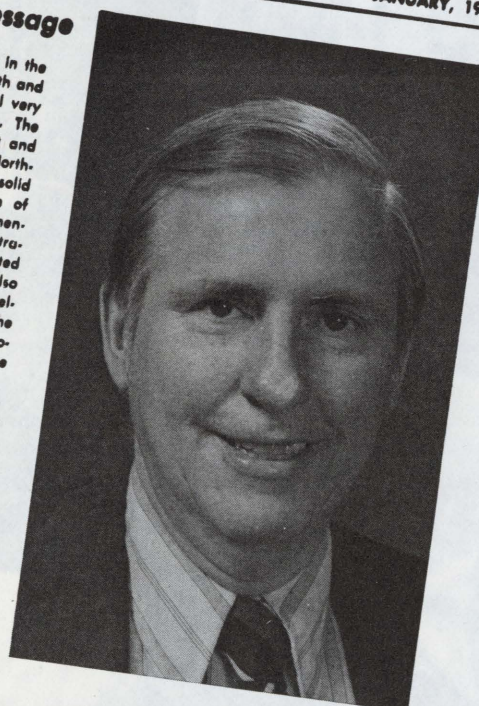
Alumni NEWS

JANUARY, 1974

President's Message

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Involvement

... A Continuing Enrichment

- Alumni Association
- International Museum of Psychology
- Office of Research and Development
- Northeastern Illinois University Foundation

ALUMNI ASSOCIATION

The Northeastern Illinois University Alumni Association has been officially in existence since May 6, 1971 when a nine-member Board of Directors was elected and a constitution was ratified. The Alumni Association became an incorporated organization on February 2, 1972.

All graduates of Northeastern Illinois University are automatically members of the Alumni Association and receive the ALUMNI NEWS quarterly. Dues-paying members of the Association receive a membership card entitling them to library use and reduced rates for tickets to specified events.

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 consider-

able 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, the earliest wooden hand used by Dr. David Wechsler in his first version of WAIS, 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 Rorschach plates, and early work of Gestalt Psychologists. 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. This museum will serve as a laboratory for the teaching of History of Psychology. Current projects consist of raising funds to meet the expenses.

● OFFICE OF RESEARCH AND DEVELOPMENT

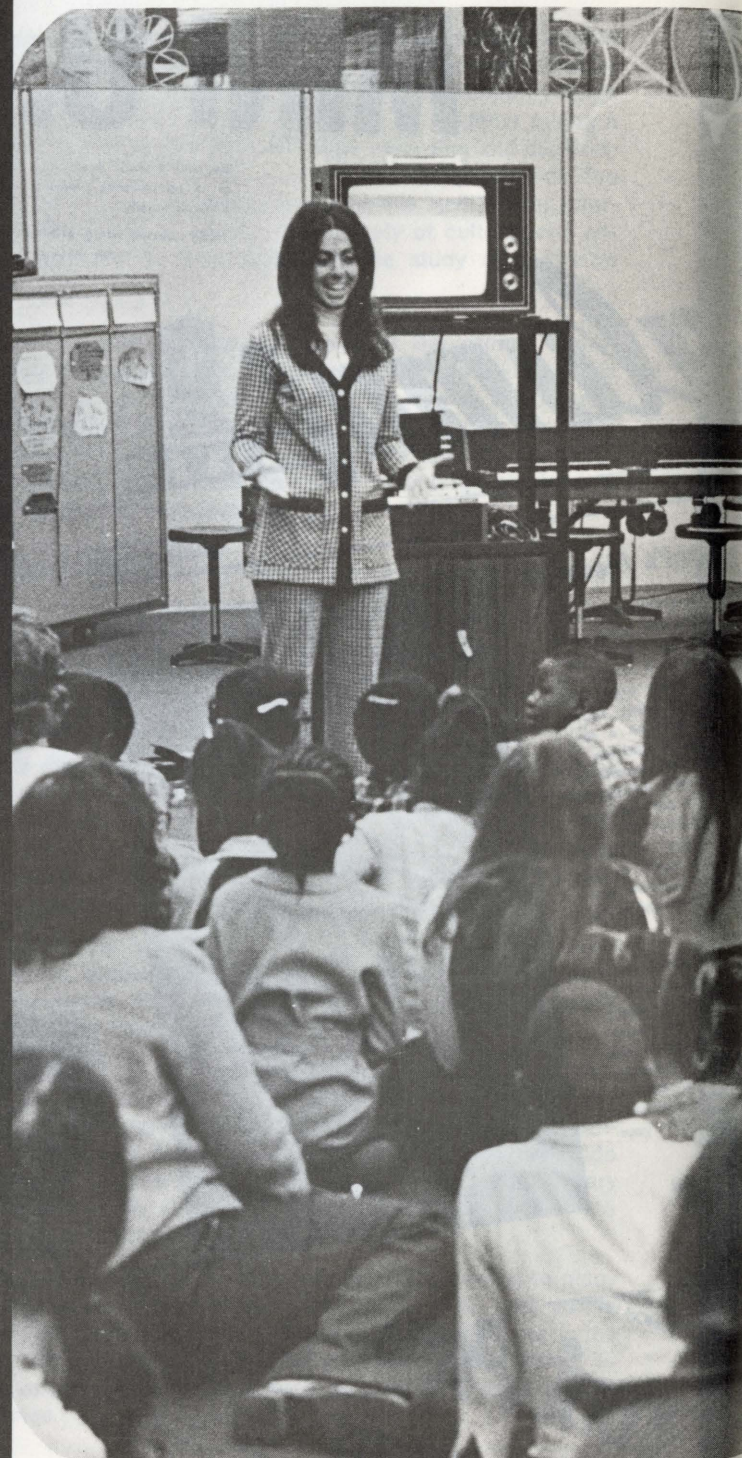
Northeastern's Research and Development Office is primarily concerned with securing outside funding sources for the UNI faculty and for the Northeastern Illinois University Foundation, a tax-exempt, non-profit organization empowered to accept gifts or donations for the University.

Due to lack of state monies, there are many programs and projects unable to subsist without some supplemental funding. The Research and Development Office houses extensive listings and materials on both government and private sources and makes this information available to the UNI community through individual and departmental contacts, upon specific requests, and in a monthly newsletter, "Support Report," which outlines particular programs and opportunities for educational advancement.

The Research and Development Office also works closely with UNI's Alumni Office since alumni solicitations and contributions play a vital role in the growth of the University and the Foundation.

● 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, non-profit 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
- Office of Extensions and Continuing Education
- Residential Schools

● 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 nationally selected, enrolled in the Experienced Teacher Fellowship 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 inner city groups in the city as well as scores of ethnic 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. To date, the program has now expanded to include Compton, California. The plan designed by Dr. Nancy Arnez and Mrs. Clara Holton and used in these schools is the Cultural Linguistics Approach.

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.

The Office of Community Services has been involved in programs which included:

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

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 encompasses 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.

Furthermore, 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 began 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.

community agencies 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 the Humboldt Park area and the desire of students of Spanish derivation to help people in their community resulted in establishing a neighborhood store-front learning center—AQUI ESTOY (now known as C.L.A.S.E.S.).

6. Establishment of an on-going contact with social agencies and resource persons in the Black Community of Chicago, resulting in the publishing of a viable directory. This will then serve as a guide for UNI students who come to Community Services with the desire to work in the community.

7. Organization of a student exchange program with foreign colleges and universities through various departments at UNI. In conjunction with the foreign language department, we are presently coordinating a student exchange with the University of Puerto Rico. This plan allows participants from this university and the University of Puerto Rico to respectively spend an academic year abroad.

The Office of Community Services has also initiated a program of study abroad at the Institute of Puerto Rican Culture in Puerto Rico. An additional program of study abroad is being initiated through Consortium with the University of Port-au-Prince in Haiti.

OFFICE OF EXTENSIONS AND CONTINUING EDUCATION

The Office of Extensions and Continuing Education offers over two hundred courses at forty-five locations in Chicago, the north, northwest, west and far west suburban areas and in communities as far away as Elgin, Rockford and Waukegan.

This office works closely with the College of Arts and Sciences and the College of Education to insure that extension programs will be coordinated with the teaching programs and research of the campus, and supplemental to the graduate programs already established.

Special programs, new locations, etc. are developed according to needs as expressed by communities, administrators, teachers, students and other sources. Extension courses, for the most part, are provided in the evening primarily for the benefit of students unable to follow a full-time on-campus program leading to a degree.

Information regarding extension programs may be obtained by contacting the Office of Extensions and Continuing Education.

RESIDENTIAL SCHOOLS

The Residential Schools for Girls and Boys are public institutions whose program is designed to offer a comprehensive program of special services to girls and boys who are in trouble with themselves and society. For many reasons—environmental conditions, instability of the home, lack of supervision and guidance, individual difficulties and disabilities—these girls and boys are not able to adjust to the regular school room group and often constitute a very serious problem in the conventional classroom. They become chronic truants, "incorrigible," emotionally disturbed—they run away from school and home because they are running away from life as they know it. The Residential Schools offer small classes, specially qualified teachers and a combination academic and non-academic program which provides access to legitimate identities. The aim is to help each student re-direct their energies so that they may return to their own community as a contributing citizen and successfully engage in some program of continuous education, and participation in socially acceptable, responsible, and personally gratifying roles.

Our philosophy is based upon the human dignity of every student to whom we provide services and his right to an opportunity for change in his life-style by concentrating our program on the following:

- (1) Improvement of self-image and self-concept
- (2) Exposure to warm human relationships that create faith and trust in others
- (3) Exposure to culturally enriching experiences that will motivate them to reach out for a more acceptable life-style and one that will motivate them to become self-supporting contributing members of our society.
- (4) Improvement of academic and vocational skills.
- (5) Improvement of their social adjustment and interaction with others so that they are aware that their own success is directly related to their interaction to society as a whole.

In order to achieve the above objectives, it is necessary to establish an environment in which these learning experiences can take place.



attempted to categorize its courses of study. However, the Center is subjective, people-oriented, rather than object-oriented.

The Center for Inner City Studies began official operations in the Abraham Lincoln Center, a social settlement neighborhood in a south side poverty community, on August 1976. Supported primarily by an Experimental Teacher Leadership Program Grant, awarded under the Higher Education Act of 1965.



The Graduate College

- Organization
- Academic Information
- Admission
- Tuition
- Financial Assistance

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.

Twenty-nine 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.

...the first week of the eight-week term of the first semester... the first week of the eight-week term of the first semester... the first week of the eight-week term of the first semester...

...the first week of the eight-week term of the first semester... the first week of the eight-week term of the first semester... the first week of the eight-week term of the first semester...

ORGANIZATION OF THE GRADUATE COLLEGE

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

Faculty participation in the development of policy for the Graduate College is ensured through the deliberations of the Graduate Executive Council, a council elected by and from the Graduate Faculty.

ACADEMIC INFORMATION

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" (Failure).

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 |
| P (Pass-used in Program for Interdisciplinary Education) | No grade point value |
| S/U (Pass/Fail) (Undergraduates only) | No grade point value |
| V (visitor) | No grade point value |
| I (incomplete) | No grade point value |

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.

Under certain circumstances, the symbols L (left), W/P (withdrew/passing), and W/F (withdrew/failing), are used instead of letter grades. (See Dropping Classes).

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. 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 a failure.** 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, with approval of the appropriate Dean, 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.

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.

Nine hours credit earned as an unclassified student may be transferred to a degree program if the student 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 and submission of a \$15.00 evaluation fee 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 submitted 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 deci-

sion 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 may result 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, however, continue to take courses as an unclassified graduate student, subject to the regulations appropriate thereto.

2. Conditional status may result from failure to meet specific departmental requirements and 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 over-all 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 Master's Degree must be 400 level courses. All graduate credits within the scope of the specific Master's 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 program in Language Arts, and in the Master of Arts sequences in Special Education, the student must have acquired a **permanent** (not temporary) city or state teaching certificate.
4. The sequences in Elementary and Secondary School Guidance and Counseling require one year of teaching **after** receiving permanent teacher certification. 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.
6. Applicants for admission to the Master of Science in Biology Program are required to have taken the Graduate Record Examination. Results of the Aptitude and Advanced Tests should be forwarded to the Graduate College.

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 requirements 3, 4, and 5 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, the preliminary application may be filed. The status of the applicant will be determined and he will be informed of all outstanding requirements.

He will also be informed as to whether or not there is a possibility for completion of these requirements by the deadline date preceding the date of anticipated graduation. This deadline is approximately six weeks in advance of graduation and **all requirements must be completed as of the deadline. Extension and/or exceptions cannot be granted and should not be requested!**

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. Degree transcripts from foreign schools are normally referred to the Office of Admissions for special evaluation. 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;

4. **"Final Application for Graduation."** After the preliminary application has been approved and the student plans to complete the outstanding requirements by a given deadline date, the final application may be filed. The non-refundable and non-transferable graduation fee of \$15.50 must accompany the final application. The \$15.50 fee cannot be carried over if the student fails, for any reason, to graduate on schedule.

Deadline dates for submission of the various applications and for the completion of requirements for graduation are given each trimester in the Schedule of Classes, Graduate College Deadlines Section. Directions for filling out each form are supplied with the form.

transfer of credits, time limitations, etc.

1. A minimum of 21 hours of graduate work must be taken in residence at Northeastern Illinois University before the Master's degree may be awarded.
2. **A maximum of 9 hours of transfer credit may be accepted.** Students desiring to transfer credits must first be admitted to a degree program and must write a letter of petition to the Dean of the Graduate College. **The course(s) in question should be identified by title, number, school and a general description.** A transcript of the work must be on file in the Graduate Office. The petition will be evaluated by the appropriate department and the student will be informed of the results. The criteria for acceptance are: the work must have been taken at an accredited institution; it must be relatively recent; the grade(s) must be at least B; and the course(s) must be the equivalent of one that applies to the degree sequence.
3. In the case of graduate credit taken at colleges and universities outside of the United States, recommendation of the appropriate department and approval of the Graduate Dean must be secured for transfer credit. Documentation of work abroad will be necessary and consultation with an outside agency may be necessary.
4. A maximum of 6 hours of graduate work taken prior to the granting of the bachelor's degree **may** be accepted if these credits have not been applied to the baccalaureate degree.
5. **The graduate program must be completed within a period of six years.** Course credit will be withdrawn for any work completed more than six years prior to the granting of the Master's degree.
6. Students applying for waiver of specific course requirements through demonstration of competence may petition the appropriate department or program committee.

independent study, tutored study, thesis seminar

Independent Study is a carefully delineated area of interest to be examined by the student or original research. It is not a previously structured regular course. The student is required to indicate the nature and scope of the area to be studied and why he wishes to take the course. The instructor should present a statement on how he proposes to conduct the course, somewhat in the nature of a contractual obligation between instructor and student.

Tutored Study is a regular course taken by the student under the direction of an instructor outside a formal class setting. Under normal circumstances, no attempt should be

made to use the Tutored Study course as a substitute for a course formally listed in the University Catalog or Schedule of Classes. Tutored Study courses should not be used as a substitute for required courses in meeting graduation requirements.

Students who plan to take courses through Independent Study or Tutored Study, or to register for the Thesis Seminar must complete the appropriate forms. The Independent Study form may be obtained from the Record Office. It is to be completed and submitted for final approval to the Assistant Vice-President for Academic Affairs. The Thesis Seminar form may be obtained from the Graduate College Office. It requires signatures of the instructor, the departmental chairman, and the Dean of the Graduate College. These completed forms must be submitted to the Record Office AT LEAST ONE WEEK PRIOR TO THE STUDENT'S REGISTRATION.

thesis procedures

The "Manual of Thesis Procedures" and "Guidelines for Master's Projects for students in the Special Education Program" are available upon request at the Graduate Office. Students who write a thesis or do a project as part of their graduate degree requirements are expected to be familiar with and to follow the guidelines as indicated in these pamphlets.

certification of status

If a graduate student has completed all academic requirements and is awaiting the formal awarding of the degree at the following commencement exercises, the Dean of the Graduate College will, at the students' request, issue a letter certifying the student's status. Such letters are normally accepted by boards of education for salary increment purposes and by other universities as certification that the degree has been earned.

exceptions

Exceptions to the published regulations of the Graduate College may be made only after approval of the Graduate Dean following the submission of a petition.

changes in policy

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

chicago certification; state certification

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

Individuals who wish to take course work for the purpose of meeting State of Illinois certification requirements are advised to secure detailed information from the Illinois State Certification Board, 188 W. Randolph Street, Chicago, Illinois 60601.

A summary of requirements for various types of certificates is available from the College of Education (Classroom Building, Room 4-044) in its booklet **Teacher Certification Manual for Unclassified Graduate Students.**

STATEMENT OF FEES

ALL TUITION AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE. There will be a \$3.00 service charge for checks returned for any reason.

| SIXTEEN WEEK TRIMESTER | Illinois Residents | Non-Residents |
|---|--------------------|---------------|
| TUITION (a) Full time (7 hrs. or more) | \$210.00 | \$633.00 |
| student fees: | | |
| Commuter Center | 10.00 | 10.00 |
| Effective 9/74 | 15.00 | 15.00 |
| Activity Fee | 18.00 | 18.00 |
| Student Financial Assistance Fund* | 2.00 | 2.00 |
| TUITION (b) Part time—per hour | 32.00 | 95.00 |
| student fees: | | |
| Commuter Center | 5.00 | 5.00 |
| Effective 9/74 | 7.50 | 7.50 |
| Activity Fee (Undergraduate only) | 5.00 | 5.00 |
| Student Financial Assistance Fund* | 1.00 | 1.00 |
| extension only | | |
| TUITION (a) Full time (7 hrs. or more) | 210.00 | 210.00 |
| (b) Part time—per hour | 32.00 | 32.00 |
| FEES —per class registration | 4.00 | 4.00 |
| —Student Financial Assistance Fund:* | | |
| full time | 2.00 | 2.00 |
| part time | 1.00 | 1.00 |

HEALTH INSURANCE—Optional health insurance may be obtained from the Director of Health Services.

A student who registers for both on-campus courses and Extension courses will be assessed all appropriate on-campus fees as well as Extension fees.

A non-resident student who combines Extension with on-campus courses will pay the on-campus tuition rate plus all appropriate fees.

**This fee is not refundable. A student may request deletion of this fee at the time of payment.*

fees applicable to all students

| | |
|--|----------|
| Application Fee..... | \$ 15.00 |
| Graduate Evaluation Fee..... | \$ 15.00 |
| Late Registration Fee..... | \$ 10.00 |
| Late Examination Fee..... | 1.00 |
| Graduation Fee, includes cap and gown rental | |
| Undergraduates | 12.50 |
| Graduates (includes hood rental) | 15.00 |
| Thesis Fee (3 copies required)..... | 15.00 |
| Transcript Fee | |
| (each copy after first)..... | 1.00 |
| ID Card Replacement Fee..... | 1.00 |
| Change of Registration Fee..... | 5.00 |

| EIGHT WEEK TERM | Illinois Residents | Non-Residents |
|---|--------------------|---------------|
| TUITION (a) Full time (4 hrs. or more) | \$105.00 | \$316.50 |
| student fees: | | |
| Commuter Center | 5.00 | 5.00 |
| Effective 9/74 | 7.50 | 7.50 |
| Activity Fee | 9.00 | 9.00 |
| Student Financial Assistance Fund* | 1.00 | 1.00 |
| TUITION (b) Part time—per hour | 32.00 | 95.00 |
| student fees: | | |
| Commuter Center | 2.50 | 2.50 |
| Effective 9/74 | 3.75 | 3.75 |
| Activity Fee (Undergraduate only) | 2.50 | 2.50 |
| Student Financial Assistance Fund* | 1.00 | 1.00 |
| extension only | | |
| TUITION (a) Full time (4 hrs. or more) | 105.00 | 105.00 |
| (b) Part time—per hour | 32.00 | 32.00 |
| FEES —per class registration | 4.00 | 4.00 |
| —Student Financial Assistance Fund:* | | |
| full time | 1.00 | 1.00 |
| part time | 1.00 | 1.00 |

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-tuition

Students who do not meet the resident requirements of the State of Illinois will be assessed the official out-of-state tuition.

Students who are new residents of the State of Illinois who wish consideration for in state fees should petition in writing to the Director of Admissions and Records. This statement of intent should be submitted prior to registration.

FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Graduate students anticipating enrollment at Northeastern in September 1974 and September 1975 will find prospects for financial assistance only fair.

fellowships and grants

Most desired forms of assistance—fellowships and grants—appear to be extremely limited for Northeastern graduate students at the present time. As far as this office has been able to determine, the only fellowships likely to be available are a limited number in Special Education to cover the summer, fall, and possibly winter terms. Interested students should contact the Chairman of the Special Education Department for information and application forms.

Otherwise, students are asked to use their own initiative to investigate sources outside of Northeastern. Financial Aid Reference Volumes in the library and the Financial Aid Office may be consulted upon request.

assistantships

In all past years, Northeastern has offered a number of graduate assistantships in various academic areas. However, at the time of this writing, severe budgetary limitations have prompted reordering of university priorities to the extent that few assistantships are deemed likely. Applicants may direct inquiries to chairmen of academic departments in which they wish to concentrate their work.

standard federal aid programs

1. National Direct Student Loans (formerly "National Defense Student Loans"):

In recent years, significant numbers of graduate students at Northeastern have been able to receive National Direct Loans to help meet financial needs. Rising educational costs since 1970, however, have forced dramatic increases in undergraduate applications (which have traditionally been assigned a higher priority at Northeastern), and the effect has been to limit loan allocations to graduates. If you are at all interested in loan funds under this program (\$1,500 per academic year is our local maximum) we suggest submission of the application as soon as possible.

NOTE: As of this printing, the President of the U.S. has not requested funds in his '74-'75 budget for continuation of the NDSL program. This means that if Congress cannot effect an extension of the program through legislative efforts in the spring of '74, this most venerable of Federal aid sources will cease to be available to students except for a relatively small sum generated through annual repayments by students. It is possible that graduate students will generally have better success if they seek loan assistance through the Guaranteed Loan Program. (See below)

Standard Repayment Procedure: For all students not participating in special cancellation arrangements (described below) repayment at a rate of \$90.00 quarterly (every three months) begins one year after termination of studies. Payment usually extends over a number of years—maximum of ten. Interest is 3% per annum.

Cancellation-of-Indebtedness Privilege: Students who borrow under the NDSL program and subsequently enter certain specific areas of teaching (special education, teaching in poverty areas, Headstart, etc.) may cancel a portion, or in some cases all, of their loan indebtedness. (If you wish further details on cancellation please contact the Northeastern Financial Aid Office.)

2. College Work-Study Program:

Graduate students are encouraged to apply for part-time employment under the Federal Work-Study Program. Such employment will likely be limited to 15-20 hours per week and may be assigned at the Northeastern campus or at any one of a number of community agencies (normally social service agencies) in the Chicago area.

3. Veterans Readjustment Benefits Act (G.I. Bill):

Graduate veterans may of course apply for G.I. Bill Benefits—part-time or full-time—through the Northeastern Veterans Office. Applications and information forms are available upon request. **BENEFITS** are limited to \$220 per month for single veterans, \$261 for those with one dependent, and \$298 for those with two dependents (plus \$18 for each additional dependent).

NOTE: As of this printing, legislation is pending to increase monthly benefits.

guaranteed loan program

Perhaps the surest aid source for graduate students is the Guaranteed Loan Program (in some states referred to as "Insured Loan Program"). Graduate students are eligible for \$2,500 per academic year, and need not begin repayment of principal or interest (7%) until 9 months after termination of full-time study.

NOTE: Beginning July 1, 1973, however, deferment of the 7% interest payment until after graduation is limited to students who demonstrate **need** through established criteria (Federal). Those who fail to show need must begin payment of interest (not principal) approximately one month following receipt of the loan.

It appears that full-time enrollment will continue to be an eligibility requirement in the immediate future.

state programs for illinois residents

1. Special Education Training Scholarship: Available only to already certified teachers who wish to work toward acquiring an additional degree in special education. The scholarship covers tuition and certain fees and must be applied for through the office of your County Superintendent of Schools. A total of 250 are available throughout the state each year.
2. Illinois Veterans Scholarship: Veterans of at least one year of active duty in the Armed Forces of the U.S. may apply (directly to the Northeastern Financial Aid Office) for an Illinois Veterans Scholarship that covers tuition and certain other fees for up to four **cumulative** years of use spread over any length of time. Graduate students may use the scholarship for full-time or part-time study.

how to apply

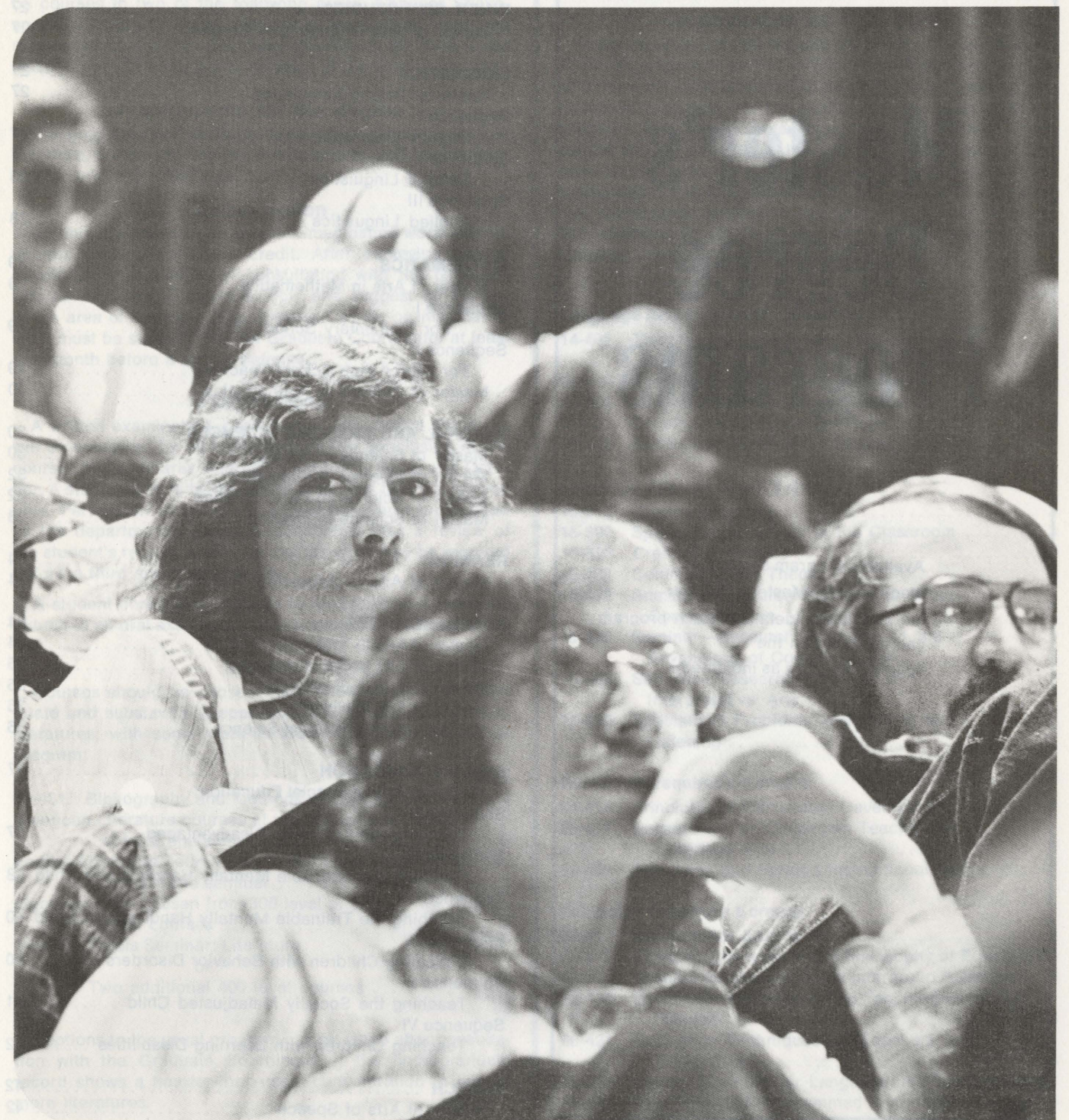
If you wish to apply for the Federal Aid programs enumerated above, write to the Financial Aid Office and request a general Financial Aid Application (deadline for first priority is April 1 of each academic year). We endeavor to announce Federal Aid awards by July 1 (personal award letter sent to each applicant).

Veterans interested in the Illinois Veterans Scholarship should request a Veterans Scholarship Application form from the Financial Aid Office. We should be able to determine

your eligibility within a week after your completed application arrives.

Illinois Guaranteed Loan Applications are available in the Financial Aid Office and will be mailed upon request. Such loans normally take about a month to process (checks are mailed from the bank to the Northeastern Financial Aid Office for disbursement to individual applicants).

Please refer additional inquiries to the Northeastern Financial Aid Office. Telephone: 583-4050.



Master's Degree Programs

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).

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MASTER OF ARTS IN LITERATURE

The program is designed to provide advanced study in literature. It can serve for personal development and for professional advancement, particularly in such fields as teaching, editorial work, journalism, publishing, writing, and research. The program also prepares students for advanced studies leading toward the Ph.D.

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 a minimum of thirty hours of undergraduate work in composition and literature. Included in the thirty hours must be courses in two of the following areas: Chaucer Shakespeare, Literary Criticism. (History of the English Language may be substituted for Chaucer.) Courses in all three areas must be completed by the conclusion of the degree program.

requirements for the degree

The program requires thirty-three hours of course work in literature, principally English and American, and final written and/or oral examination(s).

thesis option

A scholarly thesis or an original imaginative work may be written, earning six hours credit. After achieving degree candidacy, the student, in consultation with the Graduate Coordinator, should select a topic and suggest an advisor in the area of the topic. The approved thesis or imaginative work must be submitted to the Graduate Coordinator at least one month before a formal defense.

examinations

A written examination, described in department literature, will be sustained by all candidates at the conclusion of the course. It is ordinarily offered in February, June, and October. A student who fails the examination may take it a second time. Permission to sustain it a third time must be granted by the departmental graduate committee after a review of the student's record. Additional course work may be required before a third and final attempt.

A student completing a thesis or an imaginative work will submit to an oral examination on its subject and background.

courses

Courses should be chosen with a view to achieving adequate and substantial preparation in English and American literatures, with some work in World literature. The usual program:

| | Credits |
|---|---------|
| 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 | 9 |
| 14-453 Thesis Seminar: Literature | |
| or | |
| Two additional 400 level courses | 6 |
| | 33 |

Exceptions to the usual program can be made after consultation with the Graduate Coordinator if the undergraduate record shows a heavier-than-usual concentration in one or more literatures.

MASTER OF EDUCATION IN THE TEACHING OF LANGUAGE ARTS

This program is designed to meet the in-service needs of elementary school teachers who desire work in the Language Arts on the Graduate Level.

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-including a course in the teaching of reading; Language Arts, 15 credits-including courses in Drama, English, Linguistics, Literature, Speech or Writing.

requirements for the degree

Program requirements include 36 credits in course work: 21 in Language Arts and 15 in Education. A photostatic copy of a currently valid Standard State or Chicago teaching certificate is to be filed with the application for admission to the program. Two research papers must be submitted. These papers will be initiated in the Language Arts courses and must be filed with the program advisor before the final oral examination. The final examination will consist of a general oral examination related to the student's course program. This examination will usually be scheduled early in the term following completion of all course requirements.

Credits

Language Arts (required): 15 credits

| | |
|---|---|
| 14-432 The Literary Experience in the Elementary School | 3 |
| 28-419 Fundamentals of Modern Linguistics | 3 |
| 29-302 Linguistics for Language Teachers | 3 |
| 68-401 Developmental Reading Theory | 3 |
| 68-402 Specialized Problems in Reading Instruction | 3 |

Language Arts (elective): 6 credits

| | |
|---|---|
| 15-315 Group Leadership | 3 |
| 15-390 Speech Improvement in the Classroom | 3 |
| 15-393 Creative Dramatics | 3 |
| 15-402 Communication Theory | 3 |
| 15-418 Seminar—Research Problems in Group Communication | 3 |
| 15-428 Seminar—Research Problems in the Psychology of Communication | 3 |
| 15-458 Seminar—Research Problems in Interpretative Arts | 3 |
| 15-490 Specialized Problems in Speaking and Listening | 3 |

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 (elective): 6 credits

| | |
|--|---|
| 62-411 Comparative Education | 3 |
| 62-412 Selected Concepts in the Philosophy of Education | 3 |
| 62-413 Teacher Interpersonal and Intergroup Relations | 3 |
| 64-418 Classroom Problems in the Teaching-Learning Process | 3 |
| 66-421 Evaluation Techniques for Teachers and Counselors | 3 |
| 69-333 Library Materials for Language and Creative Arts | 3 |
| 69-401 The Theory of Programmed Instruction | 3 |

MASTER OF ARTS
IN GUIDANCE AND COUNSELING
program objectives

The primary objective of the program is to prepare specialists in guidance and counseling. There are three sequences: Sequence I: Elementary School Level, Sequence II: Secondary School Level, and Sequence III: Vocational Counseling.

The elementary and secondary level sequences are designed to meet the needs of school personnel in elementary and secondary education. The school counselor is viewed primarily as an educator and only those with teaching certificates are admitted. Persons successfully completing the elementary or secondary sequence for the Master of Arts in Guidance and Counseling, who possess a State of Illinois teaching certificate, are eligible by institutional approval (UNI) for the School Service Personnel—Guidance certificate.

The vocational counseling sequence is designed to prepare specialists who wish to function as counselors in agencies or post-high school educational settings. The completion of this sequence does not qualify an individual for certification as an elementary or secondary school counselor.

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.

SEQUENCE I: ELEMENTARY SCHOOL LEVEL

SEQUENCE II: SECONDARY SCHOOL LEVEL

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 standard 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 are required from administrators who have jurisdiction over the applicant. Letters should be mailed directly from the referent to the Chairman of the Department of Counselor Education.

SEQUENCE III: VOCATIONAL COUNSELING

1. Applicants must have one year of appropriate full time work experience.
2. Applicants must have satisfactorily completed six semester hours in Psychology appropriate to the vocational objective.
3. At the time of application three letters of recommendation are required, one from a current or past employer, completed by the immediate supervisor, and two character references. Letters should be mailed directly from the referent to the Chairman of the Department of Counselor Education.

requirements for admission to candidacy

Upon completion of the Miller Analogies Test and 12 credits of course work in the program a student must make application for admission to degree candidacy. A grade average of B is the minimum acceptable for admission to degree candidacy.

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 credits and 9 credits 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 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.

Credits

Required courses for all sequences: 21 credits

| | | |
|--------|---|---|
| 36-311 | Psychology of Personality | 3 |
| 66-313 | Principles and Techniques of Guidance | 3 |
| 66-421 | Evaluation Techniques for Teachers and Counselors | 3 |
| 66-461 | Research Seminar in Guidance and Counseling | 3 |
| 66-462 | Practicum I: Guidance and Counseling | 3 |
| 66-463 | Practicum II: Guidance and Counseling | 3 |
| 66-464 | Frameworks for Counseling and Personnel Work | 3 |

Required courses: 6 credits

SEQUENCE I: ELEMENTARY SCHOOL LEVEL

| | | |
|--------|-------------------------------------|---|
| 37-311 | Psychology of Exceptional Children | 3 |
| 66-456 | Community Resources and the Schools | 3 |

SEQUENCE II: SECONDARY SCHOOL LEVEL

| | | |
|--------|---|---|
| 36-329 | Adolescent Psychology | 3 |
| 66-457 | Information and Resources for Secondary School Guidance | 3 |

SEQUENCE III: VOCATIONAL COUNSELING

| | | |
|--------|--|---|
| 66-465 | Techniques for Counseling and Personnel Work | 3 |
| 66-467 | Vocational Theory and Occupational Information | 3 |

MASTER OF ARTS
IN INNER CITY STUDIES

This program is designed for students who intend to work either in teaching or in other capacities in the inner city. Flexibly designed, it can provide training in depth in one or two relevant areas or give a breadth of experience, depending upon the student's educational goals.

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 an 18 credit hour core curriculum and 12 hours of electives approved by a faculty advisor.

Credits

Core Curriculum (required of all students)

| | | |
|--------|----------------------------------|---|
| 91-411 | Graduate Study in the Inner City | 3 |
|--------|----------------------------------|---|

MASTER OF ARTS IN LINGUISTICS
SEQUENCE I: ENGLISH LINGUISTICS

This sequence 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 sequence 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

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 credit hours 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, 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

| | |
|---|---------|
| I. Introductory (required: 28-419) | Credits |
| 28-419 Fundamentals of Modern Linguistics | 3 |
| II. General and Theoretical Linguistics (required: 28-411, 28-415, 29,445). | |
| 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 |

| | | |
|--------------------------------|---|----------|
| 91-442 | Research Methods in Inner City Studies | 3 |
| 91-443 | Research Writing | 3 |
| One of the following seminars: | | 3 |
| 91-421 | Seminar in the Inner City Community-The Afro-American | 3 |
| 91-422 | Seminar in the Inner City Community-The Southern Mountain White | 3 |
| 91-423 | Seminar in the Inner City Community-The Spanish Speaking | 3 |
| 91-424 | Seminar in the Inner City Community-The American Indian | 3 |
| 91-431 | Seminar In Inner City School Problems | 3 |
| 91-452 | Field Internship | 3 |
| 91-453 | Seminar in Field Internship | 3 |
| | | 18 |
| Electives | | 12 |
| | | Total 30 |

| | | |
|--|--|---|
| 28-425 | Typology of Grammatical Systems | 3 |
| 28-426 | Independent Study in Linguistic Typology | 3 |
| 29-445 | Semology | 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 |
| 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) | | |
| 28-444 | 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 |
| 29-446 | Sociolinguistics | 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: three courses) These may be elected 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 (By Departmental invitation) | 6 |

SEQUENCE II: GENERAL LINGUISTICS

This sequence 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.

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

- 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.
- Reading proficiency in one foreign language. This can be satisfied by passing the Graduate School Foreign Language Test (currently offered in French, German, 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 (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 |

SEQUENCE III: APPLIED LINGUISTICS

This sequence 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.

| | | Credits |
|---|--|---------|
| 28-425 | Typology of Grammatical Systems | 3 |
| 28-426 | Independent Study in Linguistic Typology | 3 |
| 29-445 | Semology | 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 |
| IV. Applied Linguistics (none required; may be taken as electives) | | |
| 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 |
| 29-446 | Sociolinguistics | 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 (By Departmental invitation) | 6 |

requirements for the degree

- 33 credits selected in consultation with the graduate advisor, subject to the general requirements specified below.
- 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.

| Required Courses: 12 credits | | Credits |
|------------------------------|------------------------------------|---------|
| 28-411 | Transformational Analysis | 3 |
| 28-415 | Phonetics and Phonology | 3 |
| 28-419 | Fundamentals of Modern Linguistics | 3 |
| 29-445 | Semology | 3 |

28-419 should be taken in the first trimester; it is a pre-requisite 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: 21 credits

Students will select, with the advice and consent of the graduate advisor, seven 400-level courses (21 credits) in such areas as Applied Linguistics, Linguistics and Related Fields, General Linguistics, Historical Linguistics, including at least

MASTER OF ARTS IN MATHEMATICS

SEQUENCE I: FOR ELEMENTARY SCHOOL TEACHERS

This sequence is designed for in-service elementary school teachers as a means of updating their mathematical training and of improving their educational skills.

requirements for admission to the program

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

Specific: Possession of a Chicago or Illinois State Teacher's Certificate; 15 credits or less in college Mathematics.

requirements for the degree

This sequence requires 30 credits, including 15 credits of required courses and 15 credits of electives. With the advice and consent of the program advisor, the student may select up to 6 credits in Education 400-level courses as part of the 15 elective credits. A final comprehensive examination is required of each student on the material covered in the courses completed.

SEQUENCE II: FOR JUNIOR HIGH SCHOOL TEACHERS

This sequence is designed for in-service junior high school teachers as a means of updating their mathematical training and of improving their educational skills.

requirements for admission to the program

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

Specific: Possession of a Chicago or Illinois State Teacher's Certificate; at least 18 credits of college Mathematics, including a Calculus sequence, but no more than 12 credits beyond the Calculus sequence.

requirements for the degree

This sequence requires 30 credits, including 9 credits of required courses and 21 credits of electives. With the advice and consent of the program advisor, the student may select

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 21 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.

| | | Credits |
|------------------------------|---|---------|
| Required Courses: 15 credits | | |
| 22-356 | Modern Mathematics for the Middle Grades | 3 |
| 22-403 | Modern Geometry for the Elementary School Teacher | 3 |
| 22-427 | Elementary Probability and Statistics for Teachers | 3 |
| 22-435 | Mathematical Structure | 3 |
| 64-403 | Problems in Elementary Mathematics Instruction | 3 |
| Electives: 15 credits | | |
| 22-351 | Modern Mathematics Pedagogy | 2 |
| 22-352 | Numerical Analysis and Computation | 2 |
| 22-353 | Recent Trends in Mathematics | 2 |
| 22-401 | Number Theory for the Elementary School Teacher | 3 |
| 22-402 | Modern Algebra for the Elementary School Teacher | 3 |
| 22-410 | Modern Analysis for the Elementary School Teacher | 3 |
| 22-413 | Mathematics Applied to the Physical and Behavioral Sciences | 3 |
| 22-420 | Transformation Geometry | 3 |
| 65-423 | Research in the Classroom Teaching of Mathematics | 3 |
| 86-305 | Computer Logic and Circuitry | 3 |

up to 9 credits in Education 400-level courses as part of the 21 elective credits. A final comprehensive examination is required of each student on the material covered in the courses completed.

| Required Courses: 9 credits | | Credits |
|-----------------------------|---|---------|
| 22-305 | Probability Theory and Applications I | 3 |
| 22-325 | Foundations of Analysis I | 3 |
| 22-420 | Transformation Geometry | 3 |
| Electives: 21 credits | | |
| 22-306 | Operations Research | 3 |
| 22-321 | History of Mathematics | 3 |
| 22-322 | Number Theory | 3 |
| 22-327 | Vector Analysis | 3 |
| 22-328 | Complex Variables | 3 |
| 22-331 | Foundations of Algebra I | 3 |
| 22-334 | Mathematical Statistics I | 3 |
| 22-337 | Theory of Equations | 3 |
| 22-404 | Plane Topology | 3 |
| 22-405 | Introduction to Philosophy of Mathematics | 3 |
| 22-406 | Elements of Applied Mathematics | 3 |
| 22-436 | Modern Algebra | 3 |

MASTER OF SCIENCE IN MATHEMATICS

The Master of Science Program in Mathematics is designed primarily for part-time students with a broad range of backgrounds and goals. It is designed to provide the maximum of flexibility while at the same time providing the student with a sound background in the basic tools required for his specific career orientation.

requirements for admission to the program

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

Specific: Normally, a major undergraduate sequence in Mathematics is required, including the completion of at least seven courses beyond Integral Calculus. If circumstances warrant, a student may be admitted to the program even though he has not fulfilled these requirements. Under such circumstances, he may be required to take additional course work in order to remove existing deficiencies.

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. 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, a sound basis is also provided for further graduate study. Laboratory work and introduction to research methodology are integral to the program.

Two options are available within the program. One is recommended particularly for elementary and secondary level teachers who desire a more flexible approach to graduate training in biology. This flexibility is provided in two ways. A wider base in prerequisites for this option permits individuals of varying backgrounds to qualify for admission. In addition, some graduate credits may be earned, at the student's discretion, in areas of the sciences other than biology.

The second option is recommended for individuals who desire a more intensive biologically oriented program. This includes teachers of biology as well as those working in applied fields of biology. This option requires more specific prerequisites for admission, and also requires that all of the graduate credits be earned in biology. In other respects, the two options are identical.

In order that the Biology Department may provide adequate counseling, applicants are advised to have taken the Graduate Record Examination prior to application for admission to the program. All students, however, must have taken the Graduate Record Examination before the end of the third trimester following initial registration for courses in the program.

Option I

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 18-20 credits, including at least 8 credits in chemistry, with laboratory and 4 credits in physics with laboratory. The bal-

requirements for the degree

The program consists of ten courses (30 credit hours), of which four are required. This allows a student to choose his electives in a manner which will be directly applicable to his goals. Among the orientations which a student might choose are: secondary and junior college teaching, applications of mathematics to business, industry, or the sciences, and mathematical statistics. The specific program of applicable electives must be worked out between the student and the graduate advisor. In some circumstances, course work in cognate areas may be applied. In others, it may be appropriate for the student to substitute some independent work or a thesis for part of his course work. A comprehensive final examination is required.

| Required Courses: 12 credits | Credits |
|--|---------|
| 22-415 Functions of a Complex Variable | 3 |
| 22-416 Functions of a Real Variable | 3 |
| 22-436 Modern Algebra | 3 |
| 22-461 Topology | 3 |

ance of the credits may be presented in any combination of chemistry, physics, earth science, and mathematics.

requirements for the degree

Course requirements include 24 credits of graduate biology at the 300 or 400 level, and a total of at least 39 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. Six graduate credits may be taken at the discretion of the student in biology or in other science areas such as chemistry, physics, earth science, and mathematics.

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 56-414 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 prerequisite areas. In addition, an oral thesis defense is required for all students regardless of whether the thesis be a library or a research thesis.

Biology Area Requirements: Minimum of 24 credits

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

| I. Animal Morphology and/or Taxonomy | Credits |
|--------------------------------------|---------|
| 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 | Credits |
|--------------------------------------|---------|
| 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 | Credits |
|--------------------------------|---------|
| 56-311 Genetics | 3 |
| 56-401 Analysis of Development | 3 |
| 56-402 Biochemical Genetics | 3 |

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

| V. Molecular Biology | Credits |
|---------------------------------|---------|
| 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 | Credits |
|--------------------------------------|---------|
| 58-312 Animal Physiology | 3 |
| 58-316 Animal Behavior | 3 |
| 58-402 Comparative Animal Physiology | 3 |

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

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

Summary of Required Credit Hours

Graduate Biology (minimum, including at least 9 hours at the 400 level, excluding thesis research credit, and of those 9 hours there must be no fewer than 1 hour and no more than 3 hours of non-research seminar credit) 24-30

Graduate Science (including credit in either biology or other sciences such as chemistry, physics, earth science, and mathematics) 6- 0

Applicable Undergraduate Biology (including those that satisfy Biology Area requirements) 15

Total Credits (including all Graduate and Applicable Undergraduate Biology) 45

Correlative Undergraduate Prerequisite Hours 18-20

Option II

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 56-414 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)

| I. Animal Morphology and/or Taxonomy | Credits |
|--------------------------------------|---------|
| 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 | Credits |
|--------------------------------------|---------|
| 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 | Credits |
|--------------------------------|---------|
| 56-311 Genetics | 3 |
| 56-401 Analysis of Development | 3 |
| 56-402 Biochemical Genetics | 3 |

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

| V. Molecular Biology | Credits |
|--------------------------------|---------|
| 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 |

| | Credits |
|--|---------|
| 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 |

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)

- 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 (3 cr.), 54-346 (4 cr.), 54-352 (2 cr.), 54-353 (3 cr.).
- 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.
- A maximum of 12 credits may be taken in research, including the thesis. The thesis carries 6 credits through 54-409.
- 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.

| Summary of Required Credit Hours | Credits |
|--|---------|
| Graduate Biology (minimum, including at least 9 hours at the 400 level, excluding thesis research credit, and of those 9 hours there must be no fewer than 1 hour and no more than 3 hours of non-research seminar credit) | 30 |

| | |
|---|----|
| Applicable Undergraduate Biology (including those that satisfy Biology Area Requirements) | 15 |
|---|----|

| | |
|---|----|
| Total Credits (including Graduate and Applicable Undergraduate Biology) | 45 |
|---|----|

| | |
|--|----|
| Correlative Undergraduate Prerequisite Hours | 26 |
|--|----|

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

| | |
|---|---|
| 54-324 Instrumental Analysis: Quantitative Methods .. | 3 |
| 54-332 Identification of Organic Compounds | 4 |
| 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 |
| 54-410 Physical Inorganic Chemistry | 3 |

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 |
| 59-393 Electronics | 3 |
| 65-424 Research in Classroom Teaching of Science .. | 3 |

vited 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 6 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 |
| 53-314 Paleontology | 3 |
| 53-315 Glacial and Quaternary Geology | 3 |
| 53-316 Stratigraphy | 3 |
| 53-317 Principles of Sedimentation | 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 course work 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)

- 24-30 credits are required in Physics, of which 12 are in required courses and 12-18 are elective.
- Up to 6 credits of research may be applied toward the total required for the degree. A thesis may be written upon invitation by the Department. The thesis carries 6 credits for research through 59-409.
- 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.

| | Credits |
|--|---------|
| 53-318 World Regional Geology | 3 |
| 53-319 Petrology | 3 |
| 53-322 Economic Geology | 3 |
| 53-323 Field Geology | 3 |
| 53-325 Seminars in Earth Science: Varies | 3 |
| 53-327 Geology of the National Parks | 3 |
| 53-328 Marine Geology | 3 |
| 53-329 Soil Science | 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 Atmospheric Science | 3 |
| 53-414 Thesis Seminar: Earth Science | 6 |

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

| | |
|--|---|
| 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 |

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 Lab | 1 |
| 59-338 Introductory Mathematical Physics | 3 |
| 59-339 Intermediate Physics Laboratory | 2 |
| 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 |
| 59-410 Electrodynamics | 3 |
| 59-411 Classical Dynamics | 3 |
| 59-412 Nuclear Physics | 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 6 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 in-

MASTER OF ARTS IN EDUCATION: READING

The master's program in Reading is designed to meet the urgent need for informed and trained specialists at both the elementary and secondary school levels. The specific objectives of the program are: to enhance the student's knowledge of the nature and scope of the reading process; to advance their professional training in the teaching of reading; to provide them with special training in diagnosis and remediation of reading difficulties; and to prepare them for leadership in planning, administering, and supervising both developmental and remedial reading programs.

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 course in Psychology or Tests and Measurements, and one of the following courses, or its equivalent:

- 63-306 Teaching Reading in the Primary Grades
- 64-306 Methods of Teaching Reading—Elementary School
- 68-301 Teaching Reading in Junior and Senior High School

requirements for the degree

1. Course Work (36 credits total)

- a) 18 credits of six required courses in Reading
- b) 18 credits of six elective courses (to be selected with approval of program advisor) from at least three of the following areas: English, Speech, Linguistics, Psychology, Test and Measurements, Education, Special Education, and Library Science.

2. Thesis Option

Upon invitation by the program advisor at the time of acceptance to degree candidacy, a student has the option of writing a master's thesis for 3 hours of credit. The course, 68-406 Thesis Seminar: Reading, would take the place of one elective.

3. Research Papers

Students not writing a thesis will be required to prepare two comprehensive papers to be initiated in the required Reading courses.

4. Final Examination

Upon completion of all other work in the program, each student must pass a comprehensive examination.

Required Courses: 18 credits

- | | | |
|--------|---|---|
| 68-401 | Developmental Reading Theory | 3 |
| 68-402 | Specialized Problems in Reading Instruction | 3 |

- | | | |
|--------|---|---------|
| | | Credits |
| 68-403 | Curriculum and Supervision in Reading | 3 |
| 68-404 | Clinical Practicum in Reading | 3 |
| 68-405 | Research Seminar in Reading | 3 |
| 68-407 | Case Studies in Diagnosis and Remediation of Reading Difficulties | 3 |

Electives: 18 credits

Any of the following courses may be taken to satisfy the elective requirements for the Program, Master of Arts in Education: Reading.

English

- | | | |
|--------|--|---|
| 14-391 | Children's Literature | 3 |
| 14-449 | Studies in American Literature: Varies | 3 |

Speech

- | | | |
|--------|--|---|
| 15-390 | Speech Improvement in the Classroom | 3 |
| 15-490 | Specialized Problems in Speaking and Listening | 3 |

Linguistics

- | | | |
|--------|------------------------------------|---|
| 28-419 | Fundamentals of Modern Linguistics | 3 |
| 29-429 | Psycholinguistics | 3 |

Psychology

- | | | |
|--------|---|---|
| 36-317 | Introduction to Statistical Methods in Psychology | 3 |
| 36-327 | Psychology of Learning | 3 |
| 36-328 | Psychology of Mental Health | 3 |
| 36-412 | Advanced Child Psychology | 3 |
| 36-414 | Advanced Adolescent Psychology | 3 |

Tests and Measurement

- | | | |
|--------|---------------------------------------|---|
| 37-308 | Measurement and Evaluation | 3 |
| 37-405 | Principles of Diagnostic Testing | 3 |
| 68-302 | Measurement and Evaluation of Reading | 3 |

Education

- | | | |
|--------|--|---|
| 64-414 | Principles of Curriculum Development | 3 |
| 64-419 | Problems in Elementary Language Arts Instruction | 3 |
| 65-421 | Research in Classroom Teaching of Language Arts | 3 |

Special Education

- | | | |
|--------|--|---|
| 37-309 | Psychology of Language and Cognitive Development | 3 |
| 37-311 | Psychology of Exceptional Children | 3 |
| 37-315 | Psychopathology of the Brain-Injured Child | 3 |
| 37-408 | Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 | Remediation and Planning for Children with Learning Disabilities | 3 |

Library Science

- | | | |
|--------|--|---|
| 69-333 | Library Materials for Language and Creative Arts | 3 |
| 69-335 | Reading Guidance in the Elementary School | 3 |

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:

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

- c. 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.

requirements for the degree

- | | | |
|--------|--|------|
| 41-424 | Introduction to American Studies | 3 |
| 14-431 | Bibliography and Methods of Literary Study, or | |
| 44-451 | Historiography and Historical Method | 3 |
| | American Literature | |
| | (300 or 400-level courses with at least one 400-level seminar) | 9-15 |
| | American History | |
| | (300 or 400-level courses with at least one 400-level seminar) | 9-15 |
| | Cognate courses | 0-6 |
| | Total | 36 |

MASTER OF ARTS IN SOCIAL SCIENCE

The program is designed so that the student's graduate work will focus on an interdisciplinary area of interest within the social sciences.

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 36 credits as specified below. Each program is to be organized systematically with the guidance of the faculty advisor and is to focus on an interdisciplinary interest, such as, but not limited to, Urban Studies, Latin American Studies, Women's Studies, or Asian Studies. This organization will be formalized in a contract of study endorsed by the student's advisor and the Graduate Coordinator for the program.

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.

Thesis Option

Upon invitation by the Program Coordinator at the time of degree candidacy, a student has the option of writing a master's thesis. 6 hours of credit are granted for this thesis through the course, 41-433 Thesis Seminar: American Studies. This course takes the place of 3 credits each in American History and American Literature.

Research Papers

Students not writing theses will be required to prepare two comprehensive papers in connection with their work in the two required seminars.

Final Examination

Upon completion of all other work in the program, each student must pass a comprehensive oral examination.

Social Science Required Courses:

- | | | |
|--------|--|---|
| 41-414 | Scope and Methods of the Social Sciences (to be taken at the beginning of the program) | 3 |
| | AND EITHER | |
| 41-427 | Research Seminar in General Social Science (to be taken at the end of the program) | 3 |
| | OR | |
| 41-431 | Thesis Seminar-General Social Science (with faculty approval) | 6 |

Social Science Electives:

- | | |
|--|-------|
| Courses in one of the social science departments | 15-21 |
| Courses in at least one additional social science department | 6-12 |

Cognate Courses:

- | | |
|--|-----|
| Courses, outside of social science departments, which are integral to the student's program of study | 0-6 |
|--|-----|

A final oral comprehensive examination.

requirements for the degree

Course requirements include a total of 33 credits in Geography. Specific course requirements are established separately for each student, and require a chosen area of concentration in one of six fields—Cultural or Social Geography, Urban Geography, Physical Geography, Political Geography, Economic Geography, Marine Geography—and demonstrated competence in two of these fields as established through satisfactory completion of courses. At least 18 credits must be 400-level courses. A student may submit a Geographic Thesis on a topic chosen in advance through consultation with the Program Advisor and written under the supervision of a thesis advisor assigned by the Department. Six credits are granted for a thesis through the course 43-431 Thesis Seminar: Geography. Students electing not to complete a thesis complete two 400-level courses in lieu of the thesis seminar and submit a major research paper to the department in lieu of the thesis itself. A final written and/or oral examination, covering the chosen area of concentration and general knowledge of the entire field of Geography, is required. An oral defense of a thesis is also required.

MASTER OF ARTS IN AMERICAN STUDIES

The master's 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 Literature. The majority of courses available for this program are in these two disciplines; although course work in other areas of the Social Sciences and Humanities is also available.

| Geography: 27 credits | | Credits | | | Credits |
|-----------------------|--|---------|---|-----------------------------------|---------|
| 43-376 | Cartography I | 3 | 43-411 | Scope and Philosophy of Geography | 3 |
| or | | | Geography electives, 300 and 400 level courses | | 18 |
| 43-377 | Cartography II | 3 | (Courses to be selected with guidance of advisor; at least 6 hours of 400-level.) | | |
| 43-351 | Statistics for Geographers and Earth Scientists | 3 | Thesis: 6 credits | | |
| or | | | 43-431 | Thesis Seminar: Geography | 6 |
| 43-442 | Geographic Problems in Quantitative Measurements | 3 | | | |

MASTER OF ARTS IN HISTORY

This program is designed for students who desire a more sophisticated understanding of the subject of History and to service teachers.

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.

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 (or alternative 400-level History course selected with consent of advisor.) | 3 |
| Two Graduate Research Seminars | | 6 |
| Three 300 or 400-level History electives (to be chosen with guidance of advisor) | | 9 |

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 the 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 Depart-

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

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

sequence II (without thesis) requirements for the degree

Thirty-six credits are required including 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 Research Seminars in History | | 6 |
| Seven 300 or 400-level History electives (to be chosen with guidance of advisor) | | 21 |

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

ment 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. Research Methods in Political Science (45-421) is a prerequisite for all graduate seminars. Students must register for this as soon as it is offered (usually Fall trimester) in order to meet this requirement. 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 examination 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 |
| 45-317 | 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 |
| 45-349 | Cities and the Federal System | 3 |
| 45-353 | Practical Politics | 3 |
| 45-358 | The Judicial Process | 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: | | Credits |
|-----------------|---|---------|
| 45-307 | The 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 and the Federal System | 3 |
| 45-357 | Laboratory in Urban Politics | 3 |
| 45-405 | Seminar in Urban Politics | 3 |

| Asian Studies: | | Credits |
|----------------|---|---------|
| 45-317 | Independent Study in Political Science | 3 |
| 45-324 | Communist China: Politics and Government | 3 |
| 45-325 | Government and Politics of Pakistan and Bangladesh | 3 |
| 45-341 | Governments in Asia | 3 |
| 45-342 | International Relations in Asia | 3 |
| 45-343 | Seminar on Asian Politics: Varies | 3 |
| 45-344 | Politics of the Middle East | 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 |
| 45-356 | 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 |

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.

| | | Credits |
|--------|--|---------|
| 45-414 | Colonial Government and Administration in South Asia | 3 |

| Comparative: | | Credits |
|--------------|--|---------|
| 45-312 | Modern European Governments | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-322 | Politics and Governments 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 and Bangladesh | 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 |
| 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: | | Credits |
|--------------------------|--|---------|
| 45-302 | U.S. Foreign Policy Since World War II | 3 |
| 45-313 | Contemporary International Relations | 3 |
| 45-314 | The UN and World Order | 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 |
| 45-406 | 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: | | Credits |
|-------------------|---|---------|
| 45-306 | Contemporary Political Philosophy | 3 |
| 45-317 | Independent Study in Political Science | 3 |
| 45-326 | Selected Political Theorists: Theorist Varies | 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 |
| 45-346 | Political Doctrines of Asia | 3 |
| 45-352 | African Political Thought | 3 |
| 45-416 | Seminar in Selected Problems in Political Theory | 3 |
| 45-421 | Research Methods in Political Science | 2 |
| 45-432 | Independent Study in Political Science | 3 |
| 45-433 | Independent Study in Political Science | 2 |
| 45-434 | Independent Study in Political Science | 1 |

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

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 |
| 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 Semi- | |

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:

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

| | |
|--|---------|
| nar 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 | |
| | Credits |
| 37-315 Psychopathology of the Brain-Injured Child ... | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 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.) | |
| 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 | |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-322 Mental Health and Behavior Deviations | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 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. | |

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.

| | |
|---|---------|
| | Credits |
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children | 3 |
| 37-312 Psychology of the Mentally Handicapped Child 3 | |

| | |
|---|---------|
| | Credits |
| 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 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 37-412 Biomedical Aspects of Developmental Disabilities | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| or | |
| 38-414 *Seminar in Curriculum Development for Mentally Handicapped Children | 3 |
| 38-411 Teaching the Educable Mentally Handicapped Child | 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 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with 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 |
| 38-434 Practicum I in Teaching Educable Mentally Handicapped Children | 3 |
| 38-444 Practicum II in Teaching Educable Mentally Handicapped Children | 3 |
| Elective Patterns: | |
| 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 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties 3 | |

| | |
|---|---------|
| | Credits |
| 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 |
| Pattern IV: Physically Handicapped (EMH-PH) | |
| 37-312 Psychology of the Mentally Handicapped Child 3 | |
| 37-414 Medical Aspects of Crippling Conditions in Children | 3 |
| 37-415 Education of the Physically Handicapped Child 3 | |
| 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 |
| 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 Biomedical Aspects of Developmental Disabilities | 3 |
| or | |
| 37-312 Psychology of the Mentally 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 |
| 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 Biomedical Aspects of Developmental Disabilities | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 38-413 Special Instructional Problems of Educable Mentally Handicapped Children | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |
| *A Master's Project is required. The project may be accomplished through these seminars. | |

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:

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 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |

SEQUENCE IV:
EDUCATING CHILDREN WITH
BEHAVIOR DISORDERS

requirements for admission to the program

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

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

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

requirements for the degree

A minimum of 36 credit hours, including a master's degree project and a 6 hour practicum involving directly supervised experience in the education of children with behavior disorders is required of candidates. In addition, each student must possess an *elementary or high school teaching certificate* at the time of application for degree candidacy. Acceptance for degree candidacy is also contingent upon satisfactory performance on the Miller's Analogies Test and two

| | Credits |
|---|---------|
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 37-412 Biomedical Aspects of Development Disabilities | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| or | |
| 38-414 *Seminar in Curriculum Development for Mentally Handicapped Children | 3 |
| 37-454 Counseling the Handicapped | 3 |
| 38-412 Teaching the Trainable Mentally Handicapped Child | 3 |
| 38-435 Practicum I in Teaching Trainable Mentally Handicapped Children | 3 |
| 38-445 Practicum II Teaching Trainable Mentally Handicapped Children | 3 |

Electives:

| | |
|---|---|
| 36-328 Psychology of Mental Health | 3 |
| 36-437 Theories and Principles of Counseling | 3 |
| 37-312 Psychology of the Mentally Handicapped Child (Required) | 3 |
| 37-322 Mental Health and Behavior Deviations | 3 |
| 37-406 Vocational Rehabilitation | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-414 Medical Aspects of Crippling Conditions in Children | 3 |
| 37-415 Education of the Physically Handicapped Child | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 38-342 Vocational Preparation for the Academically Handicapped Child | 3 |
| 66-313 Principles and Techniques of Guidance | 3 |
| Other electives with approval of advisor | |

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

letters of recommendation from supervisors or administrators who have had opportunities to observe the applicant in a teaching situation. Applicants for degree candidacy may also be required to attend an interview.

required courses

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

| | Credits |
|--|---------|
| 37-308 Measurement and Evaluation | 3 |
| 37-311 Psychology of Exceptional Children | 3 |
| 37-407 Behavior Modification | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| 37-417 Advanced Seminar on Characteristics of Children with Behavior Disorders | 3 |
| 38-433 Practicum I in Educating Children with Behavior Disorders | 3 |
| 38-443 Practicum II in Educating Children with Behavior Disorders | 3 |

Credits
Master's Degree Project may be completed through one of the following:

| | |
|---|---|
| 37-319 Independent Study in Exceptionality I | 3 |
| 37-320 Independent Study in Exceptionality II | 3 |
| 37-321 Research Seminar in Exceptionality | 3 |
| 37-441 Research Seminar in Special Education | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 38-404 Research Seminar for the Gifted | 3 |

The Master's Project may also be completed on a non-credit basis with the guidance and approval of the major advisor.

Elective Courses

The following is a list of suggested elective courses from which the student might select according to his own special needs and interests, and in consultation with his advisor. Electives other than those listed may also be used.

| | |
|--|---|
| 36-312 Abnormal Psychology | 3 |
| 36-317 Introduction to Statistical Methods in Psychology | 3 |
| 36-318 Experimental Psychology | 3 |
| 36-327 Psychology of Learning | 3 |
| 36-442 Individual Ability Assessment | 3 |

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:

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:

| | Credits |
|---|---------|
| 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 |
| 37-322 Mental Health and Behavior Deviations | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 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 |

| | Credits |
|--|---------|
| 37-312 Psychology of the Mentally Handicapped Child | 3 |
| 37-315 Psychopathology of the Brain-Injured Child | 3 |
| 37-322 Mental Health and Behavior Deviations | 3 |
| 37-401 Psychology of the Gifted Child | 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 |
| 37-411 Seminar I in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-421 Seminar II in the Psychopathology of Emotionally Disturbed Children | 3 |
| 37-454 Counseling the Handicapped | 3 |
| 37-461 Cultures of the Disadvantaged | 3 |
| 38-402 Education of the Gifted Child | 3 |
| 38-403 Seminar in Curriculum and Materials for the Gifted | 3 |
| 38-411 Teaching the Educable Mentally Handicapped Child | 3 |
| 66-313 Principles and Techniques of Guidance | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |
| 68-401 Developmental Reading Theory | 3 |
| 68-402 Specialized Problems in Reading Instruction | 3 |

| | Credits |
|---|---------|
| 37-491**Seminar in Teaching of Socially Maladjusted Children | 3 |
| 38-432 Practicum I in Teaching Socially Maladjusted Children | 3 |
| 38-442 Practicum II in Teaching Socially Maladjusted Children | 3 |

Elective Patterns:

| | |
|--|---|
| Pattern I: Learning Disabilities (SA-LD) | |
| 37-315 Psychopathology of The Brain-Injured Child | 3 |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |

| | |
|---|---|
| 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.) | |

| | |
|---|---|
| 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 |
| 36-437 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 |
| 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 or Socially Maladjusted Children. If waived, an elective may be substituted for this requirement.**

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:

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 **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 |
| 37-405 Principles of Diagnostic Testing | 3 |
| 37-408 Identification and Diagnosis of Learning Disabilities | 3 |
| 37-409 Remediation and Planning for Children with Learning Disabilities | 3 |
| Total | 15 |

| Required Courses: Advanced Curriculum | Credits |
|---|---------|
| 37-416 Seminar in Learning Disabilities | 3 |
| 37-441 *Research Seminar in Special Education | 3 |
| 38-436 Practicum I in Teaching Children with Learning Disabilities (Clinical) | 3 |

| | Credits |
|--|---------|
| 38-446 Practicum II in Teaching Children with Learning Disabilities (School) | 3 |

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

Electives: 9 credits

Students are required to have one elective from Area I and one elective from Area II. The third elective may be taken from any relevant elective area. Since the electives should provide depth and breadth to the student's professional background, advisors may exercise considerable latitude in approving electives. They may waive an elective area when judged appropriate.

The student is required to have a minimum of 32 hours in special education for State Certification in teaching children with learning disabilities.

Recommended Electives

Area I: Psychology (at least one course)

| | |
|--|---|
| 36-317 Introduction to Statistical Methods in Psychology | 3 |
| 36-328 Psychology of Mental Health | 3 |
| 36-437 Theories and Principles of Counseling | 3 |
| 37-309 Psychology of Language and Cognitive Development | 3 |
| 37-315 Psychopathology of the Brain-Injured Child | 3 |
| 37-322 Mental Health and Behavior Deviations | 3 |

Area II: Communication (at least one course)

| | |
|--|---|
| Selected courses in reading, speech, speech pathology and linguistics. | |
| 66-321 Diagnosis and Treatment of Reading Difficulties | 3 |
| 68-401 Developmental Reading Theory | 3 |
| 68-402 Specialized Problems in Reading Instruction | 3 |

Area III: Other Electives

| | |
|--|---|
| Selected courses in special education or other relevant disciplines. | |
| 36-451 Research Methodology Seminar | 3 |
| 37-412 Biomedical Aspects of Developmental Disabilities | 3 |
| 37-442 Thesis Credit in Special Education | 3 |
| 62-413 Teacher Interpersonal and Intergroup Relations | 3 |

forming Arts. Course groupings of a minimum of nine credits may be selected as specialties in Theatre, Drama, Oral Interpretation, Rhetoric and Public Address, Mass Media, Communicative Disorders, or Speech Education. Course work in cognate areas supplementary to research in the field of Speech and Performing Arts may be accepted in the plan of work up to a limit of six credit hours.

All students must enroll in 15-401 Introduction to Graduate Study in Speech, as early as possible, and must complete a minimum of five courses at the 400 level, including 15-401 as well as seminars appropriate to individual research interests.

Students may follow either a thesis or a non-thesis program. Non-thesis students must place in the departmental library three finished term papers researched in 400 level courses as evidence of scholarly writing ability. By petition, special projects of a creative or experiential nature may be substituted for the three term papers.

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 Department graduate committee. Course 15-499 Thesis Seminar in Speech should be taken by thesis students and serves as two of the required five 400 level courses. No more than six credits of the required total of 30 credits may be received for work on the thesis.

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

Applicants should direct their questions to the Director of Graduate Study in Speech.

| Performing Arts | Credits |
|---|---------|
| 15-330 Comparative Performing Arts | 3 |
| 15-331 History of Theatre to 1600 | 3 |
| 15-322 History of Theatre: 1600 to 1900 | 3 |
| 15-333 Contemporary Theatre | 3 |
| 15-334 Drama | 3 |
| 15-335 History and Theory of the Dance | 3 |
| 15-340 Scenic Design | 3 |
| 15-342 Stage Lighting | 3 |
| 15-343 Costume Design | 3 |
| 15-345 Directing | 3 |
| 15-347 Playwriting | 3 |

| | |
|---|---|
| 15-348 Children's Theatre Workshop | 3 |
| 15-355 Advanced Oral Interpretation | 3 |
| 15-357 Oral Interpretation of Shakespeare | 3 |
| 15-359 Ensemble Interpretation | 3 |
| 15-430 Dramatic Theory | 3 |
| 15-438 Seminar—Research Problems in Performing Arts | 3 |
| 15-446 Theatre Management | 3 |
| 15-458 Seminar—Research Problems in Interpretative Arts | 3 |

Speech-Communication

| | |
|---|---|
| 15-310 Persuasion | 3 |
| 15-315 Group Leadership | 3 |
| 15-320 Classical Rhetoric | 3 |
| 15-322 Modern Rhetoric | 3 |
| 15-323 British Public Address | 3 |
| 15-324 American Public Address | 3 |
| 15-391 Directing Forensics | 3 |
| 15-404 Communication Theory | 3 |
| 15-418 Seminar—Research Problems in Group Communication | 3 |
| 15-428 Seminar—Research Problems in the Psychology of Communication | 3 |
| 15-490 Specialized Problems in Speaking and Listening | 3 |
| 15-492 The Teaching of College Speech | 3 |
| 15-498 Seminar—Research Problems in Speech Education | 3 |

MASTER ARTS IN SPEECH

An in-depth study of the principles and practice of Speech and the Performing Arts, this program is designed for teachers of Speech at the secondary level, elementary school teachers, for candidates for teaching positions in higher education, and for students interested in positions other than teaching or as preparation for further graduate study.

requirements for admission to the program

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

Specific: Students must present 15 credits in Speech and the Performing Arts which may serve as prerequisites for advanced courses. An interview is suggested for all applicants.

requirements for the degree

An organized program of course work totaling 30 credits will be selected in consultation with a faculty advisor. The program should include a minimum of fifteen credits in the broad area of Speech-Communication or the area of Per-



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INNER CITY STUDIES EDUCATION

Hallberg, Clarice L.
ART

Patricelli, Anthony A.
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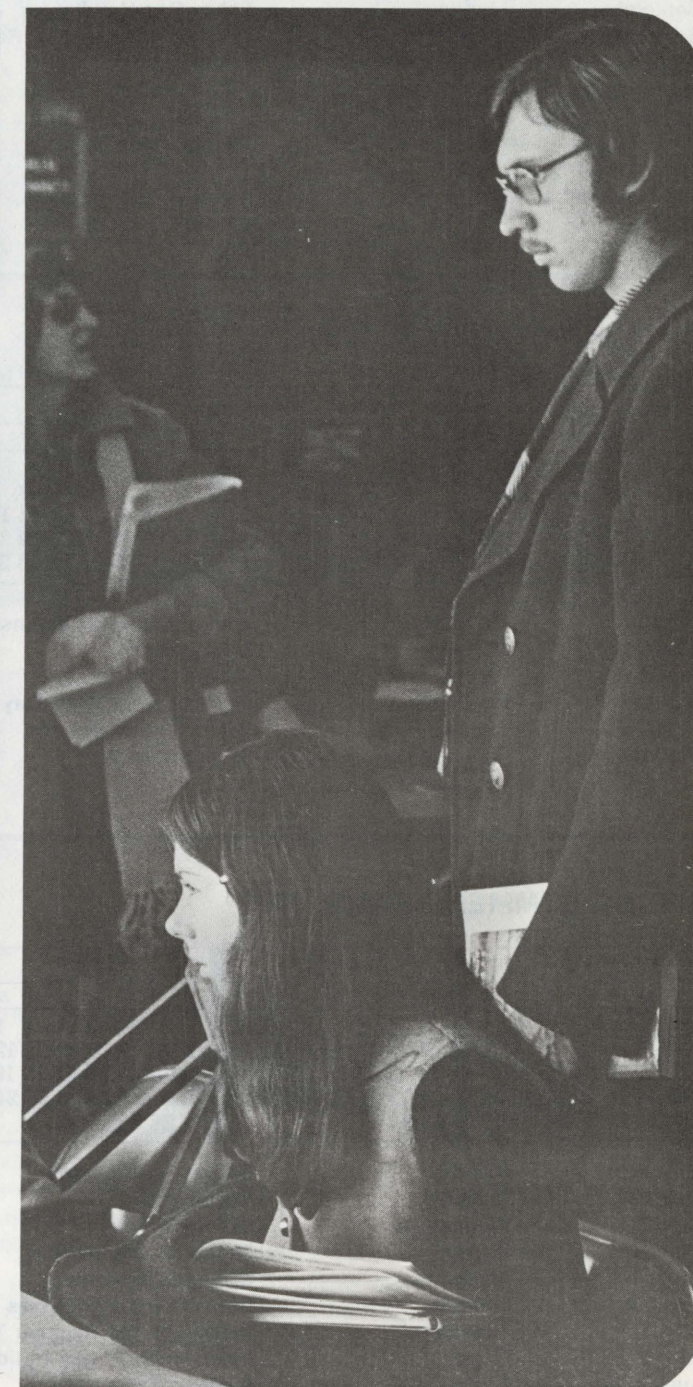
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DIRECTOR OF STUDENT TEACHING
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Gerald Cannon

COORDINATOR OF UNIVERSITY MANAGEMENT
Howard Featherston



Academic Calendar 1974-1976

FALL TRIMESTER, 1974

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

| | | |
|-------------|--------------|-------------------------------------|
| September 2 | — Monday | Labor Day Holiday |
| September 3 | — Tuesday | Fall Trimester begins, Registration |
| September 4 | — Wednesday | Registration |
| September 5 | — Thursday | Classes begin |
| November 28 | — Thursday | |
| November 29 | — Friday | Thanksgiving Holiday |
| November 30 | — Saturday | |
| December 20 | — Friday | Fall Trimester ends |
| December 21 | to January 5 | Christmas Recess (inclusive) |

WINTER TRIMESTER, 1975

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

| | | |
|------------|-------------|---------------------------------------|
| January 6 | — Monday | Winter Trimester begins, Registration |
| January 7 | — Tuesday | Registration |
| January 8 | — Wednesday | Classes begin |
| January 15 | — Wednesday | Martin Luther King Day |
| April 25 | — Friday | Winter Trimester ends |
| April 26 | to May 4 | Spring Recess (inclusive) |

SPRING-SUMMER TERMS, 1975

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

| | | |
|-----------|-------------|---|
| May 5 | — Monday | Spring Term begins |
| May 6 | — Tuesday | Registration |
| May 7 | — Wednesday | Classes begin |
| May 30 | — Friday | Memorial Day Holiday |
| June 27 | — Friday | Spring term ends |
| June 30 | — Monday | Registration for classes in the Summer Term |
| July 1 | — Tuesday | Classes in the Summer Term begin |
| July 4 | — Friday | Independence Day Holiday |
| August 22 | — Friday | Summer Term ends |

Graduate College Deadlines

For further information apply to the Graduate Office

Oct. 4, 1974, Friday

Final day for filing preliminary application for April conferral of degrees.

Prerequisite: Admission to degree candidacy.

Final day for filing final application* for December conferral of degrees. (Applications accepted from July 15.)

Prerequisite: Approval of preliminary application.

Nov. 1, 1974, 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 conferral of degrees.

Feb. 7, 1975, Friday

Final day for filing preliminary application for August conferral of degrees.

Prerequisite: Admission to degree candidacy.

Final day for filing final application* for April conferral of degrees. (Applications accepted from November 15.)

Prerequisite: Approval of preliminary application.

March 7, 1975, 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 conferral of degrees.

June 6, 1975, Friday

Final day for filing preliminary application for December conferral of degrees. Prerequisite: Admission to degree candidacy.

Final day for filing final application* for August conferral of degrees. (Applications accepted from March 15.)

Prerequisite: Approval of preliminary application.

July 11, 1975, 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 conferral of degrees.

*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.



THIS ISSUE of the Graduate Catalog of Northeastern Illinois University includes announcements, procedures, and requirements for the academic period 1974-76. 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.

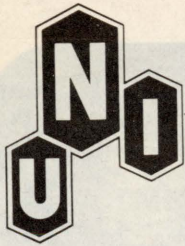
For information regarding course offerings and class hours, see the class schedules published by the University before the opening of each trimester and summer session.

The general regulations of the Graduate College and requirements for specific Masters' degree programs may be found in this catalog. Special questions should be directed to the Graduate Office, located on the south end of the fourth floor of the Classroom Building, Room 4-026. Graduate Office Hours (during regular sessions):

9:00 a.m. to 8:00 p.m. Monday through Thursday
9:00 a.m. to 6:00 p.m. Friday

NORTHEASTERN ILLINOIS UNIVERSITY
GRADUATE CATALOG 1974-76

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