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NORTHEASTERN ILLINOIS UNIVERSITY

CATALOG 1980-82

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This issue of the
Northeastern Illinois University Catalog
is for the academic period
1980-1982.

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University Catalog
1980-1982
NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. ST. LOUIS AVENUE
CHICAGO, ILLINOIS 60625
Telephone: 583-4050

BOARD OF GOVERNORS
OF STATE COLLEGES,
AND UNIVERSITIES

To be announced, Chairperson
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James L. Althoff, McHenry
Daniel Alvarez, Chicago
James J. Cicero, Chicago
Lowell B. Fisher, Fairview
Nancy Froelich, Gridley
Evelyn Kaufman, LaSalle
John Warner, III, Clinton

Non-Voting Members
One Student From Each Institution
Euclid Williamson
Chicago State University
John Grant
Eastern Illinois University
Clifford DiMascio
Governors State University
To be announced
Northeastern Illinois University
Thomas M. Battista
Western Illinois University

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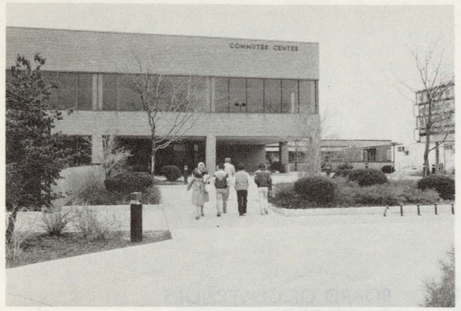
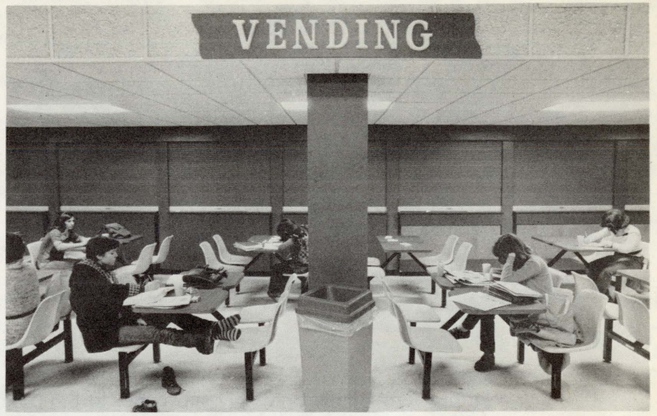
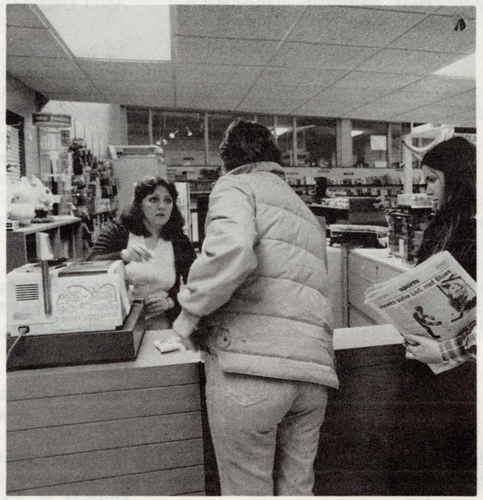
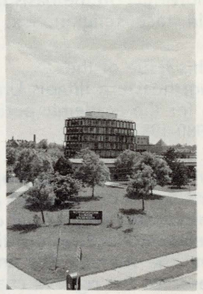
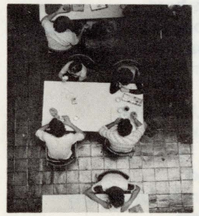
John Cownie, Provost
Donn H. Bichsel, Vice-President for Development and Public Affairs
Daniel C. Kielson, Vice-President for Student Affairs
William H. Lienemann, Vice-President for Administrative Affairs











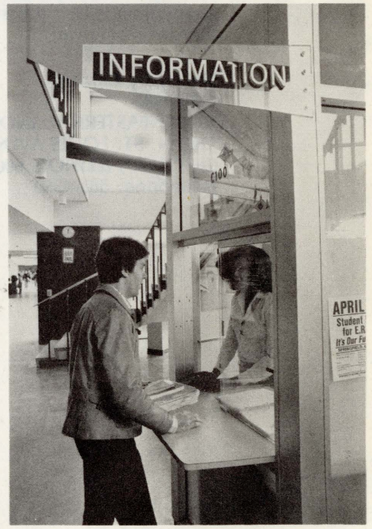
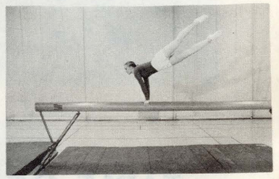
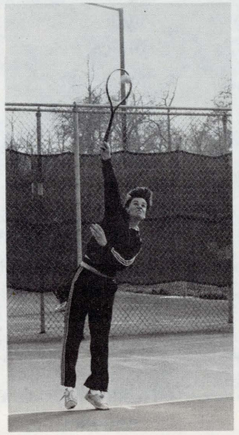
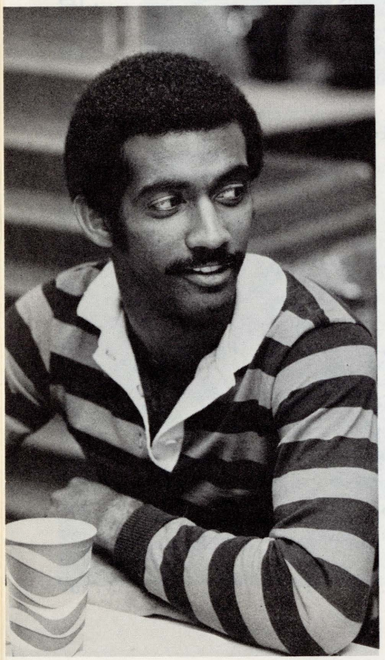


TABLE OF CONTENTS

Board of Governors of State Colleges and Universities . i
University Administration i
The University 1
Statement of Fees 9
Financial Aid 10
Admissions 13
Academic Regulations 16
The Graduate College 21
Admission Requirements 21
Master's Degrees Programs 23
Graduate College Deadlines 24
College of Arts and Sciences 25
Departments/Programs
American Studies 26
Anthropology 27
Art 29
Asian Studies Minor 33
Biology 33
Business and Management 39
Chemistry 43
Criminal Justice 46
Earth Science 46
Economics 50
English 52
English Language Program 56
Foreign Languages and Literatures 57
Geography and Environmental Studies 62
Greek Studies Minor 66
History 67
Human Services 72
Information Science 73
Judaic Studies 75
Linguistics 77
Mathematics 82
Music 85
Philosophy 91
Physics 93
Political Science 96
Psychology 101
Sociology 106
Social Science 109
Speech and Performing Arts 114
College of Education 119
Admissions 119
Departments/Programs
Counselor Education 121
Early Childhood Education 124
Educational Foundations 129
Educational Studies 134
Elementary Education 135
Health, Physical Education, Recreation and Athletics 138
Inner City Studies Education 145
Instructional Media 148
Language Arts 150
Reading 151
Secondary Education 154
Special Education 157
Student Teaching 162
Center for Program Development 164
Board of Governors Bachelor of Arts Program 164
Kaskaskia Plan 165
University Without Walls 165
Program for Interdisciplinary Education 165
Women's Studies Program 165
El Centro (Educational Resource Center) 167
Extension and Continuing Education 167
Faculty 169
Calendar 179
Index 181







THE UNIVERSITY

Northeastern Illinois University is a fully accredited public, urban, commuter university with an enrollment of 10,000 students, serving Chicago and suburbs. The university offers traditional graduate and undergraduate programs in arts and sciences and education. Moreover it has a strong commitment to non-traditional education and has exercised leadership in the development of innovative programs for adult learners. Northeastern is one of five senior institutions governed by the Board of Governors of State Colleges and Universities.

CALENDAR

The university year consists of three 16-week trimesters, fall, winter, and spring-summer. The spring-summer trimester, extending from early May through mid-August, is divided into two eight-week terms.

FACULTY

The faculty at Northeastern Illinois University have been selected to join the university because of their commitment to teaching and special abilities that contribute to the student's professional education. The Northeastern faculty represent an array of academic backgrounds and professional accomplishments, and bring a broad range of expertise to their students.

Full-time faculty number in excess of 340. Sixty-six percent have earned the doctoral degree. More than 160 part-time faculty are also associated with the university.

ACCREDITATION

The university is accredited by the North Central Association of Colleges and Secondary Schools, by the National Council for Accreditation of Teacher Education, and by the Department of Public Instruction of the state of Illinois.

STUDENT BODY

Ninety-three percent of the students come from Cook County. Their cultures differ, their interests range, and their problems vary, yet their purpose is single—to acquire knowledge and skills. These efforts will strengthen their contribution to society and the culture in which they live.

At Northeastern, individuals will find imaginative new programs for entering freshmen as well as for students that have transferred or graduated from community colleges or other institutions.

Faculty and students draw on resources in both the immediate neighborhood and the greater metropolitan area to enrich their learning experiences. The university is itself a resource to these communities, offering them such services as continuing education, referral services, social services, day care, and counseling. Its public service efforts are geared to more effective problem-solving in the present and in the future. Its sensitivity to changing educational and societal needs keeps the university in a continual search for better ways to accomplish its educational mission. Interactions of an outstanding faculty and a diverse student population create a challenging and stimulating learning environment.

OFF-CAMPUS EXPERIENCES

Northeastern Illinois University, through off-campus activities, provides students with the opportunity to obtain field experience that relates to their studies. In addition to student teaching, a requirement in the teacher education program, education majors observe and tutor in the Chicago and suburban public school systems. Educational field center programs, established in the Uptown, Westtown, and South Side communities, are designed to increase community access to higher education, develop local leadership, and encourage cooperative efforts with educational and social agencies to identify and solve community problems.

LIBRARY AND LEARNING SERVICES

Library

The Northeastern Illinois University Library is located west of the science building. It is the newest building on campus, consisting of 150,000 square feet, distributed over five floors with over 1600 reader stations. There are study carrels, group study rooms, lounges for smokers and nonsmokers, study facilities for the handicapped, private studies for faculty and graduate students, and a classroom for library instruction. Check at the circulation service desk for library hours.

Reference:

Help in using the library's collection and locating information for study and research is available at the reference service desk, located on the main floor. For more specialized reference information, assistance is available at the periodical reference and documents service desk on the second floor and the education reference service desk on the third floor.

Circulation:

Library users may charge out materials at the circulation desk situated to the right of the entrance on the first floor. Staff at the circulation service desk will search for materials not found on the shelves, hold items requested by users, and handle overdue and lost materials.

Reserve:

Library materials selected by instructors for reading assignments in course offerings are kept at the reserve service desk on the lower level. Users are free to browse in the open reserve area. For materials on the closed reserve shelves, requests must be given to the staff working in the area. A card catalog listing items on reserve is situated near the reserve service desk.

Photoduplication:

The library provides a number of coin-operated photocopy machines for both printed and microform materials.

Interlibrary Loan:

Northeastern's library is a member of several local, state, and national library consortia which own diverse, specialized research materials. Arangements for access to the services available through these affiliations should be made through the library reference service desk. In addition, through the Chicago Academic Library Council, valid ID cards will allow Northeastern students to check out materials at the following libraries: DePaul, Roosevelt, Illinois Institute of Technology, University of Illinois—Chicago Circle, Chicago State, and Governors State.

Database Search Services:

The Reference Department offers on-line search services for many computerized databases. A slight charge for searches is billed to the user. Library users who are interested in search services should request information concerning costs. Appointments for database searches should be made at the reference service desk.

Archives:

The library maintains the archives for the university. Historical documents, minutes of councils and committees, and other records that are part of the university's history are organized for research and study. Potential users should ask for information concerning the archives at the reference service desk.

Collections:

The library contains more than 360,000 volumes chosen to support the university's instructional program. In addition, there are over 530,000 other items including recordings, microforms, maps, documents, filmstrips, pamphlets, pictures, games, and other kinds of materials. The library subscribes to more than 5,000 serials and keeps bound or microfilm backfiles of most.

Government Documents:

Northeastern's library is a depository for both federal and Illinois state documents. Staff at the periodical reference and documents service desk is available for assistance in locating documents of municipal and international agencies, other states, and foreign countries.

Curriculum Materials Collection:

The curriculum materials collection is designed to support courses in professional education and children's literature. Consequently, it includes children's books, elementary and secondary school texts, curriculum guides, and a complete file of Educational Resource Information Center (ERIC) materials. The collection is located on the third floor among information dealing with education.

Center for Inner City Studies:

The university provides a separate library to support the inner city studies program. The collection of over 13,000 books, periodicals, microforms, and other research materials is located at 700 East Oakwood Boulevard.

Learning Services

Northeastern offers its students and faculty members unusual opportunities to learn and teach through the use of a wide variety of film, television, slide and sound programs, and other audio and visual materials. Such materials are either purchased or rented from national distributors or produced in the university's own campus studios and production centers. Although some departments have specialized media laboratories, the great majority of audio-visual materials, equipment, production studios, professional help, and a wide range of services for the entire university for both instructional and administrative activities are provided by the Office of Learning Services. The faculty members, professional civil service staff, and student employees of learning services work closely with instructors and their students and administrators in identifying and using communications equipment and materials effectively and efficiently.

Instructional Development Faculty:

The faculty members of learning services function primarily as instructional developers. They represent both strong academic backgrounds and varied professional experience. Therefore, they are well-qualified to advise faculty and students about the use of media equipment and materials. They also work with faculty to develop and carry out instructional projects. Their expertise enables others to learn about the effective use of communications media.

Audio-Visual Services:

The use and operation of communications and audio-visual equipment and systems in classrooms, meeting rooms, and lecture halls for instruction and other functions is the responsibility of Audio-Visual Services. With an inventory of tape recorders, record players, motion picture, slide, filmstrip, overhead, and opaque projectors in each building, Audio-Visual Services is able to handle numerous requests for instructional and recreational support. Audio-Visual Services also maintains the university's film collection and rents additional materials for classroom use. The office is located on the third floor of the university library building.

AV Skills Center:

Students and faculty who need to preview audio-visual materials or wish to learn how to operate a variety of audio-visual devices can use the services of the AV Skills Center. The center is located on the third floor of the library adjacent to the curriculum materials collections. Staff members are available to provide instruction and answer questions.

Photo-Film-Graphics Production Service:

The Photo-Film-Graphics Production Service is one of three professionally staffed and equipped facilities within learning services. This service enables the university community to create and produce programs with the assistance of photographers, artists, and designers. Each year, thousands of slides, prints, charts, drawings, illustrations, and displays are produced to meet the needs of the community. The facility is located in A-104.

Television Production Services:

Northeastern has been a pioneer in the use of television to support instruction. Faculty members from many departments have used our complete black and white television studio, located in room E-112, to assist them in recording a visiting lecturer, documenting an experiment, developing

model lessons, and evaluating student performance. Facilities are also used as a laboratory for classes in communications and instructional media. An inventory of portable equipment and systems allows the staff of professional civil service and student employees to record events on and off campus. Soon color equipment will add another dimension to TV services at Northeastern.

Audio Recording Service:

A fully-equipped audio production facility is located in room 0-017 in the classroom building. Here, tapes are duplicated, records are dubbed, and original materials are developed to support many educational programs and activities.

INTERCOLLEGIATE ATHLETICS

Since 1965, intercollegiate athletics at Northeastern have provided an educationally sound athletics program that fosters the growth and well-being of athletically gifted students. Dedicated to providing a spirit of camaraderie for the entire university community, all students are admitted to home events when they present a current Northeastern identification card.

The program operates under the auspices of the Association for Intercollegiate Athletics for Women (AIAW) and the National Association of Intercollegiate Athletics (NAIA). Women compete in volleyball, gymnastics, basketball, softball, and tennis. Men compete in cross country, football, golf, basketball, baseball, and tennis.

The football team is a member of the Illinois Badger Conference; men's basketball, baseball, tennis, and golf teams are members of the Chicagoland Collegiate Conference.

INTRAMURALS AND RECREATION

The purpose of the Intramural and Recreation Program is to provide an opportunity for all students, faculty, and staff to enjoy satisfying experiences related to their particular needs, varying from the highly competitive type to those of a non-competitive and recreational nature. Current information may be obtained at the gym or by calling the hotline, 583-3885. Recreation activities include swimming, basketball, volleyball, weight training, badminton, table tennis, fencing, slimnastics, tennis, archery, and the century club.

Intramural competition is co-recreational, for men and for women. Co-recreational intramural competition includes badminton, volleyball, swimming, softball, tennis, and table tennis.

Women's intramural competition includes softball, volleyball, swimming, badminton, table tennis, basketball, (3 on 3) and tennis.

Men's intramural competition includes touch football, swimming, basketball, (4 on 4) and (1 on 1), floor hockey, table tennis, softball, and tennis.

HISTORY OF THE UNIVERSITY

Northeastern Illinois University, open since 1961, traces its origin from the beginnings of teacher training in Illinois—at the Cook County Normal School, founded in 1867 in Englewood.

The name of the institution has been changed many times since 1867—in 1896 it became Chicago Normal School; in 1910 it became Chicago Teachers College; in 1913 the name changed to Chicago Normal College; and another name change back to Chicago Teachers College occurred in 1938.

In 1957 Chicago Teachers College reorganized in order to establish a larger and permanent northside campus. The new college became Chicago Teachers College North, and the original institution became Chicago Teachers College South.

Chicago Teachers College North opened its doors at 5500 N. St. Louis Avenue in 1961 to 1,348 students, offering bachelors and masters degrees in education; undergraduate study emphasized a strong foundation in the arts and sciences in training elementary school teachers. The heart of the new 30-acre campus was the library, surrounded by a six-story administration building and other buildings housing classrooms, laboratories, activities centers, gymnasium, swimming pool, and auditorium.

From its beginning, the northside educational institution emphasized new approaches to learning and gradually evolved from a teachers college to a multi-purpose university. In July 1965, the Illinois General Assembly assumed authority of the institution from the Chicago Board of Education, transferred control to the Board of Governors of State Colleges and Universities, which in turn changed the name of the institution to Illinois Teachers College-Chicago North.

Illinois Teachers College-Chicago North took a hard look at changing urban conditions in 1965 and decided to explore new ways of solving urban problems in the metropolitan schools. It developed graduate courses to further prepare teachers for schools in disadvantaged, non-English speaking, and minority communities and in 1966 established the Center for Inner City Studies on Chicago's near south side. The college first offered classes at scattered locations and initiated the Center for Extension and Continuing Education. Now called the Office of Extension and Continuing Education, it offers more than 200 courses at 45 locations throughout the metropolitan Chicago area each fall.

In 1967, Illinois Teachers College-Chicago North became Northeastern Illinois State College with a College of Arts and Sciences, College of Education, and Graduate College. New programs were developed, including preparation for secondary teachers and more options for students who did not intend to become teachers.

In 1970-71, the college established the concept of educational field centers. Currently operating are centers in Westtown and Uptown communities. Field center programs were designed to increase access to higher education, develop local leadership, and encourage cooperative efforts to identify and solve community problems. The Center for Program Development, established in 1970 to coordinate new kinds of programs, piloted the "Kaskaskia Plan," a non-traditional degree program that offered individual students an opportunity to plan their studies outside traditional major programs.

Northeastern Illinois State College became Northeastern Illinois University in 1971. That year, enrollment reached 7,281 students, and courses of study in the arts and sciences as well as in education led to the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching, Master of Science, and Master of Education. Soon, new degree programs offered more choices for older students seeking higher education: the University Without Walls in 1971 and the Board of Governors Bachelor of Arts Program in 1973. Bilingual and bicultural education, business and management, human services, and criminal justice are but a few of the programs recently introduced for students.

Since 1971, the university has opened a three-story science building, a four-story classroom building, a physical plant building, a three-story commuter center (student union), several new parking lots, and a five-story library building. In August 1973, the university acquired the buildings and land of the Chicago Residential Schools, bringing the campus to 67 acres in the middle of an attractive residential area, eight

miles northwest of downtown Chicago and 20 minutes from O'Hare International Airport. The location is convenient to expressways and public transportation. Parking for 1900 cars is available on-campus.

ORGANIZATION OF THE UNIVERSITY

Northeastern Illinois University is one of five state universities under the general jurisdiction of the Board of Governors of State Colleges and Universities.

The president of the university is accountable to the board of governors for the successful functioning of the institution and has full power and responsibilities within the framework of the board policies in the organization, management, direction, and supervision of the university.

With the assistance of the provost and three vice-presidents (administrative affairs, development and public affairs, and student affairs), the president administers the daily affairs of the university.

Under the constitution, faculty and students participate in the governance of university affairs through the University Senate, Student Government, and by membership on a number of standing and ad hoc committees that consider and recommend policies and procedures to the president.

ACADEMIC AFFAIRS

The Office of Academic Affairs, under the Provost of the university, is responsible for instruction, curriculum and academic programs, and academic support services. Academic programs are offered through the College of Arts and Sciences, College of Education, Graduate College, and Center for Program Development. Instructional support services for academic programs are provided by the library and learning services, admissions and records, and through the coordination of on-campus computing services.

In addition, the Office of Academic Affairs is administratively responsible for the area of Athletics, Intramurals, and Recreation and the Center for Inner City Studies.

ADMINISTRATIVE AFFAIRS

The Office of Administrative Affairs and its departments provide support and service to the academic program and the entire university community. Departments include: budgets, business, institutional studies and planning, personnel, and physical facilities.

DEVELOPMENT AND PUBLIC AFFAIRS

The vice-presidential area of development and public affairs includes the departments of Alumni Affairs, Communication Services, Research and Development, and University Relations. Activities of the Northeastern Illinois University Foundation and Alumni Association are also coordinated by this area.

Office of Alumni Affairs

The Office of Alumni Affairs is the liaison between alumni and the university. Its objective is to provide service to all graduates of Northeastern and to encourage them to participate in activities at the university. The office works closely with the Alumni Association and various departments to provide programs and services for all alumni.

Office of Research and Development

The Office of Research and Development assists all departments and units of the university in their efforts to obtain additional funding beyond that provided by the state for the teaching, public service, and research programs of the university. This office regularly informs faculty and staff of funding opportunities available from public and private sector sources, and works with university staff who have project ideas in the development of their proposals.

In addition, the Office of Research and Development works closely with the Northeastern Illinois University Foundation.

Office of University Relations

The Office of University Relations informs the public about Northeastern's programs, activities, policies, and accomplishments. The department's staff interprets public attitudes and plans programs of action to encourage public involvement and understanding. The department acts as a liaison between the internal and external community, and provides services through the news bureau and the information center. The department also coordinates university publications, community relations, legislative relations, advertising, and sports information programs.

Communication Services

The Office of Communication Services is responsible for the extensive duplicating/printing operation of the university. It is also responsible for the telecommunications and mail services at Northeastern.

Alumni Association

A vital link between Northeastern and its graduates is maintained through the Alumni Association. Any person with a degree from Northeastern is considered a member and receives the university publication **NEWS** in addition to other university services.

Active membership is reserved for those individuals who make contributions to the alumni annual fund. In recognition of their support, the association and university extends several benefits including library privileges and discounts for campus cultural and athletic events. Active members also have the opportunity to vote for representatives to the association's board of directors.

The Alumni Association sponsors various educational, cultural, and social programs throughout the year, including the alumni job network, the alumni art show, Spring Thing, travel programs, receptions for new graduates at the commencement exercises, and an awards recognition program. The organization is working hard to stimulate interest in membership and to exert a positive influence on the programs being offered to graduates of the university.

Northeastern Illinois University Foundation

The Northeastern Illinois University Foundation was established to expand and enrich opportunities for the entire Northeastern community. As a separate, non-profit corporation, the foundation accepts and administers tax deductible gifts of money, property, works of art, and other materials for the university. Through its efforts, the foundation strives to provide funds for special programs and projects where state funding is either unavailable or insufficient. The business affairs of the foundation are governed by a board of directors which is composed of representatives from the corporate and professional community.

STUDENT AFFAIRS

The university provides comprehensive services for the entire student population. Many of these services are under the administration of the office of the Vice-President for Student Affairs.

The enrollment at Northeastern represents a diverse student body. Age range is varied as well as ethnic background. This diversity creates an environment which offers students an opportunity to experience a unique and valuable educational process. Students are encouraged to participate and pursue activities in a context that adds new dimensions to classroom studies.

The task of the Office of Student Affairs is to be sensitive to the needs of students and to respond to those needs with services and programs that can most effectively assist each student in reaching his/her educational and career objectives and personal development.

Student Activities

All students are encouraged to become involved in the planning and programming of campus activities. At Northeastern, students participate in the university newspapers, yearbook, radio station, departmental clubs and social groups, ethnic organizations, arts, music, dance, theatre, and student government. Working closely with advisors, students are often inspired by outside lecturers to pursue opportunities that will lead to individual growth and development. Since true enrichment is not merely an educational pursuit, students come to recognize the process as an integration of intellectual, physical, personal, and social development.

At Northeastern, students themselves are involved in establishing goals and setting up programs on campus. Regulations and plans for many phases of campus life are studied by joint faculty-student councils. Participation with the faculty provides an opportunity for rich and meaningful interaction and involvement. Consequently, students are able to voice their opinions concerning campus-wide issues.

The Office of Student Activities provides students and faculty with consultation and assistance in organizational management, leadership training, and informal learning experiences. Moreover, the activities office furnishes facilities, organizational assistance, advice, and direction to help students plan a well-rounded program of activities for personal growth and enrichment of the student body and campus community.

Special Programs

The Office of Special Programs offers support services to students with special needs. The programs (Project Success, Proyecto Pa'lante, Special Services, and Veterans Affairs) include recruitment, counseling, general academic assistance and tutoring. Recognizing the additional assistance needed by the students and the time required to experience academic achievement, the students of Project Success, Proyecto Pa'lante, and Special Services are granted a two-year retention period. However, students must actively participate in the counseling and tutoring sessions, or make sufficient academic progress.

Project Success

Project Success assists students who have academic potential, but lack the necessary skills to meet standard admission requirements. Counseling and tutorial guidance services are utilized to motivate and develop the capacity of these students. Confidence-building, along with study habit development, are significant by-products of the project.

Proyecto Pa'lante

Proyecto Pa'lante's purpose is to recruit Latin American students who otherwise might not meet the requirements for freshmen admission. After admission, the program offers support services through counseling, academic advisement, tutoring, and career advisement.

Special Services

The Special Services program, funded by the United States Department of Education, is designed to give support services to incoming freshmen. Eligibility for this program is based upon: limited English-speaking ability, low income, physically/medically handicapped, educationally disadvantaged, or culturally disadvantaged.

The services consist of: general orientation, assistance in course selection, personal counseling, academic advising, career development, tutoring, assistance with the completion of financial aid forms, and a variety of informative workshops.

Veterans Affairs

Veterans Affairs office recruits and identifies veterans who are eligible for benefits under the Veterans Education and Employment Assistance Act of 1976 (new G.I. Bill). This office provides information and counseling to undergraduate and graduate veterans at Northeastern. It is through this office that veterans have contact with the Veterans Administration.

University Counseling Center

A comprehensive program of student development services is available to all students at Northeastern through the University Counseling Center. By promoting personal growth and education, the center assists students in developing responsibility, independence, self-awareness, and the ability to make decisions. Services are based upon real-life concerns and experiences that students often encounter at Northeastern. The emphasis of counseling and counseling services is to help students take charge of their own lives and develop the necessary skills for independent action. By helping students promote their individual development and assisting them in developing strategies for achieving success, students are able to find ways of coping with problems that interfere with their learning objectives. Students seek counseling services for various reasons. Concerns may range from questions regarding academic program and course selection to difficulties stemming from dissatisfaction with one's life and feelings of alienation. Students also seek assistance when making necessary changes in their lives such as planning for graduate study, selection of a major, career decision-making, and withdrawal from school. The University Counseling Center offers a variety of counseling, advising, and testing programs for both individuals and groups having these and other concerns. Students may receive counseling by appointment or on a walk-in basis through a regularly scheduled "at large" service. This service is available daily and one evening per week. All information is held in strict confidence.

Academic Advisement

Professional counselors are available to help students with any educational problems or questions concerning courses, programs, and policies. Assistance is available to all students. Students who have not yet decided on a major and those on academic probation are especially encouraged to seek counseling at the center. With the help of the counselor, students analyze their situations and decide on strategies for future success. Counselors do not choose courses for students. Instead counselors help students understand the alternatives, gather the information they need, and make their own decisions. Entering students (freshmen, transfer, and returning students) attend orientation programs where Northeastern Illinois University courses and services are introduced and discussed.

Personal Counseling

Professional counselors are available to assist students in discussing, defining, and coping with their personal and emotional concerns in a private setting. Topics include personal adjustment and conflicts within oneself and with others. Since students seek counseling when they are experiencing problems, it is equally important that they realize counseling can be a helpful growth tool when not

under stress. Consequently, services are also available at these times. Assistance ranges from providing supportive counseling and helping develop coping skills to short-term psychotherapy. Primary emphasis is placed on helping students match their expectations with reality and developing a plan of action for success. When appropriate, referrals are made to community and private agencies.

Career Counseling

Career counseling provides an opportunity for students to make meaningful career decisions. Students will meet individually or in a group with professional counselors to examine their interests, aptitudes, values, and life styles. After an appropriate assessment is made, career information may be gathered and alternative occupations will be explored. As a resource for career-oriented discussions, tests are often necessary and provided at no cost.

Foreign Student Advisement

A foreign student advisor is available to and serves as a liaison between foreign students and the Immigration and Naturalization Service. The advisor helps students with matters concerning the extension and renewal of visas, status changes, and general academic and language problems. The advisor provides students with the necessary forms for extensions of stay, transfers to other institutions, permission to work, and for return to the university after a visit outside of the country.

When appropirate, referrals are made throughout the university and community.

Group Counseling Experiences

When sufficient interest is expressed, personal development groups are offered, such as couples communication, personal growth, educational planning, psychotherapy, values clarification, career exploration for undecided majors, and coping with a variety of conflict-based situations.

Results of Counseling

As a result of the counseling experience, students may expect to achieve a greater awareness and understanding of themselves and others, and the capability of making decisions and selecting an appropriate course of action. In addition, students will be able to take a greater part in determining their own personal, educational, and occupational future. Students often discover that "things" do not cause them distress, rather it is our thoughts about things that distress us. Following is a typical student's response after counseling: "I decided you can't always judge a person by his actions. After you get to know a person, his whole personality seems to change."

Women's Services

The Office of Women's Services offers a variety of services to women students. The coordinator and staff function as advocates for women's needs and concerns within the university community. Referrals to appropriate legal, medical, and community resources are made within and outside the university. Counseling services are offered to help women with specific problems such as single parenthood, divorce, and personal autonomy in all its aspects. The office also sponsors panels and workshops on such topics as self-defense, assertiveness training, violence against women, E.R.A., alcoholism, and women and health. Additionally, support groups are offered periodically throughout the year.

Health Services

The Health Services office provides for the health needs of the university community. A registered nurse is on duty during regular office hours.

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

When the services of a physician or hospital care is necessary, the patient is referred to his/her private doctor, the emergency room of the hospital of his/her choice, or the emergency room of Swedish Convenant Hospital. The university does not assume any financial responsibility for treatment given outside the Health Services office.

Accidents occurring on-campus should be reported promptly to the Health Services office.

Additional functions of Health Services include:

- Student Health Insurance Office—room B-108
- Health Counseling
- Health Literature and Materials
- Health Exhibits
- Physical Examination for Athletes
- On-the-Job Accidents—Reports to Workman's Compensation
- Occupational Safety and Health Administration (OSHA) Records and Reports
- Blood Drives
- Hypertension and Diabetic Screening
- Assistance to Handicapped Students
- Referral Service to Doctors, Clinics, and Health Agencies
- Blood Tests for Marriage License
- Screening Tests including vision, urine, tuberculosis skin tests, throat cultures, venereal disease blood tests, hearing, pregnancy, rubella, sugar, and lung capacity
- Handicapped Parking Permits
- Weight Control

Copies of health records are not released to anyone except medical personnel selected by the student and upon his written consent.

Health records are destroyed upon graduation and/or when the student transfers to another school.

Career Services

The Office of Career Services serves enrolled students as well as those who have graduated. Activities are directed toward two basic objectives: (1) career planning and development, through a wide variety of activities including part-time jobs, and (2) career employment upon completion of a degree.

Since planning for future career development is vital, students are urged to utilize career services upon being admitted to the university. The student employment division of the Office of Career Services emphasizes the importance of early job location that will enable students to earn an income and gain needed experience in career development. Moreover, student employment can help students analyze personal decisions that lead to career choices.

Since career development and exploration usually occurs during the time most students are employed, both on and off-campus, continuous staff advisement is available. Predegree employment is valuable in terms of decision-making and will aid greatly during the transition between college and a permanent professional career.

Additionally, this area offers a career library that contains detailed information on numerous careers and occupations. Students are urged to participate in scheduled workshops as well as other career information events, mini-career days, and career seminars such as "Career and Life Planning." Seminars are particularly helpful for students seeking a structured activity that will assist them in reaching decisions about jobs and career goals.

Often career decisions are based on formal vocational testing and follow-up professional counseling which is offered by the University Counseling Center (adjacent to the Office of Career Services). With additional insight, students can begin defining career goals early in their university experience. Students at all levels have the opportunity of delving into occupational data so that they can arrive at satisfying choices, based upon interests, competencies, and the opportunities presented by the labor market.

Candidates in teacher education programs are responsible for establishing credential files during the trimester of student teaching. These employment files should be updated and kept accurate for maximum benefit when seeking education related employment. Placement credentials include information concerning teaching and/or other work experiences, personal data, letters of recommendation, professional training, special aptitudes, and honors. These files may be updated and circulated for employment purposes throughout the graduate's professional teaching career. All seniors and graduates are requested to register, open employment files, and submit resumes for potential employers.

The office provides a weekly job vacancy listing, assists employers in scheduling on-campus job interviews, and provides a variety of company and agency information in both the public and private sectors. Files of current salary studies provide basic market information. Business and educational directories are available that contain guidelines to assist students with resumes and interview preparation. While all resources of the office are devoted to aiding students in the job search, no candidate can be guaranteed employment.

Community Services

The Office of Community Services is devoted to pursuing the urban mission of the university. Basically it is a liaison between the community and Northeastern. Through its extension of primarily educational resources and services, the office of Community Services aids in identifying and solving urban problems. Equally important is the office's commitment to using the community as a learning laboratory for students so that they may obtain personal support services not available in the university setting.

Specifically, the Office of Community Services focuses on the following:

- involving faculty and students in direct service projects benefiting Chicago-area communities;
- providing community resource information to students;
- facilitating field experience internships for students;
- locating community-based part-time employment opportunities for students;
- establishing support services for older students considering re-entry to higher education;
- offering current-interest topical workshops for community residents; and
- assisting community agencies to improve services to area residents.

A unique segment of this office is the Uptown Center. This center features community-oriented educational experiences where full academic programs of special relevance to the community are offered. The center has developed a number of programs to meet the needs of its students and community residents. Community services include: General Educational Development test preparation, tutoring of elementary and secondary students, social service referrals, and the work experience program.

Commuter Center

The Commuter Center provides facilities for campus organizational meetings and social and recreational events, as well as essential services, such as food, school supplies, lockers, typing room and study space, needed on an individual basis. In addition, the Commuter Center provides offices and work space for the Student Senate, the Commuter Center Activities Board, student publications, the radio station, and limited work space for other campus clubs.

The focal point of Northeastern's student life begins at the Commuter Center. Since Northeastern has no residential facilities, its student body is composed 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 provide comfortable surroundings for informal study and relaxation.

Day Care

A state licensed day care program located at 5101 N. Kimball Avenue, provides services for children of students, faculty, staff, and the community. This program includes kindergarten for the five year old child and an eight week summer session for children ages six to ten. It is self-supported by a sliding scale of fees based upon the number of hours per week the child is in attendance.

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

- Alumni Hall (multi-purpose room)
- Book Nook (bookstore)
- Service Desk
- Vending
- Public Telephones
- Box Office
- Coin-operated Lockers
- Coin-operated Copiers
- Bulletin Boards
- Megaform Seating

On the lower level:

- Beehive (the university yearbook)
- Game Room
- Poster Room
- Student Radio Station (WZRD)
- Print (the student newspaper)
- Typing Room
- General Publications Room
- Cafeteria
- Vending

On the upper level south are the offices of:

- Director, Commuter Center
- Room Reservationist and Food Order
- Master Calendar of Activities
- Quiet Lounge for Relaxing or Study
- Six Meeting Rooms

On the upper level north are the offices of:

- Director of Student Activities
- Activities Program Advisor
- Student Senate
- Activities Board
- Student Organizations' Mail Boxes and Work space

POLICY ON RELEASE OF INFORMATION PERTAINING TO STUDENTS

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the following policy outlines the procedures available for access to student records. This

policy is intended to ensure the confidentiality of student records.

I. Definitions

A. "Student" is defined as one who has attended or is attending Northeastern Illinois University and whose records are in the files of the university.

B. "Education records" are those records which are directly related to a student and maintained by the institution or by a party acting for the institution. "Education records" do *not* include files made by and kept in the sole possession of the maker which are not accessible to any other person.

C. "Directory information" includes name, address, dates of attendance, class, previous institutions attended, major field of study, awards, honors, degrees conferred with dates, past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), and date and place of birth. The university has the option to release this information without the student's consent for purposes of acknowledging awards, honors, and achievements earned by students (see Section V, Release of Information).

II. Location of Education Records

All students have records in the Admissions/Records Office, D-101, maintained by the Director of Admissions/Records.

Students may also have records in the following offices which are maintained by the administrative officer listed:

Career Services	B-117	Director
*Center for Program Development	C-525	Dean
*College of Arts and Sciences	S-158A	Dean
*College of Education	4-044	Dean
Vice-President for Student Affairs	B-104	Vice-President
Financial Aid	B-111	Director
*Graduate College	4-027	Dean
Special Programs	B-110	Director
University Counseling Center (Academic advising records only)	B-115	Director

*Some departments maintain records separate from the college. A list of departments or programs which have separate records, their location, and the person responsible for the record may be obtained from the office of the dean of the college in which the department or program is located.

III. Availability of Records to Students

A student's record is open to the student, with the following exceptions:

A. Letters of recommendation placed in files prior to January 1, 1975 which were intended to be confidential and used only for the purpose for which they were prepared.

B. Records of parents' financial status.

C. Medical and psychological records. Medical and psychological records are not available to anyone other than those providing treatment, but can be reviewed by a physician or licensed professional of the student-patient's choice.

D. Some items of academic record under certain conditions. To ensure the validity and confidentiality of references prepared on and off-campus, certain documents may carry waivers, signed by the student, relinquishing the student's right of access to the document.

Waivers are subject to the following conditions:

1. Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition, including financial aid, based at least in part on merit, and candidacy for employment;
2. Waivers cannot be required;
3. The student shall be told, upon request, the names of those supplying references.

All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

IV. Availability of Records to University Personnel

Student records are open to members of the currently employed university faculty and staff who have a legitimate need to know their contents, except where access is prohibited by its special nature, such as medical records.

A. The determination of "a legitimate need to know" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved. Circumstances such as the direct student relationship to the person seeking the records (such as a professor accessing the records of an enrolled student in his or her class) must be determined prior to access.

B. Those letters and statements in an education record which are inaccessible to students (filed before January 1, 1975, or segregated by waivers) are to be used only for the purposes for which they were prepared.

V. Release of Information

Normally, records will be released, or access given, to third parties (i.e., anyone not a member of the faculty and staff) only at the written request of the student. Directory information may be released to agencies or persons outside the university unless the student requests, in writing, that this information be withheld. Such written request must be filed with the Admissions/Records Office within the dates announced.

A. Without the consent of the student, releases of education record information to third parties may be given only as follows:

1. To federal and state officers in connection with the audit and evaluation of federally supported educational programs and to enforce federal laws;
2. As required by state law;
3. To research projects on behalf of educational agencies seeking test norms, improving instruction, etc., provided that there is no personal identification of students;
4. To accrediting agencies carrying out their functions;
5. In response to a subpoena (a reasonable attempt shall be made to notify the student prior to the release);
6. To persons in an emergency if the knowledge of information is in fact necessary to protect the health or safety of the student or other persons.

B. A student may secure from the appropriate office a "consent form" authorizing the release of specified records to specific individuals.

C. A notation of the release made to third parties must be kept in the student's record. This notation is open only to the student and the person in charge of the record.

D. The third party must be informed that no further release of personally identifiable data is authorized without the written consent of the student.

VI. Access Procedure

The university has established the following procedures enabling the student to have access to his or her record within forty-five days of the request and has provided for interpretation and challenge.

A. The student may see his or her file by filling out a specific request form at the office where the record of interest is maintained.

B. Access is to be granted promptly and no later than 45 days from the date of the request.

C. The student may make the request in person or by mail.

D. The student may obtain copies of records upon request (for which the university may charge an appropriate fee per page).

E. The student may request and receive interpretation of his or her record from the person (or designate) responsible for the maintenance of the record.

VII. Review on Challenge

A. In the event a student challenges the content of the education record on the basis that an item(s) is inaccurate, misleading, or violates the privacy or other rights of the student, the custodian of the education record shall discuss the challenge with the student and attempt to resolve the challenge within a framework of maintaining the integrity, accuracy, and usefulness of the record. If the student wishes to insert a written explanation regarding the content of the record, such written explanation is to be accepted and included in the record.

B. If the custodian and student are unable to resolve the challenge, they shall schedule a meeting with the appropriate dean, within 15 days of the challenge for further review.

C. If no resolution can be effected, the matter will be referred to the appropriate vice president's hearing panel.

D. It is the obligation of the university to amend the education records if it is found that information contained therein is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and the student's statement commenting on the education records which may be inserted therein shall be maintained as part of the educational records and shall be disclosed, together with the contested portion, to any party entitled to receive the education records.

VIII. The Hearing

A. General principles:

A request for a hearing must be specific to a record, be submitted in writing to the custodian of the record, and include an explanation or justification of the request for a hearing. It is the responsibility of the student to prepare the written request.

B. The hearing panel shall be appointed by the appropriate vice-president. It shall consist of:

1. At least one administration official of the university who does not have an interest in the direct outcome of the hearing;
2. One faculty member of the university who does not have an interest in the direct outcome of the hearing;
3. Two representatives from the Student Affairs Council or appropriate body.

The custodian of the record(s) or his or her designate shall be present as a resource person, but only as an ex-officio member of the panel.

C. The hearing panel process shall afford the student a full and fair opportunity to present evidence relevant to the issue being raised. The process will ensure that:

1. Hearings will be scheduled within a reasonable period of time not to exceed 45 days from the date on which the appeal was heard by the appropriate dean;
2. Hearings will not be open to the public;
3. Neither the student in question, nor his representative, shall serve on the panel;
4. Decisions of the panel will be by majority vote and will be final;
5. Results of the hearing, to include a summary of the evidence and the reasons for such decision, will be communicated in writing to the student and to the custodian(s) of the record being challenged within a period not to exceed 45 days after the conclusion of the hearing.

IX. Notification Regarding Access to Records

Annual notification of this policy shall be made in official publications, such as the university catalog.

X. Continued Maintenance

Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student. Persons in charge of records should ensure that only pertinent items are retained in student files.

STATEMENT OF FEES

Mandatory tuition and fees for a full-time resident undergraduate student during 1979-80 amounted to $341.00 per trimester. Mandatory tuition and fees for 1980-81 are estimated to be $370.00 per trimester. There is a small differential in rates for graduate students and a significant differential for non-resident students. Refer to the current trimester "Schedule of Classes" for detailed information.

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 and wish consideration for in-state fees should petition, in writing, to the director of the Office of Admissions and Records. This statement of intent should be submitted prior to registration.

Refunds

Final dates for refunds upon complete withdrawal from the university will be stated in the schedule of classes. During 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. During the eight 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.

Late Payment Fee

A late payment fee of $10.00 will be assessed for payments received after the due date for a certain prescribed period of time as listed in class schedules. This fee is non-refundable. The establishment of this fee does not guarantee students the right to pay late.

OFFICE OF FINANCIAL AID

Northeastern Illinois University makes every effort to extend financial assistance to qualified students who are in need of funds to complete their education. The Office of Financial Aid offers assistance in meeting these expenses through Loans, Grants, Scholarships, and Student Employment programs. Basic information about aid sources most commonly available to Northeastern students is listed below.

	PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAM	REPAYMENT	OFFICE TO CONTACT
STATE SCHOLARSHIPS	**Illinois Monetary Award (ISSC)**	(undergraduate) Must be resident of Illinois and enroll for at least six credit hours. Based on need only. Must be enrolled in a degree program.	Typically pays tuition and general fees. Recipients must reapply annually.	No repayment obligation.	High school guidance departments or Northeastern's Office of Financial Aid.
	Special Teacher Education Scholarship for High School Graduates	(undergraduate and graduate) Limited availability to students expressing intent to take courses in preparation for teaching special education. No needs analysis required.	Maximum: four years. Pays tuition and activity fees.	Repayment to state is necessary if teaching career not pursued.	High school guidance departments, Department of Special Education, or Cook County Superintendent's office.
	Illinois General Assembly Scholarship	Financial need usually not a factor.	Each member of the Illinois General Assembly is authorized to award the equivalent of two, 4-year scholarships annually to his/her constituents.	No repayment obligation.	State Senator or Representative.
FEDERAL GRANTS	**Basic Educational Opportunity Grant (Federal)**	(undergraduate) Minimum of six credit hour enrollment. Must show need. Must be a U.S. citizen or permanent resident or intend to become a permanent resident. Must be enrolled in a degree program.	Maximum: Academic Year 1979-80: $1088.00. $544.00 per term for full-time enrollment. Subject to change.	No repayment obligation.	Northeastern's Office of Financial Aid, high school guidance offices, post offices, libraries, etc.
	Supplemental Educational Opportunity Grant (Federal)	(undergraduate) Limited availability. Must show need. Must be enrolled in a degree program.	Program is considered a source of grant funds to **supplement** other federal aid programs such as the basic grant described immediately above if the student continues to show need (Maximum of $4,000 over four years.)	No repayment obligation.	Northeastern's Office of Financial Aid.
OTHER SCHOLARSHIPS	**Graduate Tuition Waiver**	(graduate) Available to students admitted into a graduate degree program.	Pays tuition only. Need based. Must be enrolled for nine credit hours.	No repayment obligation.	Northeastern's Office of Financial Aid.
	Graduate Merit Tuition Waiver	(graduate) Available to students admitted into a graduate degree program.	Pays tuition only.	No repayment obligation.	Northeastern's Graduate College.

	PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAM	REPAYMENT	OFFICE TO CONTACT
OTHER SCHOLARSHIPS	**UNI Talent Scholarship (Art, Music, Athletic, etc.)**	(undergraduate) Limited availability. Two letters of recommendation from persons qualified to evaluate talent. Approval of Northeastern Talent Committee. No needs analysis required.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Northeastern's Office of Financial Aid.
	Special Education for Certified Teachers	(graduate) Must be a certified teacher who is seeking graduate status certification to teach special education in federally designated poverty areas.	Covers tuition and fees.	No repayment obligation.	Northeastern's Department of Special Education.
	Special Education Grant	Must be a certified teacher who is seeking graduate status certification to teach special education in federally designated poverty areas.	Covers tuition and fees.	No repayment obligation.	Northeastern's Department of Special Education.
	Foreign Student Scholarship	(undergraduate and graduate) Full-time enrollment in a degree program. Student must be admitted into a graduate program and maintain the scholastic requirements.	Covers tuition only - availability is dependent on monies in the institutional budget.	No repayment obligation.	Northeastern's Office of Financial Aid (scholarship area).
	Board of Governors Institutional Waiver	(undergraduate) Financial need as shown by ACT needs analysis.	Covers tuition only - availability depends on monies in the institutional budget.	No repayment obligation.	Northeastern's Office of Financial Aid (scholarship area).
	Student to Student	(undergraduate and graduate) Undergraduates must have an ISSC award for the current year. Graduates must show need through the ACT needs analysis system.	The amount of the award depends upon monies available in the current year.	No repayment obligation.	Northeastern's Office of Financial Aid (scholarship area).
	Department of Human Services Educational Support Grant (formerly CCUO)	(undergraduate and graduate) Enroll full-time (12 hours per term for undergraduates, nine hours for graduates); undergraduates must be under 24 and graduates under 26; must have a "C" grade average; and must be a citizen or "permanent resident" of the United States.	$600 per year (current amount)	No repayment obligation.	Local Urban Progress Centers or Department of Human Services, 600 N. La Salle St., Chicago, Illinois 60610
	Scholarship for Children of Deceased Faculty/Staff	(graduate and undergraduate)	Covers tuition and fees.	No repayment obligation.	Northeastern's Office of Financial Aid (scholarship area).
	Bureau of Indian Affairs	(undergraduate and graduate) Must be a native American and show financial need.	$500 to $1500 or more, depending upon monies available to the bureau.	No repayment obligation.	Directly from student's tribal office or Northeastern's Office of Financial Aid (scholarship area).
	Dependents of POW's and MIA's Scholarship	(undergraduate and graduate) Students who are dependents (spouse and/or children) of Illinois residents, officially declared prisoners of war, missing-in-action, killed, or 100 percent disabled since January 1, 1960.	Covers tuition and fees.	No repayment obligation.	Illinois Veterans Commission, Springfield, Illinois.
	Grants for Bilingual Teachers Seeking Illinois Certification	(graduate) (1) English is not spoken as a primary language; (2) were teacher-trained or certified in another state or country; (3) wish to qualify for Illinois teacher certification; and (4) need only six quarters of course work to complete requirements for Illinois certification.	Covers tuition and fees (both full-time and half-time).	No repayment obligation.	Illinois State Scholarship Commission.
	ROTC Scholarships	(undergraduate and graduate) Based on merit.	Covers tuition up to four years.	No repayment obligation.	Illinois Institute of Technology, 3300 S. Federal Street, Chicago, Illinois - telephone: 567-3525.
	Private Scholarships	(undergraduate and graduate) Need, merit, ethnic group, religious group, etc.	The amounts vary according to the award.	No repayment obligation.	Various outside sources such as: Pullman Foundation, Ford Foundation, Kiwanis Clubs, DAR, ethnic and religious groups, women's groups, Mayor Daley's Youth Program, private industry, etc.

	PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAM	REPAYMENT	OFFICE TO CONTACT
STUDENT EMPLOYMENT	**Student Aide Employment**	(undergraduate and graduate students)	All enrolled students are eligible to apply for part-time on-campus employment.	Not applicable.	Northeastern's Office of Career Services.
	Work Study Employment	(undergraduate and graduate) Enrolled full or half-time. Eligibility of students is determined by approved needs-analysis methods. Must be enrolled in a degree program.	Federally funded on-or-off-campus employment. Off-campus employment is arranged through the Office of Student Employment with public and/or private not-for-profit agencies operating in the public interest.	Not applicable.	Northeastern's Office of Career Services.
LOANS	**National Direct Student Loan (Federal)**	(undergraduate and graduate) Enrolled full or part-time. Must be enrolled in a degree program. Must show need.	Maximum $2,500 aggregate first two years; $5,000 as an undergraduate.	Long-term repayment-3 percent interest-cancellation of debt privileges under certain specific conditions.	Northeastern's Office of Financial Aid.
	Illinois Guaranteed Loan (State)	(undergraduate and graduate) Enrolled full or part-time. Must be citizen or permanent resident of the United States and resident of the state of Illinois.	Maximum per academic year; Undergraduate: $2,500. Graduate: $5,000. (Preceding maximum reduced by one-half if student enrolls half-time)	Long-term repayment-no cancellation privilege for teachers.	Northeastern's Office of Financial Aid.
	Emergency Loan Fund (Northeastern)	(undergraduate and graduate) Must have emergency need.	Maximum: $50.00	Thirty-day repayment-no interest. Fifty cent service charge.	Northeastern's Office of Financial Aid or Loan Office.
VETERANS BENEFITS	**Illinois Veterans Scholarship (State)**	(undergraduate and graduate) Veterans must complete appropriate application form and furnish one copy of their official separation form (DD-214) which demonstrates: 1) Illinois residency until at least six months prior to induction; 2) served on active duty in the Armed Forces for at least one year at any time since 1940; and 3) returned to Illinois within six months after discharge.	Tuition waiver and some fees for an equivalent of four years of enrollment at any state university or Illinois public community college. Such enrollment may be on a part-time or full-time basis over a maximum of 12 years.	Not applicable.	Northeastern's Office of Financial Aid.
	Illinois National Guard/Naval Militia	(undergraduate and graduate) Enlisted member who has served at least one year in the Illinois National Guard or Naval Militia.	Payment of tuition and fees at any state school. Students may enroll full or part-time.	Not applicable.	Contact the Illinois State Scholarship Commission for application. Applications also available at all Illinois National Guard Armories.

HOW TO APPLY FOR FINANCIAL AID

Applicants who wish to be considered for financial aid must complete the following forms:

Northeastern Illinois University Financial Aid Application

ACT—Family Financial Statement

ISSC—Illinois State Scholarship

BEOG—Basic Educational Opportunity Grant (applied for on ACT Family Financial Statement)

NOTE: All self-supporting students (single or married) must also provide a photocopy of their previous year's Federal Income Tax Form (IRS 1040 or 1040A).

All applications for financial aid should be on file in Northeastern's Office of Financial Aid by May 2 if aid is desired for the following September. No aid awards become final until the students have been admitted to Northeastern Illinois University.

Additional information concerning financial assistance and deadlines can be obtained by contacting the financial aid office, 583-4050, extension 341.

ROTC Scholarships

Four, three, and two year scholarships are available to students participating in the Air Force ROTC program. Students may enroll in the program at the Illinois Institute of Technology, or the Military Science Building, 3201 S. Michigan Avenue, Chicago, Illinois, (312) 567-3525. Awards pay tuition and fees, books, etc., and tax free $100 monthly stipend. Contact Northeastern Illinois University Office of Financial Aid for further information.

Credit Hour Completion Rate for Financial Aid Recipients

Students receiving federal financial aid in the following:

Basic Educational Opportunity Grant
National Direct Student Loan
College Work-Study
Supplemental Educational Opportunity Grant

as well as students receiving

Illinois State Scholarship Commission Awards

must meet minimum standards of progress approved by the Financial Aid Committee.

At least 120 credit hours must be earned during four years of receiving aid in the above programs. Minimum progress is expected to be:

- during the freshman year, the recipient must earn at least 24 credit hours;
- during the sophomore year, the recipient must earn at least 30 credit hours (or a total of 54 credit hours at the end of the second year);
- during the junior year, the recipient must earn at least 33 credit hours (or a total of 87 credit hours at the end of the third year);
- during the senior year, the recipient must earn at least 33 credit hours (or a total of 120 credit hours at the end of the fourth year).

Undergraduates with more than 120 credit hours accumulated must earn at least 30 credit hours per academic year until graduation.

Graduate students must earn at least 18 credit hours per academic year until graduation.

ADMISSIONS

GENERAL INFORMATION

Many factors are considered in evaluating an applicant s preparation and readiness for college. Included are the high school program of studies, rank in class, standardized test scores, recommendations from high school personnel, and previous college work.

No special pattern of high school courses is currently required for admission. It is highly recommended, however, that the applicant present a strong academic program.

ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

CLASSIFICATION	REQUIREMENTS FOR ADMISSIONS	APPLICATION PROCEDURES
Freshman Student currently attending high school or high school graduate who has never attended a college or university. **or** Student who has satisfactorily passed the G.E.D.	Graduation from an accredited high school in the upper half of the graduating class or passed the G.E.D. **and** Present scores of the ACT examination if less than 23 years of age.	1. Submit Northeastern undergraduate application for admission to the admissions office. 2. Request that a high school transcript reflecting sixth semester rank in class or G.E.D. scores and ACT test results be forwarded to the admissions office.
Transfer Student who has at some time registered at an institution of higher learning subsequent to high school graduation whether or not he completed any work.	"C" average for all college work attempted and good standing at the last college attended full-time. Students with less than 30 credit hours must meet freshman admission requirements and submit high school transcript.	1. Submit Northeastern undergraduate application for admission to the admissions office. 2. Request official college transcripts be sent to Northeastern from each institution attended.
Second Bachelor's Degree Student who already has earned a bachelor's degree and wishes to earn a second undergraduate degree.	Graduation from an accredited college or university.	1. Submit Northeastern undergraduate application for admission. 2. Request official transcript showing graduation from college or university which awarded previous degree.
Readmission Former Northeastern undergraduate who has not attended for two consecutive trimesters must apply for readmission. Students who were dropped for poor scholarship at the time of last attendance must petition the Academic Standards Committee in writing.	Good standing at time of last attendance at Northeastern. Students who have enrolled at other institutions since leaving Northeastern must maintain a "C" average and remain in good standing at those institutions.	1. Submit application for readmission. 2. Request copies of official transcripts be forwarded to the admissions office from any colleges attended since leaving Northeastern.
Foreign Students Students from other countries who carry an F or J visa. Foreign students are eligible for admission to degree programs only and may not be admitted as students at large. Note: An I-20 will not be issued until the student has been fully admitted to the university.	Satisfactory educational record. Satisfactory score on TOEFL*. Evidence of financial support to meet financial needs during stay in United States as reflected on Northeastern financial statement. *Test of English as a Foreign Language	1. Submit appropriate application. 2. Submit official copies of all educational records. Transcripts in language other than English must be accompanied by certified translations. 3. Submit required Northeastern financial statement. 4. Submit TOEFL* scores.

CLASSIFICATION	REQUIREMENTS FOR ADMISSIONS	APPLICATION PROCEDURES
Student-at-Large with Bachelor Degree Students with bachelors or masters degrees who wish to enroll at Northeastern as non-degree candidates. Northeastern graduate need not complete an application form. Students who wish to enter the Graduate College must make formal application to the Graduate College. A maximum of nine credit hours taken in this at-large status may apply to a masters degree.	Graduation from an accredited college or university. Students who have graduated from Northeastern are eligible to register each term and need not submit an application.	1. Submit student-at-large application to admissions office. 2. Submit verification of bachelor's degree: photocopy of diploma, Illinois State teacher certification, Chicago Board of Education card, or official college transcript which awarded bachelor or master's degree.
Student-at-Large Without Degree Undergraduate students working toward a baccalaureate degree at another college or university. Permission to register as undergraduate student-at-large valid for one term only.	"C" average and good standing at last institution attended. Application deadline subject to early closing should undergraduate student enrollment become restricted.	1. Submit student-at-large application. 2. Submit official college transcript or letters of good standing. 3. Students must reapply each time they wish to enroll.
Veterans Persons returning from at least a year's active military service will be readmitted or reinstated regardless of previous scholastic record, provided Northeastern Illinois University is the first institution of higher education attended following release from service.		

Timetable for Submitting Applications

	Freshman	Transfers/ Readmission/ Second Bachelor's/ Undergraduate Students-At-Large	Students-At-Large With Degree
Fall Trimester (classes begin first week in September	Sept. 1 to Aug. 15	Jan. 1 to Aug. 15	June 1 to Sept. 1
Winter Trimester (classes begin first week in January)	Sept. 1 to Dec. 1	Sept. 1 to Dec. 1	Oct. 1 to Jan. 1
Spring Term (eight weeks) (classes begin first week in May)	Jan. 1 to April 15	Jan. 1 to April 15	Feb. 1 to May 1
Summer Term (eight weeks) (classes begin first week in July)	Jan. 1 to June 15	Jan. 1 to June 15	Feb. 1 to July 1

All deadlines subject to change without notice.

APPLICATION PROCESSING

Applications are processed on a first-come, first-serve basis. Applications that are on file along with required credentials, well in advance of the term for which admission is being sought, benefit by receiving earlier notification of admissions decisions.

Early registration is available to students who have been admitted at least two months prior to the first day of the fall, winter, and spring terms. (Students may advance register for the July term if they are admitted two months prior to the beginning of May classes.)

Students who carry F or J visas are urged to complete their files two months prior to the beginning of classes in order to insure proper processing of the I-20 form.

All transcripts and other documents submitted in support of a student's application for admission become the property of the university. The admissions office will retain these credentials for a period of one year from the time of initial application. At the close of this period, all such documents will be destroyed for those applicants who for whatever reason do not enroll at Northeastern.

STUDENTS WHO DO NOT MEET ADMISSIONS CRITERIA

Undergraduate applicants who do not meet admission criteria may petition the Committee on Admissions in writing. Recommendation letters from counselors may be submitted in support of the student's application. Each applicant's record will be reviewed on an individual basis.

ADMISSION TO MAJOR PROGRAMS

Undergraduate applicants approved for admission are admitted to the university. It is the student's responsibility to make application to the academic department and to the College of Education, if pursuing a teacher education program.

College of Arts and Sciences: students wishing to pursue a major in the College of Arts and Sciences should make application to the intended department. The "Request for Assignment to or Change of Academic Major" form is available in department offices, the office of the dean, and the admissions/records counter.

College of Education: effective January 1973, the college initiated a policy of admission which is applicable to all students who wish to pursue a teacher education program. Students must submit the "Application for Admission to the College of Education" form to the office of the dean when they have earned between 45 and 60 credit hours. Application materials are available in the office of the dean (4-004). All education students *must* apply and be admitted to the College of Education in order to graduate.

Center for Program Development: students pursuing majors within the Center for Program Development are subject to college requirements should they pursue an academic major within either the College of Arts and Sciences or the College of Education.

Students who wish to change majors must complete the "Request for Assignment to or Change of Academic Major" form available in department offices, the office of the dean, and the admissions/records counter.

CREDIT FOR ADVANCED PLACEMENT OR PRIOR COLLEGE CREDIT

In general, Northeastern will accept, on an hour-for-hour basis, credit shown on official transcripts from other accredited institutions. Students attending community colleges should check with community college counselors to select appropriate courses for transfer to Northeastern. Courses accepted in transfer are subject to final acceptance by the students' major departments.

An evaluation of credits is prepared for all students following admission to the university. This evaluation should be presented to the student's academic department for final assessment at the time admission to the department is sought.

Grades of "D" are accepted on transfer to meet course requirements in the basic program. Courses transferred for credit in the major are subject to department approval. Education courses must be approved by the College of Education.

Credit earned 15 or more years ago is subject to acceptance upon recommendation of the deans of the colleges.

RESIDENCY REQUIREMENTS

Junior College Work only: All applicable courses taken at a junior college are reflected on the Evaluation of Credits form. However, credit hours beyond 60 will not be counted toward credit hours earned leading to graduation.

Senior College Work only: Students with credit hours from senior institutions only must earn at least 30 credit hours of upper division level courses—normally the last 30—at Northeastern in order to meet graduation residency requirements.

Junior College followed by Senior College: All applicable courses from the junior college will be reflected on the Evaluation of Credits form. However, a maximum of 60 junior college credit hours is acceptable toward the degree. In all cases, a student must earn his last 30 credit hours at Northeastern.

Senior College followed by Junior College: All applicable courses and hours from senior institutions are acceptable toward graduation. All courses taken at the junior college are reflected on the Evaluation of Credits form. However, junior college hours taken after 60 credit hours have been earned will not be counted toward hours earned leading to graduation.

CREDIT FOR MILITARY SERVICE

Three credit hours are awarded to veterans who have been honorably discharged and have served a minimum of one year on active duty. Veterans must submit a copy of their DD214 to the admissions office at the time of application for admission.

Credit is also allowed for those United States Armed Forces Institute (USAFI) courses for which the American Council on Education recommends credit at the baccalaureate level, provided the student has passed the appropriate USAFI end-of-course test or exam.

Credit for service schools successfully completed may be evaluated upon completion of the Request for Evaluation form available at the admissions/records counter.

No credit is allowed for the college-level General Educational Development (G.E.D.) Test.

CREDIT FOR ADVANCED PLACEMENT

Credit for advanced placement may be granted to students who have participated in the College Entrance Examination Board "Advanced Placement Program" in their high schools. Students who intend to enter the university under this program should arrange to have their advanced placement examination records sent to the director of admissions and records.

CREDIT THROUGH COLLEGE LEVEL EXAMINATION PROGRAM

Credit or placement for successful performance on the general examinations may be granted to students who have written tests in the College Level Examination Program. Credit is awarded for scores earned at the fiftieth percentile or higher. A maximum of 30 credit hours is awarded through CLEP.

ACADEMIC REGULATIONS

THE ACADEMIC YEAR

The regular academic year consists of two trimesters of 16 weeks each and two terms of eight weeks each, which will allow a student to complete the requirements for graduation in approximately three years.

CLASS ATTENDANCE

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

UNIT OF CREDIT

The semester hour is the unit of credit. 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.

COURSE LOAD

The maximum credit hour load for undergraduate students is 16 credit hours of academic work in the regular 16-week trimester and nine credit hours of academic work in the eight-week terms.

The recommended credit hour load per 16-week trimester for part-time graduate students engaged in full-time employment is six credit hours and three credit hours in the eight-week terms. For full-time graduate students, the recommendation is 12 credit hours per 16-week trimester and six credit hours in the eight-week terms.

For enrollment verification, the university reports graduate students as full-time if they are enrolled for a minimum of nine semester hours in a 16-week term (five or more hours in an eight-week term). Undergraduate students are considered full-time if they are enrolled for a minimum of 12 semester hours in a 16-week term (six or more hours in an eight-week term).

To carry more than the allowable credit hour load, undergraduates must obtain written permission from their academic advisors and the dean of their respective college. Permission forms are available in the records office. Graduate students require permission of the dean of the Graduate College.

COURSE NUMBERS

Courses numbered in the 100's are usually taken during the freshman year; those in the 200's are advanced courses usually not to be taken in the freshman year. Courses numbered in the 300's are intended for advanced undergraduates and graduate students. The 400-level courses are for graduate students only.

CONCURRENT REGISTRATION

Concurrent registration for undergraduates working toward a degree at Northeastern is permissible. Prior to enrolling at another university, the student at Northeastern must obtain written permission from his/her academic advisor. Forms and information concerning procedures are available at the admissions/records counter. Failure to follow appropriate procedures may jeopardize the acceptance of credits earned at another university or college. Students may not be enrolled at any other institution during the term graduation is anticipated. Normally, the last 30 credit hours must be completed at Northeastern in order to meet graduation residency requirements.

GRADING SYSTEM (Effective Fall 1979)

The following table explains the university grading system:

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 (Full credit)	No grade point value
P/F	Pass/Fail option: P=Pass (Full credit); F=Fail (Same as Regular Letter of F) (No credit)	
I	Incomplete	No grade point value
V	Visitor (No credit)	No grade point value
R	Registered-Unable to Evaluate Performance	No grade point value
W	Left course during period allowed for official withdrawal	No grade point value
X	Grade not submitted by instructor	No grade point value

INCOMPLETE

"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 circumstance such as illness. The instructor should be notified within 24 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. Incompletes assigned prior to September 1979 will be retained until such time as the instructor assigns a regular grade with the exception that "I" grades earned prior to the recording of a degree cannot be removed after the degree has been awarded. Effective Fall 1979, incompletes assigned must be changed to a regular letter grade no later than one calendar year from the initial recording. If no grade is assigned by the end of this period the incomplete becomes permanent. The time limitation does not apply to Thesis Seminars or Master's Project Seminars.

PERMANENT PASS/FAIL OPTION (Effective Fall 1979)

1. Pass/Fail Option is available only to undergraduate students in good standing.
2. Students are eligible to exercise the Pass/Fail Option only after accumulating 15 hours in residency (courses taken through Northeastern).
3. Eligible students will be permitted one Pass/Fail course per term. A maximum of 18 pass/fail hours, including Center for Program Development work and transfer courses from other institutions, may be applied toward graduation but may not be counted toward a student's major or area of concentration.
4. Declaration of the intention to select Pass/Fail Option must be made at on-campus registration or no later than the third day after the official change of registration date published in the term schedule of classes. The decision to select the Pass/Fail Option may not be changed after that date.
5. A grade of "P" will be used to indicate that the student has passed the course, and a grade of "F" that he/she failed the course. This "F" grade is to be included in the grade point average.
6. Pass/Fail Option is not allowed for Tutored Study courses. Pass/Fail for Independent Study is permissible only in designated programs within the Center for Program Development.
7. Instructors may offer courses restricted to Pass/Fail registration with approval from the appropriate College Educational Policy Committee or its equivalent, and by the University Educational Policy Council or its equivalent, either at the time of initial course approval or subsequently. Hours of credit carried by such course(s) will be part of the maximum of 18 hours which have been approved for the general Pass/Fail Option.

VISITOR/AUDIT

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. The audit option can only be selected at the time of registration. Once the student has enrolled as an auditor in a course, he/she may not change registration to earn credit.

ACADEMIC REGULATIONS AND SCHOLASTIC STANDING

The minimum cumulative grade point average which must be maintained in order to be classified as a student in good standing is 3.0 or a "C" average. Students must have at least a 3.0 cumulative average in order to be permitted to graduate. The cumulative grade point average is computed on the basis of credit earned at Northeastern Illinois University only (A=5, B=4, C=3, D=2, F=1).

An undergraduate student will be placed on academic probation when his/her cumulative grade point average falls below 3.0 (C). If, in subsequent trimesters, the student earns grades which restore his/her cumulative average to 3.0, he/she will be returned to good standing. If, in subsequent trimesters, the student earns at least a 3.0 average for the term, but does not restore his/her cumulative record to 3.0, he/she will be permitted to continue on academic probation. If, in any subsequent trimester, the student on probation fails to earn a 3.0 average for the term, he/she will be dropped for poor scholarship. Students who have been placed on academic probation are required to carry a minimum course load necessary to continue normal and successful progress to raise their grade point average.

A student who has been dropped for poor scholarship may appeal to the Academic Standards Committee for readmission after a recess of one trimester. If the appeal is granted, the readmitted student will be on probation and will be subject to the standards for a student on probation as detailed in the preceding paragraph. (Should a student be dropped for poor scholarship a second time, he/she will ordinarily be ineligible for readmission to the university.)

During the trimester of recess, a student dropped for poor scholarship is encouraged to contact the Northeastern Illinois University Counseling Center for the available services. The student may attend an accredited college elsewhere. Credits earned elsewhere may count toward the Northeastern degree with one exception: community college credits will not count toward graduation for any student who has already earned 60 credit hours.

Students-at-large with bachelor's degrees and undergraduate students-at-large will be dropped for poor scholarship if, upon completion of four courses, they have less than a "C" (3.0) cumulative grade point average, and/or have not maintained a term G.P.A. of 3.0 or better.

The Academic Standards Committee may recommend changes in the rules governing probation, dismissal, and readmission. This committee shall also consider student appeals for readmission and for suspension of specific rules for documented reasons, and shall recommend action to the provost. Decisions of the provost shall be final in all cases.

Graduate degree students may petition the Graduate Executive Council.

Exceptions to the above policy will be made for students in the Educational Assistance Program effective September, 1972. Students in this program will be subject to the above retention regulations at the end of the fifth trimester (regardless of the number of trimesters actually attended.) Good standing or probationary status is reviewed at the end of the fifth consecutive trimester after admission to the program. The term and cumulative G.P.A. at the end of the sixth trimester determines whether the student is eligible to continue or is dropped for poor scholarship.

Additional specific program requirements and academic regulations can be found on page 5 for Project Success, Proyecto Pa'lante, and Special Services, and page 164 for the Board of Governors Degree.

POLICY CONCERNING UNIVERSITY WITHOUT WALLS (UWW)

University Without Walls students shall be exempt from going on academic probation or being dropped for poor scholarship during the first 12 credit hours of formal coursework taken at Northeastern. If a UWW student takes more than 12 hours of formal credit, the normal university academic regulations will apply. The above policy has no bearing on transfer credits nor on any formal coursework not completed at Northeastern.

CALCULATING GRADE POINT AVERAGE

Multiply the number of hours of credit by the grade points associated with the letter grade given. Add the products and divide by the total number of credit hours.

Example:	GRADE	GRADE POINTS		CREDIT HOURS	(TOTAL)
	C	3	X	3	9
	B	4	X	4	16
	A	5	X	3	15
				10	40

40 divided by 10 equals 4.0 grade point average.

HONORS AND HIGH HONORS

During the fall and winter trimesters, undergraduate students who complete 12 semester hours (no pass/fail courses) with a grade point average of 4.5 - 5.0 for the term, will receive high honors for the term. Students with grade point averages of 4.0 - 4.4 for the term will receive honors for the term.

Students graduating with baccalaureate degrees who have cumulative grade point averages of 4.5 - 5.0 will graduate with high honors. Students with cumulative grade point averages of 4.0 - 4.4 will graduate with honors.

TRANSCRIPTS

Students may request an official transcript of their record by writing to the records office or completing a Transcript Request form. Students who have a financial obligation to the university may not receive official transcripts until the

debt has been cleared. It is recommended that the student allow two weeks processing time from the date the transcript request is received in the records office. The first transcript is free of charge and each one thereafter is processed at a cost of $2.00.

CONFIDENTIALITY OF RECORDS

The records office assumes responsibility for the maintenance and integrity of student records. As an agent for the university and official custodian of student academic records, this office has the responsibility for the dissemination of information concerning students and will release information only at the student's request and with his/her approval.

See the university policy on release of information pertaining to students as required by The Family Educational Rights and Privacy Act of 1974, page 7.

REGISTRATION

REGISTRATION PROCEDURES

Currently enrolled students and students admitted or readmitted to the university two months prior to the beginning of a term, except for the July-August eight-week term, are eligible to participate in the advance registration system. This allows students to select courses for the next term in advance. All eligible students receive registration materials from the registration office. Following the advance registration period, class schedules and bills are produced from the students' requests prior to the beginning of the term.

Eligible students, including students admitted less than two months prior to the beginning of class, who do not participate in the advance registration period, may register at open registration that is conducted prior to the first day of class. Open and advance registration dates are published in the Schedule of Classes.

DROPPING A CLASS/OFFICIAL WITHDRAWAL FROM THE UNIVERSITY

Students may withdraw officially from the university or drop a class during the first 11 weeks of a 16-week trimester or during the first six weeks of an eight-week term. Students who drop classes or withdraw during this period will receive a grade of "W". (Effective Fall 1979)

Students must complete the appropriate "Change of Registration" form available at the admissions/records counter. In special circumstances, at the discretion of each class instructor and with concurrence of the college dean, students may obtain approval for late withdrawal from class. Grade symbol of "W" is used to designate official late withdrawal.

Unofficial withdrawal from the university may result in a grade of "F" (failure) being assigned.

Students who withdraw early in the term are eligible to receive a partial refund of tuition. Consult the Schedule of Classes for refund policies and deadline dates.

Students who completely withdraw from the university must return all borrowed books to the library, pay any fines due, and clear all outstanding accounts at the university.

ACADEMIC PROGRAMS

UNDERGRADUATE

Both the College of Arts and Sciences and the College of Education offer programs of study leading to the Bachelor of Arts degree or the Bachelor of Science degree. With many lectures, classes, and laboratories in common, undergraduate students feel a commonality of interests in academic matters regardless of where they are concentrating their studies.

Students are encouraged to implement academic programs which develop abilities and fulfill aspirations and interests within the general framework of university requirements. Students with a combination of interests or specialized interests not adequately served in a traditional degree program, may choose an alternative and non-traditional degree program. The Kaskaskia Plan, University Without Walls, and Board of Governors Degree Program make it possible for a student to design an individualized degree program in close consultation with a faculty advisor.

The bachelor's degree requirements at Northeastern are based on eight trimesters of academic work. Students usually begin their studies with the basic program requirement of 30 credit hours in the three traditional areas of learning: *the humanities* (art, English, foreign languages, linguistics, music, philosophy, and speech and performing arts), *behavioral and social sciences* (anthropology, economics, geography, history, political science, psychology, and sociology), and *natural sciences* (biology, chemistry, earth science, information science, mathematics, and physics). Students are encouraged to select courses in these areas according to their own interests. The basic program is fulfilled by satisfactory completion of at least 12 credit hours (a minimum of four courses with no more than two courses in any one discipline) in the humanities; nine credit hours (a minimum of three courses with no more than two courses in any one discipline) in both natural sciences and behavioral and social sciences.

Studies in the colleges are customarily organized around a concentration of academic courses in a single department which becomes the student's major. Students may also complete minors in various disciplines.

Students in the College of Education complete courses in teacher education and choose a major or area of concentration in one of its departments or programs. Students are eligible to apply for admission to the College of Education after satisfactorily completing 45 credit hours with a 3.25 cumulative average.

UNIVERSITY REQUIREMENTS FOR GRADUATION

The university awards a bachelor's degree to a student who has completed a degree program that normally includes a departmental or program concentration. The three undergraduate programs are:a) elementary education with academic majors or major in early childhood education, b) secondary education with a variety of academic majors, and c) arts and sciences with majors in selected disciplines.

Students may not pursue a bachelor's degree and master's degree concurrently. However, undergraduate students may simultaneously pursue more than one approved major offered within the various departments at the university. Students who are pursuing concurrent majors in separate colleges should obtain written approval from each of the undergraduate college deans.

Those students who qualify for a double major within one academic program must first complete appropriate major forms at the time of filing for graduation. The final academic transcript will reflect all majors and minors fulfilled. Only one diploma will be awarded.

A candidate for a bachelor's degree is required to a) satisfactorily complete the 30 credit hour basic program, b) satisfy scholastic and course requirements of the major department(s), c) satisfactorily complete 120 credit hours that include a minimum of the last 30 credit hours in residency at Northeastern, d) pass the examination of the United States Constitution and 1970 Illinois Constitution or pass appropriate course, e) College of Arts and Sciences majors enrolled as of Fall 1976 must pass Northeastern's English Language Competency Examination, and f) College of Education majors must be admitted to the College of Education.

SECOND BACHELOR'S DEGREE REQUIREMENTS

Students who wish to earn a second bachelor's degree must submit an undergraduate application to the admissions office along with an official college transcript from the institution which awarded the first baccalaureate degree. Coursework which fulfills previous undergraduate majors (or master's degree program) may not fulfill requirements for the second bachelor's major. A minimum of 30 credit hours must be earned in residency after the first degree has been awarded. Applicants for the second bachelor's degree are subject to all undergraduate regulations and must meet all university requirements for graduation.

FILING FOR GRADUATION

Students may submit an application for graduation when they have a) completed 85 credit hours and b) passed the examination of the United States Constitution and Illinois 1970 Constitution or satisfactorily completed PSCI-AMER-216 American National Government or PSCI-COMP-211 Comparative Political Systems or PSCI-AMER-305 Constitutional Law—Civil Liberties or PSCI-AMER-358 The Judicial Process or PSCI-AMER-310 American Political Systems or PSCI-AMER-304 Constitutional Law—The Supreme Court's Role in American Government.

Graduation application forms and approved department major form(s), and minor forms (if applicable), must be submitted to the Office of Admissions and Records in accordance with the following deadline dates:

Month of Anticipated Completion of Degree Requirements	Filing Deadline
April	Previous September 15
June/August	Previous December 15
December	Previous May 15

Each student anticipating graduation is solely responsible for obtaining a graduation application form from the admissions/records counter, completing it, and submitting it by the appropriate deadline date along with appropriate major form(s) and minor form(s) (if applicable). Major and minor forms are available in respective department offices. Students who fail to complete graduation requirements are "dropped" from the graduation list. Students must reapply for future graduation by submitting another graduation application in accordance with application filing deadlines.

Diplomas and final transcripts are not released to graduates until they have paid the graduation fee and all holds and/or indebtedness to the university have been resolved.

BASIC PROGRAM

The basic program for all undergraduates is relatively unstructured to encourage student selection of specific courses according to individual interests and needs. The total number of credit hours to fulfill basic program requirements for graduation is thirty. Students must take a minimum of three courses in each of the nine credit hour categories and minimum of four courses in the twelve credit hour category. In each of the categories, students may not take more than two courses in any one discipline to meet the basic program requirements.

I. NATURAL SCIENCES AND MATHEMATICS — 9 credit hours
- BIOLOGY
- CHEMISTRY
- EARTH SCIENCE
- INFORMATION SCIENCE
- MATHEMATICS
- PHYSICS

II. BEHAVIORAL AND SOCIAL SCIENCES — 9 credit hours
- ANTHROPOLOGY
- ECONOMICS
- GEOGRAPHY
- HISTORY
- POLITICAL SCIENCE
- PSYCHOLOGY
- SOCIOLOGY

III. HUMANITIES — 12 credit hours
- ART
- ENGLISH
- FOREIGN LANGUAGES
- LINGUISTICS
- MUSIC
- PHILOSOPHY
- SPEECH AND PERFORMING ARTS

The basic program at Northeastern is currently in the process of being revised. Upon approval of the revised basic program, its description and requirements will be published as an addendum to this catalog. The new program will apply only to those students admitted after its announcement.

Following are the curricula for majors constructed on this basic program that are available to undergraduate students at Northeastern Illinois University.

I. Liberal Arts: For additional information see page 25.

II. Elementary Education: For additional information see page 135.

III. Early Childhood Education: For additional information see page 124.

IV. Secondary Education: For additional information see page 154.

ACADEMIC PROGRAMS

		Year of Program Approval
American Studies	M.A.	1972
Anthropology	B.A.	1969
Art	B.A.	1968
	B.A. (Elementary Education)	Pre-1965
	B.A. (Secondary Education)	1968
Bilingual/Bicultural	B.A.	1974
Biology	B.S.	1967
	B.S. (Medical Technology)	1972
	B.S. (Secondary Education)	1967
	M.S.	1970
Board of Governors	B.A.	1972
Business and Management	B.A.	1975
	B.A. (Secondary Education)	1978
Chemistry	B.S.	1968
	B.S. (Secondary Education)	1968
	M.S.	1971
Criminal Justice	B.A.	1975
Early Childhood Education	B.A. (certification)	1967

	B.A. (non-teaching)	1967
Earth Science	B.S.	1973
	B.S. (Secondary Education)	1969
	M.S.	1971
Economics	B.A.	1971
Educational Studies	B.A.	1979
English	B.A.	1968
	B.A. (Secondary Education)	1968
	M.A. (Literature)	1968
Environmental Studies	B.A.	1976
Exercise Physiology and Cardiac Rehabilitation	M.S.	1979
French	B.A.	1968
	B.A. (Secondary Education)	1968
Geography and Environmental Studies	B.A.	1968
	B.A. (Secondary Education)	1968
	M.A.	1970
	M.A. (Urban Land Use)	1975
Guidance and Counseling	M.A. (Elementary School)	1966
	M.A. (Secondary School)	1967
	M.A. (Vocational)	1973
	M.A. (Community and Family)	1980
History	B.A.	1967
	B.A. (Secondary Education)	1967
	M.A.	1968
Human Services	B.A.	1975
Information Science	B.S.	1974
Inner City Studies	B.A. (certification)	Pre-1965
	B.A.	Pre-1965
	M.A.	1966
Instructional Media	M.A.	1978
Judaic Studies	B.A.	1973
Kaskaskia	B.A.	1970
Language Arts	B.A. (Elementary Education)	1974
	M.Ed. (for Elementary School Teachers)	1965
	M.Ed. (for Secondary School Teachers)	1978
Leisure Studies	B.A.	1979
Linguistics	B.A.	1968
	B.A. (Secondary Education)	1968
	M.A. (General)	1970
	M.A. (Applied)	1971
	M.A. (T.E.S.L.)	1975
Mathematics	B.A.	1967
	B.A. (Elementary Education)	Pre-1965
	B.A. (Secondary Education)	1967
	M.S.	1968
	M.A. (Elementary School Teacher)	1973
	M.A. (Jr. High School Teacher)	1973
Music	B.A.	1968
	B.A. (Elementary Education)	Pre-1965
	B.A. (Secondary Education)	1968
Natural Science	B.S. (Elementary Education)	Pre-1965
Philosophy	B.A.	1969
Physical Education	B.A. (Elementary Education)	1965
	B.A. (Secondary Education)	1969
Physics	B.S.	1968
	M.S.	1971
Political Science	B.A.	1967
	M.A.	1969
Psychology	B.A.	1968
Reading	M.A. Ed.	1972
Social Science	B.A.	1970
	B.A. (Elementary Education)	Pre-1965
	B.A. (Secondary Education)	1970
	M.A.	1973
Sociology	B.A.	1969
Spanish	B.A.	1968
	B.A. (Elementary Education)	Pre-1965
	B.A. (Secondary Education)	1968
Special Education	B.A. (Learning Disabilities)	1968
	B.A. (Mentally Retarded)	1968
	B.A. (Socially Maladjusted)	1968
	M.A. (Educable Mentally Handicapped)	1962
	M.A. (Trainable Mentally Handicapped)	1962
	M.A. (Behavior Disorders)	1962
	M.A. (Learning Disabilities)	1969
	M.A. (Gifted and Talented)	1977
Speech	B.A.	1968
	B.A. (Secondary Education)	1968
	M.A.	1970
University Without Walls	BA/BS	1971

ACADEMIC PROGRAMS being eliminated; no new admissions

Biology	M.A.T.	1962
Earth Science	M.A.T.	1962
English	B.A. (Elementary Education)	Pre-1965
	M.A.T.	1962
French	B.A. (Elementary Education)	Pre-1965
History	B.A. (Elementary Education)	Pre-1965
Inner City Studies	M.Ed.	1966
Linguistics	B.A. (Elementary Education)	Pre-1965
	M.A. (English)	1968
Mathematics	M.Ed.	1964
Physics	B.S. (Secondary Education)	1968
Political Science	B.A. (Elementary Education)	Pre-1965
Psychology	B.A. (Elementary Education)	Pre-1965
Social Science	M.A.T.	1962
Sociology	B.A. (Elementary Education)	1969
Special Education	B.A. (Culturally Disadvantaged)	1968
	M.A. (Culturally Disadvantaged)	1962
	M.A. (Socially Maladjusted)	1962
Speech	B.A. (Elementary Education)	Pre-1965

THE GRADUATE COLLEGE

Vincent F. Malek, Ph.D., Professor, Dean

Elizabeth M. Langley, Ph.D., Professor, Associate Dean

Ellsworth R. Shephard, M.A., Coordinator of Graduate Admissions

Edward J. Vokurka, M.A., Coordinator of Graduate Records

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.

The Graduate College offers the majority of its coursework during the late afternoon and evening hours to accommodate individuals who are pursuing a master's degree on a part-time basis. Students who wish to attend full-time should anticipate occasional course scheduling difficulties and plan accordingly.

Applications are accepted on a continuing basis throughout the year.

ORGANIZATION OF THE GRADUATE COLLEGE

The dean is responsible for implementation of institutional policies related to the Graduate College. Such policies are established in collaboration with the Graduate Executive Council, a committee of nine elected by and from the faculty. Graduate advisors are assigned by the disciplines in which the graduate students are enrolled.

Student inquiries, applications, and petitions should be directed to the Graduate College.

ADMISSION REQUIREMENTS

For university academic regulations and information, including information regarding graduate students-at-large, please refer to page 17.

Applicants who wish to be admitted to the Graduate College must possess a degree from an accredited college or university, or one that is recognized for full transfer credit; and they must demonstrate a high level of scholastic ability as reflected by an overall undergraduate average of at least 3.75 on a 5-point scale.

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 and of the Midwestern Association of Graduate Schools.

Degree transcripts from foreign schools require special evaluation. Accordingly, a delay in processing the application should be anticipated.

Admission to a Degree Program

Admission to a specific master's degree program requires:

1. Fulfillment of the general requirements for admission to the Graduate College.

2. Submission of the Graduate College application for admission, payment of the $15.00 evaluation fee, and arranging for receipt of two copies of the transcript from each college or university previously attended.

The Graduate College does not accept in-hand transcripts submitted by students, nor once a transcript has been received will it be released from the files of the Graduate College. Delay in the receipt of transcripts will delay evaluation of the application. It is the applicant's responsibility to arrange for receipt of transcripts by the graduate office directly from the colleges previously attended.

3. Possession of the published program prerequisites.

4. An average of at least 4.0 (B) in the undergraduate work that is the foundation for the master's program.

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

After the application has been evaluated, the student will receive a letter from the Graduate College indicating the results. If the evaluation is not completed by the time of registration, the student may register as an unclassified graduate student. Please refer to information on Student-at-Large with Bachelor's Degree, page 14.

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 may, in some cases, be granted upon the approval of the dean and the program advisor. Conditional status may result from:

1. Degree from a foreign institution or one that does not have regional accreditation.

2. A marginal and/or erratic undergraduate record. Students admitted conditionally due to the above reasons must achieve a minimum 4.0 (B) average in the first 12 credits in the program; otherwise, they will be dropped. Such students could, however, continue to take courses as unclassified graduate students, subject to the regulations appropriate thereto.

3. Lack of a specific program prerequisite(s). Fulfillment is required by such time as deemed appropriate by the dean and by the program advistor. In no case will an application for degree candidacy be accepted until all conditions have been satisfied.

Requirements for Degree Applicants

In addition to the requirements for admission to the Graduate College and to a specific master's degree program, the student is also responsible for the following:

1. The emphasis on the courses applied to the master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable. Workshops or institutes, which are usually designed to meet a specific need or purpose, are not normally acceptable.

2. 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 six credit hours of C 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.

3. All graduate students must maintain a 3.0 (C) grade point average to remain in attendance. If the average is below 3.0 upon the completion of four courses, or if it falls below 3.0 subsequently, the student will be dropped permanently from the university.

4. To remain in good standing in a degree program in the Graduate College, the student must make satisfactory progress on a continuing basis. Lack of progress will normally result in the student being dropped from the program.

5. Unless specific departmental requirements indicate another standardized test, the student must take and perform acceptably on the Miller Analogies Test before completion of six credit 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 University Counseling Center.

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:

1. **Application for Admission to the Graduate College.** See Admission to a Degree Program.

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 has completed a minimum of 12 credit hours of coursework in the program with a grade point average of at least 4.0 (B). A maximum of six credit hours accepted on transfer from other colleges or universities may apply. All provisions for students admitted conditionally must have been satisfied. Also See 4, and 5 under "Requirements for Degree Applicants.

3. **Preliminary Application for Graduation.** After the student has been accepted for degree candidacy and when there is reasonable expectation for graduation, the preliminary application should be filed. The status of the applicant will be determined and information on outstanding requirements will be provided.

The student 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. Extensions and/or exceptions cannot be granted and should not be requested.**

4. Final Application for Graduation. After the preliminary application has been approved and the student plans to complete the outstanding requirements by the given deadline date, the final application should be filed. A nonrefundable and non-transferable graduation fee must accompany the final application.

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. Each form contains complete instructions.

Transfer of Credits, Time Limitations, etc.

1. A minimum of 21 credit hours of graduate work applicable to the program must be taken at Northeastern Illinois University before the master's degree will be awarded.

2. Courses taken as an unclassified graduate student are not automatically accepted in a master's program. The eligible maximum is nine credits, and such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.

3. A maximum of nine credit hours of transfer credit may be accepted. Students desiring to transfer credits must first be admitted to a degree program and write a letter of petition to the dean. 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 criteria for acceptance are, 1.) the work must have been taken at an accredited institution; 2.) it must be relatively recent; 3.) the grade(s) must be at least B; and 4.) the course(s) must be applicable to the degree sequence.

4. In the case of graduate credit taken at colleges and universities outside the United States, recommendation of the appropriate department and approval of the dean are required. Documentation of work abroad will be necessary, and consultation with an outside agency may be necessary.

5. A maximum of six credit hours taken at Northeastern prior to the granting of the bachelor's degree **may** be considered for acceptance to a master's program if these credits are applicable, if they have not been applied to the baccalaureate degree, and if they were completed no more than 12 months prior to the date of graduation.

6. **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.

7. Students applying for waiver of specific course requirements through demonstration of competence may petition the appropriate department or program committee. If a waiver is approved, the student must complete an equal number of alternate credits.

8. Students who plan to take work through Independent Study or Tutored Study, or register for the Thesis Seminar, must complete appropriate forms. The Independent Study and Tutored Study forms may be obtained from the records office. The Thesis Seminar form may be obtained from the graduate office. **Completed forms must be submitted to the records office at least one week prior to registration.**

Thesis Procedures

The "Manual of Thesis Procedures" is 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 this pamphlet.

Certification of Status

If a graduate student has completed all academic requirements and is awaiting the formal awarding of the degree, the dean of the Graduate College will, upon the student's written 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 dean, following the submission of a written petition.

Changes in Policy

Northeastern Illinois University reserves the right to make whatever changes in policy may be necessary from time-to-time.

MASTER'S DEGREE PROGRAMS

EDUCATIONAL ADMINISTRATION

Master of Arts in Educational Administration and Supervision 130
(Cooperative program with degree awarded by Chicago State University)

EXERCISE PHYSIOLOGY

Master of Science in Exercise Physiology and Cardiac Rehabilitation 140

GUIDANCE AND COUNSELING

Master of Arts in Guidance and Counseling
Elementary School Level 121
Secondary School Level 121
Vocational Counseling 121
Community and Family Counseling 121

INNER CITY STUDIES

Master of Arts in Inner City Studies 146

INSTRUCTIONAL MEDIA

Master of Arts in Instructional Media 149

LANGUAGE ARTS

Master of Education in the Teaching of Language Arts
For Elementary School Teachers 150
For Secondary School Teachers 150

LINGUISTICS

Master of Arts in Linguistics
General Linguistics 78
Applied Linguistics 78
Teaching English as a Second Language 78

LITERATURE

Master of Arts in Literature 53

MATHEMATICS

Master of Science in Mathematics 82
Master of Arts in Mathematics
For Junior High School Teachers 82

READING

Master of Arts in Education: Reading 152

SCIENCES

Master of Science in Biology 35
Master of Science in Chemistry 43
Master of Science in Earth Science 48
Master of Science in Physics 93

SOCIAL SCIENCES

Master of Arts in American Studies 26
Master of Arts in Geography and Environmental Studies
Geography and Environmental Studies 63
Urban Land Use Planning 63
Master of Arts in History 67
Master of Arts in Political Science 97
Master of Arts in Social Science 112

SPECIAL EDUCATION

Master of Arts in Special Education
Teaching the Educable Mentally Handicapped Child . 158
Teaching the Trainable Mentally Handicapped Child . 158
Educating Children with Behavior Disorders 158
Teaching Children with Learning Disabilities 158
Teaching the Gifted and Talented Child 158

SPEECH

Master of Arts in Speech 115

GRADUATE COLLEGE DEADLINES FOR GRADUATION

In order to be eligible to file a **PRELIMINARY application for graduation,** the student must have achieved degree candidacy status.

In order to be eligible to file a **FINAL application for graduation,** the student must have received approval of the preliminary application.

The 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.

The deadline date for **COMPLETION OF ALL REQUIREMENTS** means that the graduate office must receive official notification of completion no later than the date specified. This refers to all coursework, incomplete removals, special papers, oral/written examination, acceptance of thesis at the graduate office, and payment of fees.

Graduation Date	Preliminary Applications Due	Final Applications Due	Deadline for Work Completion
December 1980	May 1 — June 13, 1980	Sept. 2 — Oct. 10, 1980	Nov. 7, 1980
April 1981	Sept. 2 — Oct. 10, 1980	Jan. 2 — Feb. 13, 1981	March 13, 1981
August 1981	Jan. 2 — Feb. 13, 1981	May 1 — June 12, 1981	July 10, 1981
December 1981	May 1 — June 12, 1981	Sept. 1 — Oct. 9, 1981	Nov. 6, 1981
April 1982	Sept 1. — Oct. 9, 1981	Jan. 4 — Feb. 12, 1982	March 12, 1982
August 1982	Jan. 4 — Feb. 12, 1982	May 3 — June 11, 1982	July 9, 1982
December 1982	May 3 — June 11, 1982	Sept. 1 — Oct. 8, 1982	Nov. 5, 1982

Courses that may be offered in 1980-82 are described in the following pages. Occasionally, other courses, not listed in this catalog, are offered. Consult the current Schedule of Classes for specific course offerings.

COLLEGE OF ARTS AND SCIENCES

Frank W. Dobbs, Ph.D., Professor of Chemistry, Dean
Carol B. Gartner, Ph.D., Professor of English, Assistant Dean

In addition to the general requirements for graduation (see page 18), and the specific requirements for graduation within a particular major, all students entering the College of Arts and Sciences in September 1976, or later, must pass an English Competency Examination administered at regular intervals by the English Language Program. (This requirement does not apply to those taking elementary or secondary education programs.) Details concerning this examination can be obtained from the office of the English Language Program. (A diagnostic test is administered to all entering students to help them evaluate their competence in reading and writing English. Students who have not taken this examination prior to admission should make arrangements with the English Language Program to do so as soon as possible.)

There are 21 departments housed in the College of Arts and Sciences:

Anthropology, Art, Biology, Business and Management, Chemistry, Earth Science, Economics, English, Foreign Languages and Literatures, Geography and Environmental Studies, History, Information Science, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, and Speech and Performing Arts.

Several of these departments have special admission and graduation requirements. Therefore, when selecting a major, the student is urged to contact the department chairperson, program coordinator, or departmental advisor to discuss these requirements in detail. Once he or she has decided upon a major, the student must fill out a DECLARATION OF MAJOR form. (Declaration of a major does *not* prevent a student from changing his major at a later date.)

Baccalaureate degrees are offered in the disciplines listed on this page. Parenthetical information identifies either the department offering the degree or an area where a coordinator, rather than a department, administers the program.

Anthropology
Art
Biology
Business and Management
Chemistry
Criminal Justice (Coordinator)
Earth Science
Economics
English
Environmental Studies (Geography and Environmental Studies)
French (Foreign Languages and Literatures)
Geography and Environmental Studies
History
Human Services (Coordinator)
Information Science
Judaic Studies (Coordinator)
Linguistics
Mathematics
Medical Technology (Biology)
Music
Philosophy
Physics
Political Science
Psychology
Social Science (Coordinator)
Sociology
Spanish (Foreign Languages and Literatures)
Speech

Secondary education programs are offered in the following disciplines:

Art
Biology
Business and Management
Chemistry
Earth Science
English
French (Foreign Languages and Literatures)
Geography and Environmental Studies
History
Linguistics
Mathematics
Music
Social Science (Coordinator)
Spanish (Foreign Languages and Literatures)
Speech

Elementary education areas of concentration are offered in:

Art
Mathematics
Music
Natural Science (Coordinator)
Social Science (Coordinator)

Spanish (Foreign Languages and Literatures)

The student in elementary or secondary education should also refer to the College of Education's section of this catalog.

A number of master's degree programs are offered by the departments in the College of Arts and Sciences. General requirements for graduate admissions and degrees can be found in the section of this catalog on the Graduate College, and prospective graduate students should study this section carefully. Many graduate programs have special admissions requirements in addition to those general requirements for admission to the Graduate College, and the student should consult the appropriate department listed in the catalog.

Master's degrees are offered in the disciplines shown on this page. Parenthetical information identifies either the department offering the degree or an area where a coordinator, rather than a department, administers the program.

American Studies (Coordinator)
Biology
Chemistry
Earth Science
Geography and Environmental Studies
History
Linguistics
  General Linguistics
  Applied Linguistics
  Teaching English as a Second Language
Literature (English)
Mathematics
  Mathematics for the Elementary School Teachers
  Mathematics for the Junior High School Teachers
Physics
Political Science
Social Science (Coordinator)
Speech
Urban Land Use Planning (Geography and Environmental Studies)

DEPARTMENTS/PROGRAMS

AMERICAN STUDIES

June Sochen, Ph.D., Professor of History

GRADUATE PROGRAM

Master of Arts in American Studies

The master's program in American Studies is designed for students interested in interdisciplinary work in American civilization, particularly academic studies in American history and American literature. The majority of courses available for this program are in these two disciplines although coursework in other areas of the social sciences and humanities is also available. For further information, see the Department of History.

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 nine credits in history, including six in American history;
b. at least six credits from the fields of sociology, political science, and economics; and
c. at least nine credits from American literature, American art, and American music.

Requirements for the Degree

SSCI-424 Introduction to American Studies . . . . . 3 cr.
ENGL-431 Bibliography and Methods of Literary Study **or** HIST-451 Historiography and Historical Method . . . . . 3 cr.

American Literature

Emphasis on 400-level courses with at least one 400-level seminar . . . . . 9-15 cr.

American History

Emphasis on 400-level courses with at least one 400-level seminar . . . . . 9-15 cr.

Cognate Courses . . . . . 0-6 cr.

Total 36 cr.

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. Six hours of credit are granted for this thesis through SSCI-433 Thesis Seminar: American Studies. This course takes the place of three credit hours in American history and American literature.

Research Papers

Students not writing a thesis 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.

ANTHROPOLOGY

Norman Britan, M.A., Associate Professor
Barbara Cropper , M.A., Associate Professor
L. Jayne Kamau, Ph.D., Associate Professor, Chairperson
James MacDonald, M.A., Assistant Professor
Stanley M. Newman, Ph.D., Professor
Margo Smith, Ph.D., Professor
Nancy Spencer, M.A., Assistant Professor

Anthropology is the study of humans as physical and cultural beings throughout time and in today's world. The object of anthropology is to develop greater understanding of ourselves and other people. Such knowledge can help us adapt in many ways to the diverse society in which we live. The anthropology department offers a wide variety of courses, in physical anthropology, archaeology, and social/cultural anthropology.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Anthropology

The Bachelor of Arts degree in Anthropology requires 30 credit hours.

Required Courses:

ANTH-212 Cultural Anthropology . . . . . 3 cr.
ANTH-215 Human Origins . . . . . 3 cr.
ANTH-355 History of Anthropological Theory . . . . 3 cr.
ANTH-362 Senior Seminar in Anthropology . . . . . 3 cr.
One archaeology course . . . . . 3 cr.
Two ethnographic survey courses from two different geographic areas ("Peoples of . . .", "Indigenous Peoples of North America") . . . . . 6 cr.
Three additional 300-level courses . . . . . 9 cr.

Total 30 cr.

Minor in Anthropology

A Minor in Anthropology requires 18 credit hours.

Required Courses:

ANTH-212 Cultural Anthropology . . . . . 3 cr.
ANTH-215 Human Origins . . . . . 3 cr.
Twelve credit hours in anthropology as approved by the designated department advisor . . . . . 12 cr.

Total 18 cr.

COURSE OFFERINGS (ANTH)

ANTH-113 Introduction to Anthropology, 3 cr. An introduction to anthropology, in which we try to understand what people are like and how we got that way. Includes human biology, human physical and cultural evolution, and varieties of modern life-styles. "What makes humans human?" and "Why are some humans different from others?" are questions the course attempts to answer.

ANTH-212 Cultural Anthropology, 3 cr. Discussion of human behavior with emphasis on culture. Similarities and differences in various cultures will be described to help us better understand cultures as ways of adapting to the world. The importance of culture in affecting behavior will be a major focus of this course.

ANTH-213 Anthropology and Science Fiction, 3 cr. An examination of what it means to be human, biologically and culturally, by looking at alternative beings and cultures created by various writers. The following topics will be covered: contacts with alien intelligence; biology and culture; alternative human societies; and projection of present social trends into the future.

ANTH-214 Peoples of Africa, 3 cr. A survey of the diversity of African societies with primary emphasis on sub-Saharan Africa. Includes an analysis of European attitudes toward Africa and their effects.

ANTH-215 Human Origins, 3 cr. Investigates who we are and where we came from; an introduction to human biological and cultural evolution. Fossils, archaeology, and evidence from living people and animals will be pieced together in looking at our adaptations through time.

ANTH-216 Latin American Archaeology, 3 cr. The evolution of culture in Mexico, Central America, South America, and the Caribbean. Emphasis placed on Mexico and Guatemala. Extensive use of slides and other illustrative materials will be made.

ANTH-217 North American Archaeology, 3 cr. Deals with the prehistory of Native Americans (American Indians) in the United States and Canada. Traces the evolution of their culture from the Ice Age to the Seventeenth Century A.D. through examination of their artifacts. There will be extensive use made of visual materials to illustrate their development.

ANTH-218 Old World Archaeology, 3 cr. Intensive study of the beginnings of man's cultural development and of the cultural processes that led to food production, urbanization, and civilization in the Old World.

ANTH-221 Peoples of the Middle East, 3 cr. An undergraduate level survey course covering a comparison of the cultures of various ethnic groups, past and present in Turkey, Lebanon, Syria, Iran, Iraq, Jordan, Israel, Saudi Arabia, Yemen, Arab Emirates, and Egypt. Major emphases on family and kinship, religion, means of social control and group decision making, and economic systems.

ANTH-222 Peoples of Southeast Asia, 3 cr. An undergraduate level survey course covering a comparison of the cultures of various ethnic groups, past and present, in Burma, Thailand, Laos, Cambodia, Viet Nam, Malaysia, Indonesia, and the Philippines. Major emphases on family and kinship, religion, means of social control and group decision making, and economic systems.

ANTH-223 Indigenous Peoples of North America, 3 cr. Survey of the cultures of North American Indian tribes at the time of contact with Europeans. The record of Indian-non-Indian relationships from colonial times to the present is analyzed in the light of its impact on changing Indian culture and society.

ANTH-228 Peoples of East Asia, 3 cr. An undergraduate level survey course covering a comparison of the cultures of the various ethnic groups, past and present, found in China, Tibet, Korea, Mongolia, and Japan. Major emphases on family and kinship, religion, means of social control and group decision making, and economic systems.

ANTH-231 Urban Anthropology, 3 cr. The historical and comparative study of urban development. Emphasis is on the process of sociocultural change with such topics as urban theory and methodology, conceptions of the city, rural-urban migration, poverty and slums, ethnic/class divisions, and urban planning.

ANTH-232 Psychological Anthropology, 3 cr. Emphasis on the relationship between culture and the development of the personality. The effect of culturally different child-training techniques on the child's personality and, how society's goals, values, and attitudes effect the parents'behavior. Stresses the ideal personality and how parents, teachers, and others try to develop it.

ANTH-233 Racial and Cultural Minorities, 3 cr. Survey of the problems of dominant and minority group relations throughout the world as a basis for a more specific look at the same problems on the American scene; racial and cultural factors involved in group relationship evaluated in the light of current research and theory.

ANTH-240A Topics in Anthropology: American Folklore, 3 cr. A discussion of American folklore in its cultural and historical context. Includes folklore of contemporary society.

ANTH-240B Topics in Anthropology: Tourism, 3 cr. Travelling is common and easy today, bringing together people of very different backgrounds. This course examines the impact of tourism on the host society and on tourists, comparing examples from many areas of the world, including the United States. If you have travelled, bring your experiences; if you plan to, this course may help you get more out of your trip, and perhaps make your stay more pleasing to everyone involved.

ANTH-240C Topics in Anthropology: Community Action, 3 cr. Emphasizes how to define and understand a community. Teaches skills needed to organize and work with groups. The individual/organizer as change agent. Stresses everyday problems in organizing; attempts to test theory against the practical knowledge and experience of the student. Examines various leadership models and leaders asking, "What is a leader?" "How do you become a leader?", etc.

ANTH-303 Pacific Islanders, 3 cr. An ethnographic survey of the peoples and cultures of the Pacific Island areas of Melanesia, Polynesia, and Micronesia.

ANTH-305 Peoples of South America —The Anthropology of South America, 3 cr. An ethnographic survey of the contemporary peoples and cultures of South America. Selected Indian cultures, peasant communities, and urban societies will be considered.

ANTH-306 Culture of Traditional China, 3 cr. An examination of the cultural changes in China from prehistoric times until 1900 A.D. Developmental changes in family and kinship patterns, economic systems, political, and religious systems are emphasized. This course is suitable for history and Asian studies students as well as anthropology majors and others with a general interest in China.

ANTH-307 Role of Women Cross-Culturally, 3 cr. A comparison of variations in the content of roles played by women in various groups, both past and present, and in the relative status of women vs. men and/or other women. The effect of variations in socialization and the means of access to economic, political, and/or religious power will be included. Examples will present the major culture areas outside of the United States.

ANTH-308 Peoples of Mexico, Central America, and Caribbean, 3 cr. An ethnographic survey of the contemporary cultures of the people living in Mexico, Central America, and the Caribbean Islands. Emphasis is on Spanish and/or Indian language areas. In-depth examination of 4-6 cases.

ANTH-310 Health Care in the United States, 3 cr. This course looks at the health care delivery systems in the United States today. Particular attention is paid to variables such as, ethnicity, race, and class. Beliefs in medicine, the role of the physician, folk cures for sickness, causes of illness, and mental health are examined. Topics discussed are health care as a right or privilege; health risks; sex, diet, drugs; health advertising and the media.

ANTH-311 Kinship and Social Structure, 3 cr. Structure of society in terms of kinship relations and kinship groups. Cross-cultural examples from non-Western and Western societies are used to illustrate various approaches to the study of kinship and to explain why kinship studies are of importance. **Prereq.:** ANTH-212 or consent of instructor.

ANTH-312 Trance, Possession, and Mysticism, 3 cr. A cross-cultural comparison of the ways in which various religions evaluate the experience of religious ecstacy, how it is achieved and who achieves it. The course will include a discussion of trance, possession, speaking in tongues, visions, and the mystic experience.

ANTH-313 Witchcraft and Sorcery, 3 cr. A study of some of the supernatural explanations of evil with major emphasis on the description of the various forms of these beliefs and the reasons, both conscious and unconscious, for these beliefs. Examples from the non-Western world, Medieval through Seventeenth Century Europe, Old and New England, and Twentieth Century North America.

ANTH-314 Religion, Society and the Individual, 3 cr. A study of the ways that religions, both past and present, act to support or alter the social systems or sub-systems with which they are associated. In addition, an examination of the ways that individuals respond to the value systems and world views of various religions. Also, a study of the individual motivations for belief in the various religions.

ANTH-315 Family, Society and the Individual, 3 cr. Analysis of the family as a social system functioning within a larger social framework; the two-directional role of the family as the primary socializing agency acting on the individual and as the basic social unit interacting with increasingly complex levels of social structure, examined and evaluated in a variety of cultural frameworks; the generalizations developed through the use of this comparative approach used as a "filter" to view the forms, functions and problems of the American family in a time perspective that emphasizes the changing nature of American society.

ANTH-316 Ancient Greek Archaeology, 3 cr. The remains of the ancient Greeks' technology (architecture, art, tools, weapons, etc.) are used as clues to reconstruct society in Bronze Age and Classical times. The emphasis is on the culture in its historical context. Extensive use will be made of color slides of sites and artifacts.

ANTH-341 Culture and Poverty, 3 cr. An in-depth examination and analysis of poor, impoverished, and oppressed peoples. Special attention is paid to the external forces of the larger society, the coping mechanisms of the oppressed, and the existing life styles found in low-income communities.

ANTH-345 Physical Anthropology, 3 cr. What physical (biological) anthropology can tell us about human variation. Hands-on experience with human bones and other tissues of the body at the microscopic and macroscopic level, and investigation of problems in human evolution and adaptation to different environments. Part of the course is discussion of selected topics in physical anthropology, and the sessions are usually lively. Some possible topics are: biology and behavior (sociobiology); earliest humans, problems in interpreting Pliocene hominids; range of variation in living populations. **Prereq.:** ANTH-215 and 3-6 hours in biology or consent of instructor.

ANTH-350A Proseminar in Anthropology: Folk Medicine, 3 cr. Examines traditional health systems in various cultures around the world, and the interaction between traditional systems and the Western medical system. Includes, among other topics, herbals, evil eye, sorcery, shamanism, curanderismo, and traditional health practices found in contemporary Chicago.

ANTH-350N Proseminar in Anthropology: The Holocaust (Shoah), 3 cr. This course describes and analyzes the historical and behavioral dimensions of the annihilation of six million Jews (and five million non-Jews) by the German state under Adolf Hitler. Featured are the historical roots of anti-semitism and Nazism, Adolf Hitler, the war against the Jews, and physical and spiritual resistance. Questions raised are How did it happen? Could it happen in the United States? Was it unique in the history of mankind? Where was God?

ANTH-3500 Proseminar in Anthropology: Races of the World, 3 cr. Do human races exist? What are they? Can you identify a person by race? This course looks at how and why people vary as individuals and as groups. After some discussion of the biological meaning of race, we examine some kinds of human variation (such as skin color) which are often felt to be important in determining race. Extensive use of photos, slides, and other materials help make this course an encounter with biological reality.

ANTH-351 Independent Study in Anthropology, 3 cr. Independent study of methods, concepts, and special topics in anthropology, archaeology, ethnology, physical anthropology, etc. This is primarily research of a more advanced nature in areas where there are existing courses or research in areas in which there are no existing courses. **Prereq.:** ANTH-212 or consent of instructor.

ANTH-352 Archaeological Methods, 3 cr. Study of the techniques of the recovery, analysis and interpretation of archaeological data. Course will include actual demonstration of some of the equipment employed in archaeological field work. It will also deal with the theoretical value and limitations of the data, and some of the contributions of science to its interpretation. **Prereq.:** ANTH-212 and ANTH-215 (for majors); ANTH-113 (for non-majors).

ANTH-354 Economic Anthropology, 3 cr. Economic aspects of culture using cross-cultural analyses for an understanding of the newly emerging nations of the world.

ANTH-355 History of Anthropological Theory, 3 cr. Discussion of major theoretical approaches to the understanding of human behavior. Includes a discussion of the cultural context of anthropologists. **Prereq.:** ANTH-212 or consent of instructor.

ANTH-362 Senior Seminar in Anthropology, 3 cr. Review of the field, followed by preparation, discussions, and critique of a senior project on library, field, or laboratory work. **Prereq.:** senior standing in anthropology.

ANTH-401 Independent Graduate Study in Anthropology, 3 cr. Intensive and guided study and/or research in selected topics of anthropology. The student will be responsible for the preparation of an extensive paper or project. **Prereq.:** graduate standing, nine hours in anthropology, and consent of instructor.

ANTH-410 Graduate Seminar in Anthropology, 3 cr. An intensive investigation of one or more major topics in anthropology. Includes a systematic, detailed study, discussion, and criticism of significant anthropological works. The student will be responsible for the preparation of an extensive paper or project. **Prereq.:** graduate standing, 30 credits in social science, and consent of instructor.

(ANTH-URB)

ANTH-URB-332 Urban Origins, 3 cr. Origin and development of ancient cities in Old and New Worlds, based primarily on archaeological evidence. Emphasis on diversity of early urban planning and settlement patterns, integration of specialized labor force, role of ethnic minorities, and rise of social stratification. Brief treatment of relation of early preindustrial cities to formation of states and comparsion with recent industrial and preindustrial cities.

ANTH-URB-333B Proseminar in Urban/Applied Anthropology: Ethnic Assimilation, 3 cr. This course attempts to describe and analyze the following concepts: ethnicity (Who are the hyphenated-Americans, e.g., Italo-Americans, Hispanic-Americans, Jewish-Americans, Afro-Americans, Native-Americans?); race (Are Black-Americans an ethnic group? Are Jewish-Americans a race?); culture (What are the differences between race and culture, culture and ethnicity?). The assimilation process is analyzed as a positive and negative force. Cultural pluralism vs. the "melting pot" theories are investigated as antagonistic models. Students research their ethnic heritages through the collection of oral family histories.

ANTH-URB-333E Proseminar in Urban/Applied Anthropology: Chicago Culture, 3 cr. Ethnographic field work in one geographic or social community in the metropolitan Chicago area. Includes demographic analysis, visual anthropology, participant observation, folklore, life history, and ethnosemantics. Student data is collected, analyzed, and presented (in both oral and written forms).

ART

Merrie Cutts, M.F.A., Assistant Professor
Frank Fritzmann, M.F.A., Assistant Professor
Jean Gillies, Ph.D., Associate Professor
Clarice Hallberg, M.A., Professor
Thomas Libby, M.A., Assistant Professor
Dennis Mitchell, M.F.A., Assistant Professor
LaVerne Ornelas, M.F.A., Associate Professor
Russell Roller, M.F.A., Professor, Chairperson
Leopold Segedin, M.F.A., Professor
Mary Stoppert, M.F.A., Associate Professor
Alan Wallie, M.F.A., Professor

The Department of Art offers courses of study leading to the degree of Bachelor of Arts.

The study of visual art seeks to develop a critical understanding of man's visual world and the art produced in past and present cultures. A student whose major is art begins with a broad liberal arts approach that emphasizes visual art as a basic form of communication dependent on knowledge in the arts and sciences. Each student's four-year program shall include studies in art history, studio art, and the ability to correlate these studies with related areas.

Transfer students are required to consult with the departmental undergraduate advisor regarding an interview and/or portfolio examination prior to receiving permission to register for art courses. To qualify for graduation, transfer students must take at least 15 art credit hours at the university.

The art department also offers more advanced study for students, in-service teachers, and post-graduate students. Faculty approval is required for these courses.

The department requires an art major to lend for exhibit one to several pieces from each studio course and, before graduation, to donate at least one piece chosen by a faculty committee to the university's permanent collection.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Art

Degree requirements for the three art programs are as follows:

Liberal Arts Major in Art
Emphasis in: Painting, Drawing, Sculpture, Printmaking, Visual Communication, or Ceramics

Level 1:

ART-101 Art in Society . . . . . 3 cr.
ART-120 Drawing I . . . . . 3 cr.
ART-140 Three-Dimensional Design . . . . . 3 cr.
ART-160 Two-Dimensional Design . . . . . 3 cr.
Any two of the following: . . . . . 6 cr.
- ART-102 Art History Survey I . . . . . 3 cr.
- ART-103 Art History Survey II . . . . . 3 cr.
- ART-104 Art History Suurvey III . . . . . 3 cr.

Level 2:

ART-201 Contemporary Art . . . . . 3 cr.
ART-220 Drawing II . . . . . 3 cr.
ART-230 Introduction to Painting . . . . . 3 cr.
ART-234 Color . . . . . 3 cr.
Any two of the following . . . . . 6 cr.
- ART-240 Introduction to Sculpture . . . . . 3 cr.
- ART-250 Introduction to Printmaking . . . . . 3 cr.
- ART-270 Ceramics I . . . . . 3 cr.
- ART-373 Studio in Metals . . . . . 3 cr.

Level 3:

ART-392 Senior Project . . . . . 1 cr.
Electives . . . . . 15 cr.
(Nine credit hours in one of the following: Painting, Sculpture, Printmaking, Drawing, Visual Communication, or Ceramics)

Total 52 cr.

Liberal Arts Major in Art
Emphasis in: Art History

Level 1:

ART-101 Art in Society . . . . . 3 cr.
ART-102 Art History Survey I . . . . . 3 cr.
ART-103 Art History Survey II . . . . . 3 cr.
ART-104 Art History Survey III . . . . . 3 cr.
Any two of the following: . . . . . 6 cr.
- ART-120 Drawing I . . . . . 3 cr.
- ART-140 Three-Dimensional Design . . . . . 3 cr.
- ART-160 Two-Dimensional Design . . . . . 3 cr.

Level 2:

ART-202 Methods of Research in Art History . . . . . 1 cr.
300-level art history electives . . . . . 21 cr.
and
Demonstration of reading competency in **or** six credit hours of an approved foreign language . . 6 cr.

Total 46 cr.

Secondary Education Major in Art

Level 1:

ART-101 Art in Society . . . . . 3 cr.
ART-120 Drawing I . . . . . 3 cr.
ART-140 Three-Dimensional Design . . . . . 3 cr.
ART-160 Two-Dimensional Design . . . . . 3 cr.
Any two of the following . . . . . 6 cr.
- ART-102 Art History Survey I . . . . . 3 cr.
- ART-103 Art History Survey II . . . . . 3 cr.
- ART-104 Art History Survey III . . . . . 3 cr.

Level 2:

ART-220 Drawing II . . . . . 3 cr.
ART-230 Introduction to Painting . . . . . 3 cr.
ART-240 Introduction to Sculpture . . . . . 3 cr.
ART-250 Introduction to Printmaking . . . . . 3 cr.
ART-270 Ceramics I . . . . . 3 cr.
ART-382 Clinical Experiences in Art Education . . . . . 3 cr.
ART-105 Urban Environmental Design **or** ART-201 Contemporary Art . . . . . 3 cr.

Level 3:

ART-392 Senior Project . . . . . 1 cr.
SCED-ART-303 Contemporary Art Education in the Secondary School . . . . . 3 cr.
SCED-ART-304 Secondary Student Teaching and Seminar in Art . . . . . 12 cr.

Total 55 cr.

NOTE: The appropriate secondary education sequence (see page 154) must be taken in addition to the courses above.

Elementary Education with a Concentration in Art

ART-101 Art in Society . . . . . 3 cr.
ART-120 Drawing I . . . . . 3 cr.
ART-140 Three-Dimensional Design . . . . . 3 cr.
ART-160 Two-Dimensional Design . . . . . 3 cr.
ART-180 Visual foundations of Art . . . . . 3 cr.
ART-230 Introduction to Painting . . . . . 3 cr.
Any two of the following: . . . . . 6 cr.
- ART-102 Art History Survey I . . . . . 3 cr.
- ART-103 Art History Survey II . . . . . 3 cr.
- ART-104 Art History Suurvey III . . . . . 3 cr.

ART-380 Contemporary Art Education in Early Childhood **or** ART-381 Contemporary Art Education in Intermediate Grades . . . . . 3 cr.

Total 27 cr.

Minor in Art-Studio Arts

ART-101 Art in Society . . . . . 3 cr.
ART-120 Drawing I . . . . . 3 cr.
ART-140 Three-Dimensional Design . . . . . 3 cr.
ART-160 Two-Dimensional Design . . . . . 3 cr.
Any two of the following: . . . . . 6 cr.
- ART-102 Art History Suurvey I . . . . . 3 cr.
- ART-103 Art History Survey II . . . . . 3 cr.
- ART-104 Art History Survey III . . . . . 3 cr.

Any one of the following: . . . . . 3 cr.
- ART-230 Introduction to Painting . . . . . 3 cr.
- ART-240 Introduction to Sculpture . . . . . 3 cr.
- ART-250 Introduction to Printmaking . . . . . 3 cr.

Total 21 cr.

COURSE OFFERINGS (ART)

ART-101 Art in Society, 3 cr. Study of function of art in a variety of cultures with specific reference to American culture. Application of insights gained through inter-cultural analysis to contemporary issues. Slide lectures, films, gallery, and museum visits.

ART-102 Art History Suurvey I, 3 cr. The study of the visual forms of painting, sculpture, and architecture from Prehistoric through the Medieval period in relation to the specific cultural ontologies and societal conditions from which those forms derived.

ART-104 Art History Survey III, 3 cr. Using a comparative cultural basis; examination of the values art expresses; investigation of visual art forms produced by contemporary social needs and the corresponding role of the artist in new institutions; design and social functions; including problems in designing for use; art and communication; the visual symbol; problems of evaluation.

ART-120 Drawing I, 3 cr. Basic drawing, stressing individual perceptual growth and the influence of physical and psychological factors in structuring visual experiences; emphasis on design and perception. Discussion of systems of perceptual interpretation and structure, concepts of abstraction, and problems of evaluation.

ART-140 Three-Dimensional Design, 3 cr. A studio and lecture experience that explores fundamental 3-D design theory and concepts through the solution of studio problems utilizing various 3-D materials and techniques.

ART-160 Two-Dimensional Design, 3 cr. Nature of two-dimensional materials and the physical forces that determine their use; investigation of how expanding knowledge of material and mechanics affects techniques and forms of art; problems of evaluation.

ART-180 Visual Foundations of Art, 3 cr. Development of an art foundation using a problem-solving approach in workshop experiences and through lecture and multimedia programs. Lecture 1 hour, workshop 4 hours.

ART-202 Methods of Research in Art History, 1 cr. An introduction to art historical research methodology, including the use of library resources, indices, bibliographies, and primary source material. Writing skills, style, and methods of citation will be emphasized. **Prereq.:** nine credit hours in art history required for art history majors.

ART-220 Drawing II, 3 cr. Interpretive drawing experiences, concentration on indiivdual growth and perceptual acuity, principally studying the human form through live models, and other supportive materials and a variety of media. **Prereq.:** ART-120.

ART-231 Painting Techniques and Processes I: General Aqueous media, 3 cr. Studio problems emphasizing individual exploration of aqueous media such as transparent watercolor, gouache, casein, tempera, etc. **Prereq.:** ART-230.

ART-232 Painting Techniques and Processes II: General Non-Aqueous Media, 3 cr. Studio problems emphasizing exploration of non-aqueous media such as oil painting, encaustic, lacquers, etc. **Prereq.:** ART-230.

ART-233 Painting Techniques and Processes III: Contemporary Media, 3 cr. Studio problems emphasizing individual exploration of contemporaryy media such as acrylic polymer, air brush, oil compatible acrylic, reflective surfaces, transfer processes, etc. **Prereq.:** ART-230.

ART-234 Color, 3 cr. Color phenomena through lecture and student problem-solving approach. **Prereq.:** ART-160.

ART-240 Introduction to Sculpture, 3 cr. A basic course that explores traditional and contemporary sculpture concepts; provides an introductory studio experience in modeling and casting, carving, and construction techniques. **Prereq.:** ART-140.

ART-241 Sculpture Technuques and Processes I: Modeling and Casting, 3 cr. Studio problems that explore modeling and casting materials and techniques by means of clay and plaster modeling; mold-making, plastics casting, and lay-up. **Prereq.:** ART-240.

ART-242 Sculpture Techniques and Processes II: Subtractive, 3 cr. Studio problems that explore carving processes in both traditional and contemporary materials and techniques. **Prereq.:** ART-240.

ART-243 Sculpture Techniques and Processes III: Welding and Construction, 3 cr. Studio problems that explore construction processes in the areas of woodworking; metal brazing and welding; and plastic fabrication. **Prereq.:** ART-240.

ART-250 Introduction to Printmaking, 3 cr. A basic printmaking course with the introduction of major printmaking techniques including studio projects in intaglio, relief, stencil, and planographic. **Prereq.:** ART-120 and ART-160.

ART-251 Printmaking: Relief I, 3 cr. Introduction to the processes of relief printing; experimentation with and analysis of expressive qualities of design elements in relief printing media. **Prereq.:** ART-250.

ART-252 Printmaking: Intaglio I, 3 cr. Introduction to the processes of intaglio printing; experimentation with an analysis of expressive qualities of etching and engraving processes in visual design. **Prereq.:** ART-250.

ART-253 Printmaking: Lithography, 3 cr. Introduction to the planographic process of printing; experimentation with and analysis of lithography as a process for the solution of visual design problems. **Prereq.:** ART-250.

ART-254 Printmaking: Serigraphy, 3 cr. Introduction to the techniques of serigraphy. Experimentation and analysis of expressive qualities of visual organization in stencil printing and media. **Prereq.:** ART-250.

ART-260 Theory and Practice of Calligraphy, 3 cr. Introduction to the theory and practice of calligraphy. Lecture and laboratory experiences with ancient and contemporary alphabets, with emphasis on developing skills to effectively plan and execute well-planned organizations and lay-outs. **Prereq.:** ART-160.

ART-261 Introduction to Photography, 3 cr. Introduction to photography. Lecture and laboratory experiments in basic photographic printing and processes and camera techniques, with an emphasis on photography as a creative medium. **Prereq.:** ART-160.

ART-270 Ceramics I, 3 cr. Introduction to the history of ceramics; sequential studio problems in hand building methods, surface treatment, and glazing of ceramics.

ART-271 Ceramics II, 3 cr. Introduction to the chemistry of clay bodies and glazes; sequential studio problems in using the wheel in building with clay. **Prereq.:** ART-270.

ART-301 Problems in Urban Environmental Design, 3 cr. Studio design problems will be directed toward solving space problems, starting with small-scale planning and proceeding to large scale urban planning schemes.

ART-302 Studies in Art History, 3 cr. Selected course offerings on special topics, approved by the department that augment the standard curriculum in art history. See Schedule of Classes for subtitle.

ART-303 Images of Woman in Art, 3 cr. An iconographical study of the images of woman in the visual arts. An exploration into stereotypes, archetypes, and prototypes in the context of historical and societal conditions, using primary literary sources and archaeological evidence to support interpretive hypotheses.

ART-304 Studies in Tribal Arts, 3 cr. Selected course offerings or special topics approved by the department that augment the standard curriculum in art history. See Schedule of Classes for subtitle.

ART-305 Art of China, Japan, and Korea, 3 cr. Major arts of China, Japan, and Korea; iconography and aesthetics, social and technical aspects, development of various styles; lectures with slides, films, museum visits.

ART-306 The Arts of Spain, 3 cr. This course is a study of Spanish painting, sculpture, and architecture from the Visogothic period of the fifth-eighth centuries to the middle of the twentieth century. It includes critical discussion of the relationships between architecture and sculpture of the various periods, as well as consideration of the works of Spain's great painters. Among those studies in detail are El Greco, Ribalta, Ribera, Zurbaran, Murillo, Velasquez, Goya, Picasso, Miro, and Dali.

ART-310 Early Christian and Byzantine Art, 3 cr. A study of the arts from the early Christian period to the end of the Byzantine Empire in the east. Stylistic and iconographic development of architecture, painting, mosaics, manuscript illustration, and minor arts in the context of political and religious controversies.

ART-311 Medieval Art of the West, 3 cr. A study of the arts from the Merovingian period to the end of high Gothic: Stylistic and iconographic development of architecture, painting, sculpture, manuscript illustration, and minor arts in the context of political and religious controversies.

ART-312 Painting of the Italian Renaissance, 3 cr. Painting in Italy from 1200-1600; iconography and aesthetics, social and technical aspects, development of style. Brief examination of the most important examples of sculpture and architecture only insofar as they aid in an understanding of the development of painting; slide lectures, films, museum visits.

ART-313 Painting of the United States of America, 3 cr. Survey of American painting from the Colonial period through mid-twentieth century; social and technical aspects, development of various styles; slide lectures, filmstrips, museum visits.

ART-314 Architecture I, 3 cr. Survey of architectural forms and concepts from ancient times to the beginning of the nineteenth century.

ART-315 Architecture II, 3 cr. Architecture from the early nineteenth century to the present with emphasis on the Chicago School of Architecture and its contributions.

ART-316 Modern European Sculpture and Architecture, 3 cr. A study of development of modern sculpture and architecture in Italy, France, Germany, and England in the nineteenth and twentieth centuries. Particular attention to masterpieces in sculpture and architecture which have influenced trends in contemporary art. Slide lectures, filmstrips, museum visits.

ART-317 Sculpture and Architecture of the United States, 3 cr. Study of the sculpture and architecture of the United States from the Colonial period through mid-twentieth century. Social and technical aspects, development of various styles; slide lectures, filmstrips, museum visits.

ART-320 Studio in Advanced Drawing, 3 cr. Advanced studio drawing; interpretive drawing experiences directed to individual growth and personal style. Use of live models, other supportive materials, and a variety of media. **Prereq.:** Art-220.

ART-330 Studio in Advanced Painting, 3 cr. Advanced studio problems emphasizing individual exploration in an area of student's choice. **Prereq.:** ART-231, ART-232 or ART-233.

ART-340 Studio in Advanced Sculpture, 3 cr. Studio problems emphasizing personal exploration in an area of student's choice. **Prereq.:** ART-241, ART-242, or ART-243.

ART-350 Studio in Advanced Printmaking, 3 cr. Studio problems in design and expression through one or more of the graphic processes; advanced work in the processes of relief, stencil, intaglio, and/or planographic printing. **Prereq.:** ART-251, ART-252, or ART-253.

ART-360 Visual Communication Fundamentals, 3 cr. Introduction to techniques and concepts of two-dimensional visual communication; historical and contemporary social aspects; typography, layout, display, image-making, lectures, seminars, and workshop. **Prereq.:** ART-160 and ART-120.

ART-361 Advanced Visual Communication, 3 cr. Advanced techniques and concepts of visual communication, including three-dimensional design problems; visual design for contemporary technological communications media; symbol systems and image-making; photography, model-making, television and film design for educational purposes; lectures, seminars, and workshop; individual design problems. **Prereq.:** ART-360.

ART-362 Industrial Design, 3 cr. These seminars will be an introduction to basic industrial design principles. **Prereq.:** ART-140.

ART-370 Studio in Advanced Ceramics, 3 cr. Investigation of various advanced ceramic processes, techniques, and critical analysis of historical and contemporary work. **Prereq.:** ART-271.

ART-372 Metal Enameling, 3 cr. Introduction to metal enameling; lecture and laboratory experiments in the fundamental processes and practical procedures of enameling on metal, with an emphasis on design principles. **Prereq.:** ART-160.

ART-373 Studio in Metals, 3 cr. The fundamental processes of working with small metals and jewelry design, such as fusing on soldering, forming, cutting, casting, stone setting, and finishing. **Prereq.:** ART-160.

ART-374 Studio in Fibers, 3 cr. Emphasis in techniques and design experimentation in color, texture, and shape with fibers by means of hooking, knotting, and non-loom weaving. **Prereq.:** ART-160 or consent of instructor.

ART-380 Contemporary Art Education in Early Childhood, 3 cr. The important role of visual art in the development of early childhood; influences of recent developments in art and art education in selecting and organizing visual fundamentals and related learnings; emphasis on the functions of the teacher in the motivational, developmental, and culminating stages. **Prereq.:** ART-180 or equivalent.

ART-381 Contemporary Art Education in Intermediate Grades, 3 cr. Development of inquiry and understanding of the many problems of communication in teaching art in the intermediate grades. **Prereq.:** ART-180 or equivalent.

ART-382 Clinical Experiences in Art Education, 3 cr. First-hand experiences in the art classroom prior to student teaching. Students will observe and assist the instructor in various programs at different grade levels. Five hours per week will be spent in the classroom. Weekly seminar. **Prereq.:** SCED-301.

ART-383 In-Service Workshops, 3 cr. Guided study in art techniques using traditional and experimental media. Problems selected are relative to those encountered by the in-service teacher. **Prereq.:** in-service teacher.

ART-390 Independent Study in Visual Art, 3 cr. Individual investigation into a topic of the student's choice; staff guidance. **Prereq.:** senior standing or consent of advisor.

ART-391 Studio in Visual Art, 3 cr. Intensive studies in specialized areas with extensive use of studio and outside source materials. **Prereq.:** junior standing or consent of instructor.

ART-392 Senior Project, 1 cr. Portfolio preparation in a chosen field; exhibition of selected works; under faculty guidance. Required for graduation or prior to student teaching. **Prereq.:** senior status.

ASIAN STUDIES MINOR

Kusol Varophas, Ph.D., Professor of Political Science, Coordinator

1. The minor in Asian studies constitutes 18 credit hours.
2. A course taken to fulfill the requirements for Asian studies should not be used to satisfy the requirements in another major or minor.
3. Students are urged to take four 300-level courses, in addition to others at the 100 or 200-level.
4. The student should include courses in more than one discipline and one country.

BIOLOGY

William T. Barnes, Ph.D., Associate Professor
Robert F. Betz, Ph.D., Professor
Joseph G. Crean, Ph.D., Professor
Caryn Dupon, Ph.D., Assistant Professor
Don J. Fanslow, Ph.D., Professor
Valerie Gallagher, M.Ed., Assistant Professor
Robert J. Goldberg, Ph.D., Professor Emeritus
Dennis M. Hall, Ph.D., Professor
Herbert F. Lamp, Ph.D., Professor, Chairperson
Wilma H. Lehmann, Ph.D., Professor
Jules M. Lerner, Ph.D., Professor
Edward F. Lutsch, Ph.D., Professor
Eugene W. McArdle, Ph.D., Professor
Arthur A. Scharf, Ph.D., Professor
Patricia A. Smith, Ph.D., Associate Professor
Herbert J. Stolze, Ed.D., Professor
Floyd J. Wiercinski, Ph.D., Professor

The Department of Biology offers courses of study leading to the degrees of Bachelor of Science and Master of Science. Broadly based undergraduate and graduate programs prepare students for careers in biology or for more advanced study in the biological sciences and related fields.

Undergraduate programs include majors in liberal arts, secondary education, and medical technology. In addition, there is a biology minor and an area of concentration in the natural sciences for elementary education majors. Graduate programs available are described following the undergraduate programs.

Advisement should regularly be sought by all departmental majors prior to each registration. Further, in registering, the following general guidelines for course selection should be observed:

1. Non-major courses (such as BIOL-104 The Changing Natural Environment, BIOL-105 Biological Issues in Contemporary Society, BIOL-106 Biology of Human Reproduction, and BIOL-107 Biological Effects of Foods and Drugs) may **not** be used to satisfy the major or minor requirements in biology.
2. Students with inadequate chemistry background are advised to take CHEM-200 Introduction to General Chemistry before taking CHEM-211 General Chemistry I.
3. Students with inadequate mathematics background are advised to take MATH-102 Intermediate Algebra before taking the required MATH-106 Pre-Calculus Mathematics for Non-Mathematics Majors.
4. Students with inadequate physics background are advised to take PHYS-200 Introduction to College Physics before taking PHYS-201 College Physics I.
5. Non-major science courses may not be used to satisfy supporting minor electives in the liberal arts and secondary education majors.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Biology

Required Courses:

BIOL-102	Biology of Organisms	3 cr.
BIOL-103	Biology of Populations	3 cr.
BIOL-201	Biology of Cells	3 cr.
BIOL-311	Genetics	3 cr.
BIOL-312	Evolution	3 cr.
BIOL-316	Biochemistry	4 cr.
BIOL-317	Ecology **or** BIOL-326 Biological Geography **or** BIOL-BOT-321 Plant Ecology	3 cr.
BIOL-BOT-318	General Plant Morphology	3 cr.
BIOL-BOT-315	Plant Physiology **or** BIOL-ZOOL-312 Vertebrate Physiology	3-4 cr.
BIOL-ZOOL-211	Animal Kingdom	3 cr.
Electives		6 cr.
	Total	37-38 cr.

Required Courses in a Related Field:

CHEM-211	General Chemistry I	5 cr.
CHEM-231	Organic Chemistry I	4 cr.
PHYS-201	College Physics I **and** PHYS 203 Physics I Laboratory	4 cr.
PHYS-202	College Physics II **and** PHYS 204 Physics II Laboratory	4 cr.
MATH-106	Precalculus Mathematics for Non-Mathematics Majors	4 cr.
Choice of two from the following:		6 cr.
	Chemistry Elective	
	Earth Science Elective	
	Mathematics Elective	
	Physics Elective	
BIOL-323	Physical Methods in Biology	
BIOL-325	History of Science	
	Total	27 cr.

Liberal Arts Major in Biology: Pre-Professional Emphasis

This program is adapted to students considering application to professional schools in dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, or veterinary medicine. Completion of the regular liberal arts major in biology is required. The program recommends certain courses in place of and in addition to the electives in the regular liberal arts major and supporting minor. These courses are specified to qualify the student for application to a variety of professional schools. Such recommended courses, however, are not specifically required for graduation; students always remain free to substitute their own choices in place of these recommendations. The selection of recommended courses where options exist depends on the particular career interest and the needs of the student, so this choice should be made in consultation with a pre-professional advisor. Students are also encouraged to select carefully additional courses in the humanities and behavioral sciences beyond the number of credit hours needed for core curriculum requirements.

Required Courses:

As per the liberal arts program, with these recommendations:

1. BIOL-ZOOL-312 Vertebrate Physiology, rather than BIOL-BOT-315 Plant Physiology.
2. Biology Electives (six credit hours): It is desirable that these be chosen from courses in genetics, anatomy, physiology, microbiology, and courses emphasizing molecular and quantitative aspects of biology. Consult with your advisor for a listing of these courses. The selection of these courses varies somewhat with the professional school in which the student is interested. It is sometimes advisable to take more than the minimum of six required credits.

Required Courses in a Related Field:

As per the liberal arts program, with these recommendations:

Mathematics:

It is also recommended that the student complete another semester of mathematics beyond the single required course; preferably, MATH-106 should be followed with MATH-107 Calculus I.

Chemistry:

CHEM-211 General Chemistry I . . . . . 5 cr.
CHEM-212 General Chemistry II . . . . . 4 cr.
CHEM-231 Organic Chemistry I . . . . . 4 cr.
CHEM-232 Organic Chemistry II . . . . . 4 cr.

CHEM-212 and CHEM-232 are recommended in addition to the liberal arts chemistry requirements. These additional two courses satisfy liberal arts requirements of six credit hours of electives in the supporting minor.

Physics:

PHYS-201 College Physics I . . . . . 3 cr.
PHYS-202 College Physics II . . . . . 3 cr.
PHYS-203 Physics I Laboratory . . . . . 1 cr.
PHYS-204 Physics II Laboratory . . . . . 1 cr.

Liberal Arts Major in Biology: Medical Technology Emphasis

Required Courses:

Students follow the regular Liberal Arts Major in Biology, except that BIOL-ZOOL-312 Vertebrate Physiology must be taken and, in lieu of the six elective credits, the courses BIOL-318 General Microbiology, BIOL-MEDT-201 Introduction to Medical Thechnology and BIOL-ZOOL-318 Vertebrate Histology must be taken. In addition, one elective (minimum) from the following list is required:

BIOL-323 Physical Methods in Biology . . . . . 3 cr.
BIOL-BOT-311 General Mycology . . . . . 3 cr.
BIOL-ZOOL-213 Mammalian Anatomy **or**
BIOL-ZOOL-323 Developmental Anatomy . . . . . 4 cr.
BIOL-ZOOL-317 Animal Parasitology . . . . . 3 cr.

Required Courses in a Related Field:

In addition to the chemistry courses required in the Liberal Arts Biology Major, a student must complete CHEM-212 General Chemistry II and CHEM-213 Quantitative Analysis. The other supporting minor requirements are identical to those for the liberal arts major. It should be noted, however, that if BIOL-323 Physical Methods in Biology is chosen as a biology elective, it cannot also be used as one of the supporting minor electives. The supporting minor credits total 35-36 credit hours.

In addition, twelve months clinical laboratory courses at a Northeastern-affiliated hospital School of Medical Technology with **concurrent registration** at Northeastern Illinois University in courses BIOL-MEDT-301, BIOL-MEDT-302, BIOL-MEDT-303, BIOL-MEDT-304, BIOL-MEDT-305, and BIOL-MEDT-306: Clinical Studies in Medical Technology I-VI. (Five credit hours per course: total 30 credit hours). These courses (consisting of lecture and laboratory components) are the instruments through which credits for work in blood bank, clinical chemistry, microbiology, radioimmunoassay, urinalysis, etc., are transferred from the hospital School of Medical Technology to the university so that the student receives academic credits applicable for graduation from the univeristy.

*All students in this program **and** in the program leading to the Bachelor of Science in Medical Technology (see program listed below) must be accepted by the Department of Biology via a personal interview with the coordinator of the Medical Technology Program, who will evaulate science credits, and be the academic advisor. Students transferring from other academic institutions should expect to enroll in at least two trimesters of academic courses at Northeastern before beginning clinical training at the School of Medical Technology (if they are accepted). All students in the Medical Technology Program (Bachelor of Science in Medical Technology and Bachelor of Science in Biology with emphasis in Medical Technology) are expected to maintain a minimum grade-point average of "B" in the sciences and mathematics, and a minimum of "C" in all other areas of study. Approximately nine months before completion of the major (and when the student possesses a minimum of 76 credit hours towards graduation), the student should confer with the coordinator about the procedures required for application to a Northeastern-affiliated hospital School of Medical Technology for the required year of clinical training. Currently affiliated Schools of Medical Technology are Augustana, Evanston, Illinois Masonic, Michael Reese, Northwest Community, St. Joseph, Weiss, and West Suburban. Enrollment in the clinical component of the Medical Technology Program is limited by the size of the class(es) in these affiliated hospital-based schools. Acceptance to the clinical component is not "guaranteed". Successful completion of coursework, including clinical experience, is required for the baccalaureate degree in medical technology and in biology (with emphasis in medical technology), as well as for eligibility to take a certifying examination. During the clinical year, students are required to show evidence of current health insurance, either through private coverage or obtained through the university. In addition, evidence of professional liability insurance may be required.

*Satisfactory completion of the three trimesters of clinical experience will confer a total of no more than 30 credit hours that are included in the 120 credit hour minimum graduation requirement.

The program leading to the degree of Bachelor of Science in Biology with emphasis in Medical Technology consists of 82-83 credit hours plus 30 credit hours clinical courses and satisfactory fulfillment of university graduation requirements.

*The program leading to the degree of Bachelor of Science in Medical Technology consists of 50-61 credit hours plus 30 credit hours clinical courses and satisfactory fulfillment of university graduation requirements. Students pay full tuition at the university in each of the three trimesters of their clinical experience.

Liberal Arts Major in Medical Technology

Required Courses:

BIOL-102 Biology of Organisms . . . . . 3 cr.
BIOL-201 Biology of Cells . . . . . 3 cr.
BIOL-318 General Microbiology . . . . . 3 cr.

BIOL-ZOOL-312 Vertebrate Physiology . . . . . 4 cr.
BIOL-ZOOL-318 Vertebrate Histology . . . . . 3 cr.
One elective (minimum) chosen from the following . . . . . 3-4 cr.
BIOL-316 Biochemistry . . . . . 4 cr.
BIOL-323 Physical Methods in Biology . . . . . 3 cr.
BIOL-327 Immunology . . . . . 3 cr.
BIOL-BOT-311 General Mycology . . . . . 3 cr.
BIOL-ZOOL-201 Human Genetics **or**
BIOL-311 Genetics . . . . . 3 cr.
BIOL-ZOOL-213 Mammalian Anatomy **or**
BIOL-ZOOL-323 Developmental Anatomy . . . . 4 cr.
BIOL-ZOOL-317 Animal Parasitology . . . . . 3 cr.

Total 19-20 cr.

Required Courses in a Related Field:

Chemistry:

CHEM-211 General Chemistry I . . . . . 5 cr.
CHEM-212 General Chemistry II . . . . . 4 cr.
CHEM-213 Quantitative Analysis . . . . . 5 cr.
CHEM-231 Organic Chemistry I . . . . . 4 cr.

Physics:

PHYS-201 College Physics I . . . . . 3 cr.
PHYS-203 Physics I Laboratory . . . . . 1 cr.

Mathematics:

MATH-106 Pre-Calculus Mathematics for Non-Mathematics Majors . . . . . 4 cr.

In addition, twelve months clinical laboratory courses at a Northeastern-affiliated hospital School of Medical Technology with **concurrent registration** at Northeastern Illinois University in courses BIOL-MEDT-301, BIOL-MEDT-302, BIOL-MEDT-303, BIOL-MEDT-304, BIOL-MEDT-305, and BIOL-MEDT-306: Clinical Studies in Medical Technology I-VI.

For information regarding admittance to this program, please refer to the starred paragraphs (*) at the end of the curriculum for the Liberal Arts Major with Medical Technology Emphasis.

Secondary Education Major in Biology

Required Courses:

The required courses in biology are the same as in the Liberal Arts Major in Biology, except that there are only four hours of biology elective credit required instead of six (one of these hours may be earned by taking a four-credit supporting minor elective). In addition, SCED-BIOL-303 Materials and Methods for Teaching High School Science must be taken (of the four credit hours earned, one will count as biology credit and three as education credit).

Total 36 cr.

Required Courses in a Related Field:

The supporting minor course requirements are the same as in the liberal arts major, except there are only three hours minor elective credit required instead of six (for courses acceptable as minor elective credit, see course list for liberal arts major).

Total 24 cr.

In addition, the appropriate secondary education sequences (see page 154) must be taken.

Natural Science — Elementary Education

Students interested in preparing for a teaching career in elementary schools and specializing in natural science instruction may do so by completing the Natural Science—Elementary Education Program, as follows:

Required Courses:

BIOL-102 Biology of Organisms . . . . . 3 cr.
BIOL-103 Biology of Populations . . . . . 3 cr.
BIOL-201 Biology of Cells . . . . . 3 cr.
CHEM-211 General Chemistry I . . . . . 5 cr.
ESCI-211 Physical Geology . . . . . 4 cr.
PHYS-106 The Physical World: Laboratory . . . . . 1 cr.
PHYS-304 Physics for Elementary School Teachers I . 3 cr.

Total 22 cr.

Additional Requirements:

Completion of an additional 15 credit hours within participating departments, including at least one field course. Above to include at least one course from each of three different departments, with no more than 18 credit hours being earned in one department, including both required and elective courses.

Above to include for credit only those courses that are acceptable for credit in other science major programs or those courses that have been developed specifically for students in this program.

In addition, the appropriate elementary education sequences (see page 135) must be taken.

Minor in Biology

A biology minor shall consist of a choice by the student of two of the three basic biology courses (BIOL-102, BIOL-103, and BIOL-201) plus an additional four elective courses in biology. Three of the four courses must be laboratory courses. The minor in biology must total at least 18 credit hours.

Non-major courses, such as BIOL-104, BIOL-105, BIOL-106, and BIOL-107, do not fulfill biology minor requirements.

A student following a biology minor is expected to consult regularly with a biology advisor in order to plan a study program, and any deviation from the prescribed requirements must be approved by a departmental advisor prior to registration.

GRADUATE PROGRAM

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.

Three options are available within the program. Research Thesis is recommended for individuals who desire a research-oriented program. This experience is particularly suitable for those who plan to do further graduate study and for those who are working in applied fields in biology. Library Thesis and Non-Thesis are recommended for those who desire a more flexible approach to graduate training in biology.

The program to be followed is to be organized systematically under the guidance of the graduate advisor. Regular consultation is suggested. At the time of acceptance to can-

didacy, the decision is made as to whether or not the student is to be invited to do a research thesis.

The Graduate Record Examination (General Aptitude section and Advanced Biology section) is required for all three options. In order that the department may provide adequate counseling, applicants are advised to have taken this 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.

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 at least 15 credit hours of applicable undergraduate biology (those that satisfy areas of requirements as specified below).
2. A minimum of 26 credit hours as follows:
   a. at least eight credit hours of laboratory chemistry, including one course in organic chemistry;
   b. at least four credit hours of laboratory physics;
   c. at least six credit hours of mathematics;
   d. the balance of the credits may be presented in any combination of chemistry, physics, earth science, and mathematics.

Requirements for the Degree

Research Thesis:

Course requirements include 30 hours of applicable graduate biology credit, and a total of at least 45 hours of combined graduate and upper advanced level biology credit, including a minimum of three hours at advanced undergraduate or graduate level in each of the areas specified below (see list of Biology Area Requirements). Emphasis on graduate biology credit at the 400-level is required, including the six hours for research thesis credit (BIOL-499 Seminars in Research). Non-research biology seminar credit is not required for this option. The course in Biological Literature is not applicable toward the requirements for this option. An oral defense of the thesis is required, but the final comprehensive examination is not required. Admission to Option I is by departmental permission only.

Library Thesis:

Course requirements include 36 hours of applicable graduate biology credit, and a total of at least 51 hours of combined graduate and upper undergraduate level biology credit, including a minimum of three hours at advanced undergraduate or graduate level in each of the areas specified below (see list of Biology Area Requirements). Emphasis on graduate biology credit at the 400-level is required, including the three hours for library thesis credit (BIOL-497 Thesis Seminar). Of the 18 credits, there must be at least one hour, but no more than three hours, of non-research biology seminar credit (BIOL-403 Seminars in Biology). The course in Biological Literature is optional for this program. The final comprehensive examination is required.

Non-Thesis:

Course requirements include 36 hours of applicable graduate biology credit, and a total of at least 51 hours of combined graduate and upper undergraduate level biology credit, including a minimum of three hours at advanced undergraduate or graduate level in each of the areas specified below (see list of Biology Area Requirements). Emphasis on graduate biology credit at the 400-level is required, including BIOL-481 Biological Literature (3 credit hours). Of the eighteen credits, there must be at least one hour, but no more than three hours, of non-research biology seminar credit (BIOL-403 Seminars in Biology). The final comprehensive examination is required.

Biology Area Requirements:

(See departmental handout for specific courses).

I. Animal Morphology and/or Taxonomy
II. Plant Morphology and/or Taxonomy
III. Genetics
IV. Evolution
V. Molecular Biology
VI. Animal Physiology
VII. Plant Physiology
VIII. Ecology

Summary of Required Credit Hours

	Option I	Option II	Option III
Graduate Biology (including research credit):	30	36	36
Applicable Undergraduate Biology (including those that satisfy Biology Area Requirements):	15	15	15
Total Credits (including graduate and applicable undergraduate Biology):	45	51	51
Correlative Undergraduate Prerequisite Hours:	26	26	26

COURSE OFFERINGS (BIOL)

BIOL-102 Biology of Organisms, 3 cr. Problems of life at the organismal level. Support and movement, nutrition and energy relations, transport of materials, waste disposal, coordination and regulation, reproduction, and growth and development, are considered in relation to both plants and animals. Lecture and laboratory.

BIOL-103 Biology of Populations, 3 cr. Problems of life at the population level. Hereditary basis of variability and homogeneity; factors influencing the gene pool; concept of species; diversification of life in time; populations in their environment. Lecture and laboratory.

BIOL-104 The Changing Natural Environment, 3 cr. Attitudes toward his natural environment. Exploitation of the natural plant and animal communities and the effects of overpopulation and increasing pollution of the environment on the biological world. Lecture only.

BIOL-105 Biological Issues in Contemporary Society, 3 cr. Biological basis of fundamental contemporary social issues related to application and misapplication of biologically-based technology and environmental biology. Specific topics considered will vary. Lecture only.

BIOL-106 Biology of Human Reproduction, 3 cr. A course designed to study the anatomy, physiology, and development of reproductive function in humans, as well as the applications of basic biological principles to the control of fertility, infertility, and related topics. Lecture only.

BIOL-107 Biological Effects of Foods and Drugs, 3 cr. A general course in the biological effects of diets, medications, drugs, and agents such as alcohol, nicotine, and caffeine. Emphasis is given to the relation of these to body structure, function, and health. Lecture only.

BIOL-201 Biology of Cells, 3 cr. Problems of life at the cellular level; fundamental dynamics of life; basic molecular and cellular level processes including photosynthesis, respiration, digestion, transport of materials, replication, and reproduction. Lecture and laboratory. (Formerly BIOL-101; not open to students who completed BIOL-101). **Prereq.:** one course in general chemistry with laboratory, or CHEM-200 Introduction to General Chemistry; and BIOL-102 or BIOL-103 or equivalent.

BIOL-306 Workshop in Biology I, 1 cr. Workshop in biology, designed primarily for in-service teachers. Course may be repeated as long as the title is different. Workshop credits may not be used toward the Master of Science degree in Biology. **Prereq.:** Baccalaureate degree.

BIOL-307 Workshop in Biology II, 2 cr. (See BIOL-306 for description.)

BIOL-308 Workshop in Biology III, 3 cr. (See BIOL-306 for description.)

BIOL-311 Genetics, 3 cr. Introduction to the traditional Mendelian concepts, and to contemporary concepts of heredity and their cytological mechanisms. Lecture and laboratory. **Prereq.:** six credit hours in general biology, including BIOL-103.

BIOL-312 Evolutions, 3 cr. A reading-lecture-discussion course on the facts, theories, and principles of organic evolution. **Prereq.:** six credit hours in general biology, with BIOL-103 recommended.

BIOL-314 Cellular Physiology, 3 cr. Energy metabolism and biosynthesis; factors influencing and determining relative rates of their component metabolic reactions. Lecture and laboratory. **Prereq.:** BIOL-201 or BIOL-316 and six credit hours in physical sciences.

BIOL-316 Biochemistry, 4 cr. Chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins, and minerals associated with animal and plant life. Lecture and laboratory. **Prereq.:** BIOL-201 and CHEM-231; CHEM-232 recommended.

BIOL-317 Ecology, 3 cr. Basic principles applicable to interrelationships between living things and their environment, including their exemplification by observation in the field; the current danger of disturbing balances in nature by environmental contamination. Lecture and field work. **Prereq.:** six credit hours in general biology.

BIOL-318 General Microbiology, 3 cr. Microorganisms, especially bacteria, their cultivation and laboratory study; methods of control; their importance in soils, industry, disposal of sewage and spoilage of foods; production of disease and immunity. Lecture and laboratory. **Prereq.:** six credit hours in general biology.

BIOL-322 Pathogenic Microbiology, 3 cr. Pathogens of man, other animals, and plants—including bacteria, actinomycetes, rickettsias, viruses, yeasts, molds, and protozoa—will be studied; sources, modes and factors of infection, immunity, and hypersensitivity will be considered; also clinical and pathological features, laboratory diagnosis, treatment and control of major human infectious diseases. Lecture and laboratory. **Prereq.:** six credit hours in general biology, including BIOL-201 and BIOL-102, plus BIOL-318.

BIOL-325 History of Science, 3 cr. Development of scientific method and natural sciences from ancient civilization to the present. Lecture only. **Prereq.:** six credits in physical science and six credits in biological science.

BIOL-326 Biological Geography, 3 cr. Geographic distribution of living organisms and the principles underlying this distribution. Lecture only. **Prereq.:** six credits in general biology.

BIOL-327 Immunology, 3 cr. The study of the biologic aspects of immunity and the immune response to "not-self" agents. Lecture and laboratory. **Prereq.:** BIOL-ZOOL-312.

BIOL-391 Independent Study in Biology, 1 cr. A field, laboratory, or library study of a biologically oriented topic. Emphasis is placed on planning, carrying out, and writing a report on a project agreed upon by the student and an advisor. **Prereq.:** twelve credits in natural science at the 200 or 300-level, with at least two field or laboratory courses. These courses should be supportive of the project to be undertaken. Restricted to undergraduates having department consent.

BIOL-392 Independent Study in Biology, 2 cr. (See BIOL-391 for description.)

BIOL-393 Independent Study in Biology, 3 cr. (See BIOL-391 for description.)

BIOL-399 Topics in Biology, 3 cr. Selected course offerings, approved by the department, that augment the standard curriculum in modern biology. Topics studied will differ from term to term, and the course may be repeated as long as the topic is different. **Prereq.:** to be determined at the time the topics are approved by the department.

BIOL-403 Seminars in Biology, 1 cr. Presentation by students of selected topics of current biological interest; area of discussion to vary each term; two hours per week; course may be repeated up to a maximum of three credits by departmental permission. **Prereq.:** graduate standing and written departmental permission.

BIOL-404 Advanced Cell Physiology, 3 cr. Topics of timely interest in cell physiology; goals of research and recent contributions to the understanding of the molecular organization of the cell; the regulation of cellular activity in terms of molecular action and interaction. Lecture and laboratory. **Prereq.:** graduate standing, BIOL-314, CHEM-316, BIOL-323, and BIOL-316.

BIOL-408 Bio-Environmental Analysis, 3 cr. Individual and group field projects designed to provide experience in techniques appropriate to the analysis of natural communities and their environmental components. Studies will include contrasts between selected natural areas and ones similar but altered by man. A summary interpretive paper, using data acquired, will be required from each student. Lecture, laboratory, and field work. **Prereq.:** graduate standing, BIOL-317, BIOL-BOT-321, or equivalent.

BIOL-409 Ultrastructural Cytology of Protista, 3 cr. An examination of the fine structure and evolutionary interrelationships of the algae, fungi, and protozoa. **Prereq.:** graduate standing, BIOL-321, or BIOL-ZOOL-319.

BIOL-410 Advanced Immunology, 3 cr. Contemporary issues in immunochemistry as related to antibody structure and function; lectures and discussion of current papers on antibody structure, the inheritance of immune response capacities, immunological tolerance, and transplantation disease. **Prereq.:** graduate standing and BIOL-311, BIOL-316, and BIOL-327.

BIOL-481 Biological Literature, 3 cr. Designed to give students an acquaintance with some phase of biological literature, including appropriate abstracting sources. Activities will include the research and synthesizing of literature with reference to certain topics and the subsequent preparation of a series of scientific papers based on the literature search. **Prereq.:** graduate standing, at least 18 credit hours in graduate biology, and written permission from the department.

BIOL-497 Thesis Seminar, 3 cr. Guidance of students writing a library thesis to fulfill requirements for the Master of Science in Biology, Option II. **Prereq.:** graduate standing, acceptance to master's degree candidacy in Option II program, Master of Science in Biology.

BIOL-498 Advanced Topics in Biology, 3 cr. Selected advanced studies, approved by the department, that provide graduate level instruction in topics in modern biology. Topics studied will differ from term to term, and the course may be repeated as long as the topic is different. **Prereq.:** graduate standing and at least one appropriate 300-level prerequisite course.

BIOL-499 Seminars in Research, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science in Biology. **Prereq.:** acceptance to candidacy in the Master of Science Biology program and approval for experimental thesis.

(BIOL-BOT)

BIOL-BOT-311 General Mycology, 3 cr. The fungi, their laboratory cultivation, natural history, morphogenesis, genetics, and physiology. Lecture and laboratory. **Prereq.:** six credits in general biology and BIOL-BOT-318.

BIOL-BOT-312 Economic Botany, 3 cr. Plants of particular economic significance to man as sources of food, fibers, flavoring agents, drugs, industrial chemicals; horticultural plants; the role of economic plants in past and modern society. **Prereq.:** six credits in general biology or a course in botany.

BIOL-BOT-313 Plant Anatomy, 3 cr. The cellular, organismic and gross structures of the vascular plants; their interrelationships with development and function in time and environment. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-BOT-314 Systematic Botany, 3 cr. Phylogenetic interpretation derived from plant diversity; the importance of the patterns of contemporary plants from the standpoint of evolution; taxonomic study with the aid of manuals and local vascular plants. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-BOT-315 Plant Physiology, 3 cr. Physiochemical basis of plant life, emphasizing life processes of major significance to the seed plants. Lecture and laboratory. **Prereq.:** six credits in general biology, including BIOL-201, and one course in organic chemistry.

BIOL-BOT-316 Algology, 3 cr. Cultivation and laboratory study of the chlorophytes, cyanophytes, chrysophytes, phaeophytes, rhodophytes, and flagellated types of algae; the matters of algal cytology, taxonomy, phylogeny, physiology, ecology, and economics will be considered. Lecture and laboratory. **Prereq.:** six credits in general biology; BIOL-BOT-318 recommended.

BIOL-BOT-318 General Plant Morphology, 3 cr. Principles of plant morphology as illustrated by life histories of representative forms of the major plant groups. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-BOT-321 Plant Ecology, 3 cr. Ecological principles illustrated by environmental and successional relationships in selected plant communities of the Chicago area. Lecture and field work. **Prereq.:** six credits in general biology.

BIOL-BOT-401 The Water Relations of Plants, 3 cr. The effects of water on the growth, development, reproduction, and survival of plants. **Prereq.:** graduate standing and BIOL-BOT-315.

BIOL-BOT-402 Plant Biochemistry, 3 cr. The metabolic pathways of particular importance to plants, such as photosynthesis, the dissemination of starch, nitrogen fixation, and the formation of certain secondary products to be emphasized; metabolic pathways common to plants and other groups of organisms to be considered; phytohormonal control to be examined. **Prereq.:** graduate standing and BIOL-316.

BIOL-BOT-404 Plant Morphogenesis, 3 cr. Factors determining rate, sequence, and type of biological pattern and structure development as exemplified in plants. Lecture and laboratory. **Prereq.:** graduate standing and BIOL-BOT-315.

(BIOL-MEDT)

BIOL-MEDT-201 Introduction to Medical Technology, 2 cr. The role, responsibilities, and clinical training of the medical technologist as a member of the health care team. Lecture only. **Prereq.:** Required of all students officially accepted in the Medical Technology Program (Bachelor of Science in Medical Technology, or Bachelor of Science in Biology with emphasis in Medical Technology); available to other undergraduates by consent of coordinator of Medical Technology Program only. Medical technology students may take the course at any time, but no later than the fall of the year in which application for clinical training is made. Course may not be taken for credit in the basic program of the university.

BIOL-MEDT-301 Clinical Studies in Medical Technology I, 5 cr. Clinical laboratory courses given by affiliated hospitals as part of the 12-month sequence in medical technology. In each of the three trimesters of the 12-month hospital sequence, students must enroll concurrently in two clinical studies courses, in sequence from I through VI, in order to obtain Northeastern credit for the hospital study. No clinical studies course may be taken more than once, so that the total maximum credits towards graduation in the six clinical studies courses may be no more than 30 credit hours. **Prereq.:** (a) satisfactory completion of all academic courses at Northeastern (minimum 90 credit hours) in either undergraduate program leading to the Bachelor of Science in Medical Technology or the undergraduate program leading to the Bachelor of Science in Biology with emphasis in medical technology; (b) formal acceptance by Northeastern affiliated hospital and confirmation of such by the Department of Biology for a 12-month period of clinical laboratory training; (c) registration by special written permission of the Department of Biology required. Taken concurrently with BIOL-MEDT-302.

BIOL-MEDT-302 Clinical Studies in Medical Technology II, 5 cr. (See BIOL-MEDT-301 for description.) **Prereq.:** taken concurrently with BIOL-MEDT-301.

BIOL-MEDT-303 Clinical Studies in Medical Technology III, 5 cr. (See BIOL-MEDT-301 for description.) **Prereq.:** BIOL-MEDT-301 and BIOL-MEDT-302. Taken concurrently with BIOL-MEDT-304.

BIOL-MEDT-304 Clinical Studies in Medical Technology IV, 5 cr. (See BIOL-MEDT-301 for description.) **Prereq.:** BIOL-MEDT-301 and BIOL-MEDT-302. Taken concurrently with BIOL-MEDT-303.

BIOL-MEDT-305 Clinical Studies in Medical Technology V, 5 cr. (See BIOL-MEDT-301 for description.) **Prereq.:** BIOL-MEDT-303 and BIOL-MEDT-304. Taken concurrently with BIOL-MEDT-306.

BIOL-MEDT-306 Clinical Studies in Medical Technology VI, 5 cr. (See BIOL-MEDT-301 for description.) **Prereq.:** BIOL-MEDT-303 and BIOL-MEDT-304. Taken concurrently with BIOL-MEDT-305.

(BIOL-ZOOL)

BIOL-ZOOL-201 Human Genetics, 3 cr. Heredity laws as they relate to man. The nature and origin of genetic similarity and diversity. The relationship of genetics to medicine and society. Lecture and discussion. **Prereq.:** BIOL-103.

BIOL-ZOOL-202 Anatomy and Physiology, 4 cr. Human anatomy and associated complex functions; emphasis on the muscular, nervous, and cardiovascular systems. Lecture, demonstration, and discussion. **Prereq.:** six credit hours in 100-level biology.

BIOL-ZOOL-211 Animal Kingdom, 3 cr. Anatomy, physiology, classification, and phylogeny of animals. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-ZOOL-213 Mammalian Anatomy, 4 cr. Gross architectural elements of the mammalian body, with emphasis upon correlation of form and function. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-ZOOL-311 General Embryology, 3 cr. Development of animals, both vertebrate and invertebrate, from the egg to the adult stage. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-ZOOL-312 Vertebrate Physiology, 4 cr. Functions and interrelationships of organ systems. Lecture and laboratory. **Prereq.:** six credits in general biology, including BIOL-201.

BIOL-ZOOL-313 Entomology, 3 cr. Insects, their identification, classification, habits, and ecological relationships, with special emphasis on those common to the Chicago area. Lecture, laboratory, and field work. **Prereq.:** six credits in general biology.

BIOL-ZOOL-314 Ornithology, 3 cr. Birds, their identification, classification, habits, ecological relationships, and conservation, with special emphasis on those indigenous to the Chicago area. Lecture, laboratory, and field work. **Prereq.:** six credits in general biology.

BIOL-ZOOL-315 Invertebrate Zoology, 3 cr. Taxonomy and comparative morphology of the major phyla of invertebrates; life histories of representative forms. Lecture and laboratory. **Prereq.:** six credits in general biology and BIOL-ZOOL-211.

BIOL-ZOOL-316 Animal Behavior, 3 cr. Comparative ethology in the animal kingdom and its adaptive significance based upon the evolution of form and function of the nervous system, sense organs and effector organs; topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. **Prereq.:** six credits in general biology.

BIOL-ZOOL-317 Animal Parasitology, 3 cr. The taxonomy, anatomy, physiology, and significance of the parasitic animals will be studied. Host-parasite interactions, distribution of parasites throughout the world, examination of their life cycles, and prophylaxis and therapy of parasitic infections will be covered in conjunction with the above study. Lecture and laboratory. **Prereq.:** six credits in general biology and ZOOL-211.

BIOL-ZOOL-318 Vertebrate Histology, 3 cr. The microscopic anatomy (histology) of adult vertebrate animal cells, tissues, and organs. Lecture and laboratory. **Prereq.:** six credits in general biology, including BIOL-102 and BIOL-ZOOL-211 or its equivalent.

BIOL-ZOOL-319 Protozoology, 3 cr. A general treatment of the group covering microscopic anatomy and ultrastructure, natural history, morphogenesis, and their genetics and physiology. Lecture and laboratory. **Prereq.:** six credits in general biology.

BIOL-ZOOL-323 Developmental Anatomy, 4 cr. Phylogenetic study of the embryology and adult anatomy of the vertebrates, combining the traditonally separate courses in comparative vertebrate anatomy and embryology. Lecture and laboratory. **Prereq.:** six credits in biology, including BIOL-ZOOL-211 or a course in general zoology.

BIOL-ZOOL-324 Endocrinology, 3 cr. Certain glandular and neurosecretions; the hormones and their function in maintaining homeostasis in the vertebrates; current research on hormone action; minor reference to invertebrate hormones. Lecture and laboratory. **Prereq.:** BIOL-201 and BIOL-ZOOL-312.

BIOL-ZOOL-401 Vertebrate Osteology, 3 cr. The development, microscopic anatomy, macroscopic anatomy, and biomechanics of the vertebrate skeleton in phylogeny and ontogeny. Lecture and museum field trip. **Prereq.:** graduate standing, six credits in general biology, BIOL-ZOOL-213 or BIOL-ZOOL-323.

BIOL-ZOOL-402 Comparative Animal Physiology, 3 cr. The physiological and biochemical evolution of animals; emphasis on the range and variety of physiological mechanisms and processes involved in adaptations to special habits and habitats. Lecture and laboratory. **Prereq.:** graduate standing, BIOL-ZOOL-312, BIOL-ZOOL-211, or equivalent.

BUSINESS AND MANAGEMENT

Kenneth Finkle, J.D., C.P.A., Assistant Professor
Eliezer Geisler, Ph.D., Associate Professor
Donald Geren, M.B.A., C.P.A., Assistant Professor
Elaine Helman, M.B.A., Assistant Professor
H. Durward Hofler, Ph.D., Assistant Professor, Chairperson
Adi Karna, Ph.D., Professor
Dennis Kennedy, Ph.D., Assistant Professor
Ruth Kramer, M.S.A., C.P.A., Instructor
Raymond Lewis, M.B.A., J.D., Assistant Professor
Stanley R. Renas, D.B.A., C.P.M., Professor
Sheldon Rothstein, M.A., Assistant Professor

The Division of Business and Management was established in September 1975, to offer students the opportunity to obtain career knowledge and skills, enabling them to enter professional areas or get advanced degrees in business and management. It is our intention that majors benefit by training in both the liberal arts and business and management techniques appropriate for professional and personal advancement.

The division recommends to its majors that in fulfilling the university 30-hour basic graduation requirement, they consider completing mathematics courses that will enable them to do practical mathematical computations related to the business world, and humanities courses that will improve written and oral communication skills.

Transfer Students—Transfer students must find out from the business and management division what previous courses, if any, will be accepted toward the business and management major. In order for the division to evaluate business and/or economics courses taken at other colleges, it is sometimes necessary to provide course descriptions of these courses as listed in their college catalogs. The evaluation form that students receive from the Office of Admissions and Records is also necessary. Please contact the division office for details concerning specific situations.

NOTE: The grade of "D" is not accepted from transfer students for business and management courses.

As of January 1979, in order to graduate with a business and management degree, a student must have at least a 3.0 (C) grade point average in all courses completed toward the Business and Management major. This includes non-business and management courses which are applicable toward the major, e.g., ECON-215, Principles of Macroeconomics, ECON-217, Principles of Microeconomics, and ECON-305, Business and Economic Statistics.

As of January 1981, in order to graduate with a business and management degree, a student may not have any "D" grades in any course used toward the business and management major.

As of January 1982, in order to graduate with a business and management degree, a student must have at least a 3.5 (C+) grade point average in all courses completed toward the business and management major.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Business and Management

The division offers two options leading to the Bachelor of Arts degree in Business and Management. Majors in both options must fulfill the following core requirements:

Required Courses:

B&MG-201 Accounting I . . . . . 3 cr.
B&MG-202 Accounting II . . . . . 3 cr.
B&MB-320 Introduction to Management . . . . . 3 cr.
B&MG-329 Introduction to Operations Research and Management Science . . . . . 3 cr.
B&MG-340 Introduction to Marketing . . . . . 3 cr.
B&MG-360 Introduction to Finance . . . . . 3 cr.
ECON-215 Principles of Macroeconomics . . . . . 3 cr.
ECON-217 Principles of Microeconomics . . . . . 3 cr.
ECON-305 Economic Statistics . . . . . 3 cr.

Total 27 cr.

Students who wish to enroll in business and management core courses offered by the business and management division, must have the following prerequisites in addition to prerequisites for individual courses:

1) Earn a grade of "B" (4.0) or better in one of the following courses:
   MATH-106 Precalculus Math for Non-Math Majors
   or
   MATH-110 Finite Mathematics for Business and the Social Sciences
   and
2) Pass the English Competency Exam **or** earn a grade of "B" (4.0) or better in one of the following courses:
   ENGL-101 Writing I **or**
   ENGL-102 Writing II

Business and Management as a Single Major

The business core program of 27 credit hours, plus an additional 21 credit hours of advanced business and management electives. This provides the opportunity for sequential study of business and management theory and practice.

Business and Management as a Double Major

The business core program of 27 credit hours, six hours of business and management electives, and completion of a full major program in a different academic department. This opens the business and management program to students in any academic major program. Students satisfy the major requirements elsewhere and receive credit for a second major in business and management.

NOTE: Courses in business and management and economics that are used toward a student's major in business and management cannot fulfill any other course requirements for graduation.

Secondary Education Major in Business and Management

A major is offered for students who wish to be certified to teach business at the secondary level (grades 6 through 12). In order to be certified, students graduating prior to July 1, 1981, must apply directly to the state of Illinois Board of Education. Northeastern is currently in the process of requesting entitlement for certification from the state of Illinois and hopes to receive the state's approval by July 1, 1981.

The program consists of the following:

Business and Management:

Core requirements . . . . . 27 cr.
B&MG-BLAW-380 Business Law I . . . . . 3 cr.
B&MG-BLAW-381 Business Law II . . . . . 3 cr.
Two business electives . . . . . 6 cr.

Information and Computer Science:

INSC-102 Basic Data Processing . . . . . 3 cr.
INSC-202 COBOL Programming . . . . . 3 cr.

Secondary Education sequence:

(see page 154) . . . . . 25 cr.

Total 70 cr.

Contact the business and management office for additional information.

COURSE OFFERINGS (B&MG-ACTG)

B&MG-ACTG-201 Accounting I, 3 cr. Accounting is a device for measurement of business activity. This course introduces the underlying assumptions of accounting as they pertain to the sole-proprietorship: recording and reporting of transactions, preparation and interpretation of financial statements.

B&MG-ACTG-202 Accounting II, 3 cr. This course extends the study of interpretation of financial data introduced in Accounting I. Emphasis is placed on ownership equity as related to the organization forms of partnerships and corporations. **Prereq.:** B&MG-ACTG-201.

B&MG-ACTG-301 Introduction to Cost Accounting, 3 cr. An overall review of cost accounting systems as used in various manufacturing processes with emphasis on product costing. Topics included are: job-order cost systems, process cost systems, standard costs systems, fixed and variable budgeting, and break-even analysis. **Prereq.:** B&MG-ACTG-202.

B&MG-ACTG-303 Intermediate Accounting, 3 cr. A comprehensive study of the various components of the balance sheet and their interrelationship to the income statement, statement of retained earnings and source, and application of funds. Emphasis is on current accounting theory, related to current practice. **Prereq.:** B&MG-ACTG-202.

B&MG-ACTG-304 Intermediate Accounting II, 3 cr. A continuation of the comprehensive review begun in the first intermediate course. **Prereq.:** B&MG-ACTG-303.

B&MG-ACTG-305 Advanced Accounting, 3 cr. An indepth study of the following study areas: partnerships, their formation, operation and liquidation, consolidated financial statements, home office and branch accounting, mergers and acquisitions, and foriegn exchange. **Prereq.:** B&MG-ACTG-303.

B&MG-ACTG-306 Accounting for Non-Profit Organizations, 3 cr. A study of the special techniques employed in recording and reporting financial data of non-profit governmental units and private non-profit organizations. **Prereq.:** B&MG-ACTG-304.

B&MG-ACTG-307 Auditing Theory and Problems, 3 cr. Auditing contributes to the reliability of financial and other data. This course, comprised of theory and philosophy of auditing, makes it an essential part of an accountant's knowledge. Topics include standards-general, field work and reporting, evidential matter, review of internal control, auditing techniques, practices, problem-solving, and a study of A.I.C.P.A. Industry Audit Guides. **Prereq.:** B&MG-ACTG-305 and consent of instructor.

B&MG-ACTG-309 Contemporary Financial Accounting Issues, 3 cr. In order to make the student aware that accounting is a growing discipline, current issues are studied. Included are studies of: A.I.C.P.A. Statements and Opinions and F.A.S.B. Statements and Interpretations. In addition articles from the Journal of Accountancy and the Wall Street Journal will be analyzed. **Prereq.:** B&MG-ACTG-305 and senior status.

B&MG-ACTG-310 Federal Income Taxes, 3 cr. Fundamentals of tax accounting and reporting with emphasis on individuals. Topics include: gross income and exclusions, deductions to arrive at and deductions from gross income, gain or loss recognition, basis, capital gains and losses, credits and administration. **Prereq.:** B&MG-ACTG-202.

B&MG-ACTG-311 Advanced Federal Income Taxes, 3 cr. Advanced development of topics discussed in the first tax course. Additional topics include matters specifically applicable to partnerships, corporations, and basic introductions to estate and gift taxes. Tax research techniques are also developed in the subject. **Prereq.:** B&MG-ACTG-304.

B&MG-ACTG-312 Advanced Cost Accounting, 3 cr. A continuation of the Introduction to Cost Accounting. Emphasis, however, is placed upon the planning and control functions of cost accounting. Specific topics to be covered include: joint and by-product costing, direct costing, departmentalized operations, forecasting, and analysis. Quantitative techniques studied in mathematics are applied. **Prereq.:** B&MG-ACTG-301.

(B&MG-BLAW)

B&MG-BLAW-380 Business Law I, 3 cr. The origins and growth of contract law in the common-law system with original emphasis on the social impact in the free enterprise system. Jurisprudence as evidencing the various theories of natural and positive law is introduced. An emphasis is placed upon the feasibility of exercising rights and undertaking duties with a knowledge of the understanding of the rules of contract law. Analytical development of the student's ability to foresee legal problems in the area of contract law. Topics include: contracts, agency, sales of personal property, bailments, commercial paper, and the Uniform Commercial Code.

B&MG-BLAW-381 Business Law II, 3 cr. Analytical study of the basic rules controlling all forms of negotiable instruments; emphasis placed on the formal requirements of negotiability and the protections afforded the holder in due course and the liabilities of all parties to a negotiable instrument. Analysis of the law of sales as to when a sale has been effected and the responsibilities of implied and expressed warranties which accompany a sale of property. A study of the protection of the consumer in all areas of the law of sales. Topics include: basics of real property law, insurance, bankruptcy, and accountant's legal liability. **Prereq.:** B&MG-BLAW-380.

(B&MG-FINA)

B&MG-FINA-360 Introduction to Finance, 3 cr. The goal of the firm and its implications for the criterion for choosing among alternative investments, the effects of financial structure on the valuation of the firm, and the cost of capital are covered. Other topics are public utilities, valuation models, mergers, and portfolio analysis. **Prereq.:** ACTG-201 and ACTG-202.

B&MG-FINA-361 Security Analysis, 3 cr. Analysis of factors affecting the market valuation of securities including the treatment of equity, debt, rates of return, portfolio analysis, and models of stock valuation and capital asset valuation. **Prereq.:** B&MG-FINA-360.

B&MG-FINA-362 Investment, 3 cr. Analysis and evaluation of investment policies and media: stocks, bonds, mutual funds, and commodities. The role of the stock market in the economy. Alternative strategies for personal investing. **Prereq.:** ECON-215 and B&MG-FINA-360.

B&MG-FINA-363 Risk Management and Insurance, 3 cr. Management of uncertainty as to property damage, liability, and loss of personal earning capacity. Survey of fire, casualty, and life insurance. Analysis of insurance as an economic and business institution from the viewpoints of consumers as well as managers. **Prereq.:** ECON-217, ECON-305, and B&MG-FINA-360.

B&MG-FINA-364 Problems in Business Finance, 3 cr. This course, employing the case method, is designed to help the student through problem-solving as well as learning some rudimentary skills in making financial decisions for non-financial corporations. **Prereq.:** B&MG-FINA-360.

B&MG-FINA-365 Money and Capital Markets, 3 cr. The course is designed to enable the student to gain a reasonable knowledge of the practical operations and underlying forces of the financial markets as well as the special conditions that bring about a distinct specialization of markets. The role of the private sector is emphasized. **Prereq.:** B&MG-FINA-360.

B&MG-FINA-366 Financial Institutions, 3 cr. This course provides an integrated view of the concepts and principles with emphasis upon their role in the analysis of internal operations and management of finance of comemrcial banks and non-bank financial institutions. **Prereq.:** B&MG-FINA-360.

B&MG-FINA-367 Short-term Financial Management, 3 cr. The subject matter of the course includes a detailed study of the short-term assets and liabilities on a corporate balance sheet. It also develops skills useful to the bank loan officer, the credit analyst, the cash manager, and personnel on the corporate treasurer's staff. **Prereq.:** B&MG-FINA-360.

B&MG-FINA-368 Commercial Bank Management, 3 cr. The course provides the student with an integrated framework, techniques of financial analysis, and financial management available to commercial bank management. The course objective is the application of the most recent developments in corporate finance to a wide spectrum of bank activities. **Prereq.:** B&MG-FINA-360.

(B&MG-MKTG)

B&MG-MKTG-340 Introduction to Marketing, 3 cr. The marketing system is examined as a system for: sales of products and services, information exchange, and the creation of consumer demand. Consumer behavior and its effect on the individual firm and the pattern of demand is examined. Also covered are marketing decisions at the level of the individual firm which influence competition, price strategies, product lines, sales promotion, and distribution. **Prereq.:** ECON-215 and ECON-217.

B&MG-MKTG-341 Purchasing and Materials Management, 3 cr. An upper-division course designed to provide a broad overview of the purchasing and materials management functions of an organization. While general attention is focused upon the broad field of materials management in the areas of industrial and institutional purchasing, the main emphasis is upon industrial purchasing. The course deals with such topics as the organization of the purchasing department, purchasing techniques, vendor selection, determination of "quality", value analysis, quality control, inventory control, reciprocity, etc. Cases are utilized to provide a better understanding of actual situations. **Prereq.:** B&MG-MNGT-320 and B&MG-MKTG-340.

B&MG-MKTG-342 Marketing Research, 3 cr. An investigation of the factors necessary for the formulation of marketing policies. Topics will include sampling, statistical analy-

sis, design of experiments, decision theory, and maturation research. Cases are used to familiarize the student with various types of research problems. **Prereq.:** B&MG-MKTG-340, ECON-305, or comparable statistics course.

B&MG-MKTG-343 Marketing Management, 3 cr. A senior-level course designed to stress the managerial aspects of marketing. Considerations of product, pricing, distribution, and promotion are related through case studies to the development of the firm's marketing strategy. Attention is focused upon the organization needed to implement the marketing concept. **Prereq.:** B&MG-MNGT-320 and B&MG-MKTG-340.

B&MG-MKTG-344 Consumer Behavior, 3 cr. The buyer as a problem solver; buying decision processes, sociological, and psychological factors affecting buyer behavior. Consumer behavior as a factor in the formulation of the firm's marketing strategy. Effect of industry structure upon the pricing and merchandising policies of the firm. **Prereq.:** B&MG-MKTG-340.

B&MG-MKTG-345 Advertising, 3 cr. Analysis of advertising as used in profit and non-profit organizations. Attention is given to the problems of planning, organizing, and controlling the use of mass media, direct mail advertising, public relations, etc. The advertiser-agency relationship is scrutinized along with the social, ethical, and legal issues that affect promotional practices. **Prereq.:** B&MG-MKTG-340.

B&MG-MKTG-346 Physical Distribution, 3 cr. An analysis of distribution logistics as they relate to time-service concepts, profit control centers, and technological gains. A study of organizational structure, communications problems and alternatives, inventory management, warehousing, and transportation. **Prereq.:** B&MG-MKTG-340.

B&MG-MKTG-347 Retailing, 3 cr. The various marketing activities involved in retailing are examined individually and as part of a total system. Emphasis is placed upon factors determining store location, organization, techniques of purchasing, merchandising, and the application of advertising, sales promotion, and personal selling to the retailing function. **Prereq.:** B&MG-MKTG-340.

B&MG-MKTG-348 Administration of the Sales Function, 3 cr. Covers the selling function from the standpoint of both the professional salesman and the sales manager. Examines the basic tasks of market recognition and selection of potential customers. Analyzes the similarities and differences of selling to organization buyers and individual buyers. Attention is focused upon buying motives, attention-getting methods, persuasion techniques, and closing the sale. Some of the problems studied include sales department organization, assignment of territories and quotas, selection, motivation, and supervision of the sales force. **Prereq.:** B&MG-MNGT-320, B&MG-MKTG-340, or consent of instructor.

(B&MG-MNGT)

B&MG-MNGT-320 Introduction to Management, 3 cr. An introductory level course in the management of organizations. This course attempts to develop an integrated approach to the study of organizations and their management, using both traditional theory and newer techniques from both management science and the behavioral sciences. These techniques will be used to study the managerial functions of controlling, directing, planning, organizing, and staffing. The concepts studied are applicable in various types of complex organizations: business, government, non-profit organizations, etc.

B&MG-MNGT-322 Organization Theory, 3 cr. Analysis of managerial process with emphasis on business environment. Interpersonal and group processes for effective and productive efforts. Application of creative problem-solving for achieving organizational objectives. **Prereq.:** B&MG-MNGT-320.

B&MG-MNGT-324 Personnel Administration, 3 cr. Organization and operation of the personnel department. Recruitment, testing, selection of employees. Role of the personnel administrator in coping with problems of labor-management relations, compliance with government regulations and directives, and adjusting to community pressures. Examination of wage and salary scales as a tool of management. Use of job descriptions, job analysis, and job evaluation methods. **Prereq.:** B&MG-MNGT-320.

B&MG-MNGT-325 Current Issues in Business, 3 cr. A series of topical courses dealing with current problems that face the business community. Among the topics to be considered are those that go beyond the traditional problems that have concerned management. They include the corporation's response to such development as social responsibility, the problems of the environment, ethics in business, multinational corporations, impact of the computer on management, and the changing role of the corporation. Regular coursework may be supplemented by lectures by prominent business persons. **Prereq.:** B&MG-MNGT-320.

B&MG-MNGT-326 Management of Small Business, 3 cr. Application of management concepts to small business firms. Special emphasis will be given on the particular management of manufacturing and service concerns. Students will spend part of the course in field work helping evaluate an individual small business and working with their management on the solution of problems. **Prereq.:** B&MG-MNGT-320 and B&MG-ACTG-202.

B&MG-MNGT-327 Managing Human Resources, 3 cr. A senior-level course designed to analyze the problems that may arise in managing human resources within an organizational setting. Topics such as motivation, overcoming resistance to change, avoiding communications breakdowns, discipline, performance evaluation, personnel selection and training, etc., are discussed from the perspective of the line manager rather than from the viewpoint of the personnel department. **Prereq.:** B&MG-MNGT-320.

B&MG-MNGT-329 Introduction to Operations Research and Management Science, 3 cr. Application of managerial sciences to the control of operational systems emphasizing the design and evaluation of systems. Among the topics considered are location theory, information systems, statistical control models, inventory systems, and the scheduling of operations and services. **Prereq.:** ECON-215, ECON-217, MATH-110, and one course in statistics.

B&MG-MNGT-332 Business, Technology and Society, 3 cr. Course deals with the environment of business. The role of technology in modern business organizations will be considered as well as social change and social pressure on the business community. Other topics to be covered are social responsibility of business—"The Social Audit"—its function in business organizations; managing modern business—changes and adaptability; technology transfer activities in modern business—the U.S. and developing countries' experiences. **Prereq.:** all business and management core requirements and senior status.

B&MG-MNGT-382 The Changing Role of Women in Business, 3 cr. The emerging role of women in business, and the special problems and opportunities created as a result. Coursework will be supplemented by lectures from outstanding businesswomen who will discuss the changing role of women in various industries, as well as in various functional specialties, like marketing, management, accounting, and finance.

CHEMISTRY

Joseph Bachrach, Ph.D., Professor, Chairperson
Gloria Dimoplon, Ph.D., Associate Professor
Frank W. Dobbs, Ph.D., Professor
Donald Mason, Ph.D., Professor
Howard Murray, M.S., Assistant Professor
Paul Poskozim, Ph.D., Professor
Wayne Svoboda, M.S., Assistant Professor
C. Kendall Wilkins, Ph.D., Associate Professor

Chemistry is one of the physical sciences with far reaching applications that touch virtually every aspect of our day-to-day existence. Because of this fact, careers in chemistry offer numerous possibilities in a wide range of industries.

The Department of Chemistry offers courses leading to the degree of Bachelor of Science and Master of Science. These broadly-based programs prepare students for careers in industry, secondary level teaching, or for graduate school. Undergraduate courses are also designed to provide chemistry background for students in medical technology, nursing, and other fields.

Transfer students majoring in chemistry are expected to contact a department advisor immediately in order that his/her transfer credits may be evaluated and an appropriate program developed. Transfer students must take a minimum of twelve credit hours of chemistry at Northeastern Illinois University. Transfer credit within the major will be given for grades of "C" or better.

Students whose main interest lies in the humanities or arts can satisfy their natural science requirements by selecting courses in the 100-level sequence.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Chemistry

Required Courses:

CHEM-211 General Chemistry I . . . . . 5 cr.
CHEM-212 General Chemistry II . . . . . 4 cr.
CHEM-213 Quantitative Analysis . . . . . 5 cr.
CHEM-231 Organic Chemistry I . . . . . 4 cr.
CHEM-232 Organic Chemistry II . . . . . 4 cr.
CHEM-330 Instrumental Analysis: Spectroscopy **or**
CHEM-331 Instrumental Analysis: Quantitative Methods . . . . . 4 cr.
CHEM-351 Physical Chemistry I . . . . . 4 cr.
CHEM-353 Physical Chemistry II . . . . . 4 cr.

Plus two courses selected from the following . . . . 6-8 cr.
CHEM-316 Inorganic Chemistry . . . . . 3 cr.
CHEM-318 Industrial Chemistry . . . . . 3 cr.
*CHEM-328 History of Chemistry . . . . . 3 cr.
**CHEM-330 Instrumental Analysis: Spectroscopy . . . . . 4 cr.
**CHEM-331 Instrumental Analysis: Quantitative Methods . . . . . 4 cr.
CHEM-332 Identification of Organic Compounds . . . . . 4 cr.
CHEM-346 Radiochemistry . . . . . 4 cr.
CHEM-347 Advanced Organic: Polyfunctional Compounds . . . . . 3 cr.
CHEM-348 Advanced Organic: Bio-Organic Compounds . . . . . 3 cr.
Any other 300-level chemistry course approved by the department.

Total 40-42 cr.

*Elective credit is given only to Secondary Education majors.
**Elective credit is given only for a course not used to fulfill required coursework.

Required courses in a related field:

MATH-107 Calculus I . . . . . 4 cr.
MATH-202 Calculus II . . . . . 4 cr.
PHYS-203 Physics I Laboratory . . . . . 1 cr.
PHYS-204 Physics II Laboratory . . . . . 1 cr.
PHYS-206 Physics with Calculus I **or**
PHYS-201 College Physics I . . . . . 3 cr.
PHYS-207 Physics with Calculus II **or**
PHYS-202 College Physics II . . . . . 3 cr.

Total 16 cr.

Secondary Education Program

Secondary education majors with a concentration in chemistry must fulfill the requirements for the Liberal Arts Program and must take as one of the elective courses:

SCED-BIOL-303 Materials and Methods for Teaching High School Science . . . . . 4 cr.

In addition, the appropriate secondary education sequences (see page 154) must be taken.

A minimum grade of "C" is required in all chemistry courses.

Minor in Chemistry

The student must complete the following:

CHEM-211 General Chemistry I . . . . . 5 cr.
CHEM-212 General Chemistry II . . . . . 4 cr.
CHEM-231 Organic Chemistry I . . . . . 4 cr.
and two additional courses including
CHEM-213 Quantitative Analysis . . . . . 5 cr.
or
CHEM-232 Organic Chemistry II . . . . . 4 cr.
or
courses approved by the department.

A minimum grade of "C" is required in all chemistry courses.

GRADUATE PROGRAM

Master of Science in Chemistry

This program is designed to provide graduate education in chemistry for students planning further graduate study, careers in industry and business, or college and high school teaching. Opportunities for coursework and supervised research are available in the major areas of chemistry.

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 credits: (a) two semesters (normally eight credit hours) of laboratory physics, (b) two semesters (normally eight credit hours) of calculus, and (c) undergraduate chemistry credits including two semesters of organic chemistry, two semesters of physical chemistry, including laboratory, and one semester of analytical chemistry. In addition,

the department requires a satisfactory performance on the Graduate Record Examination in Chemistry. Test results must be submitted directly to the Graduate College by Graduate Record Examination Educational Testing Service.

Requirements for the Degree

1. A 4.0 grade point average in all chemistry courses. This is in addition to the 4.0 grade point average for all graduate courses required by the graduate school.
2. Coursework: (30 credit hours)
   a. The following courses must be taken as part of the program if they have not been previously taken as part of an undergraduate program.
      CHEM-316 Inorganic Chemistry
      and
      CHEM-330 Instrumental Analysis: Spectroscopy
      or
      CHEM-331 Instrumental Analysis: Quantitative Methods
   b. Emphasis on 400-level courses in chemistry, exclusive of research.
   c. A maximum of twelve credit hours may be taken in research, including Independent Study (CHEM-408) and Thesis (CHEM-409).
   d. A maximum of six credit hours may be taken in related fields with the approval of the department.
   e. A minimum of one course must be taken in each of the following areas.

Organic

CHEM-332 Identification of Organic Compounds . . 4 cr.
CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds . . . . . 3 cr.
CHEM-348 Advanced Organic Chemistry: Bio-organic Compounds . . . . . 3 cr.
CHEM-401 Carbohydrates . . . . . 3 cr.
CHEM-403 Physical Methods in Organic Chemistry . 3 cr.
CHEM-411 Organic Reaction Mechanisms . . . . . 3 cr.

Inorganic

CHEM-402 Organometallic Chemistry . . . . . 3 cr.
CHEM-406 Coordination Chemistry . . . . . 3 cr.
CHEM-410 Physical Inorganic Chemistry . . . . . 3 cr.

Physical

CHEM-404 Chemical Thermodynamics . . . . . 3 cr.
CHEM-405 The Chemical Bond . . . . . 3 cr.
CHEM-407 Symmetry in Chemistry . . . . . 3 cr.

3. Thesis
   A thesis may be written upon departmental invitation.
   To be acceptable for thesis, a student must:
   a. have completed 12 but no more than 18 credit hours of coursework with a 4.25 or better average.
   b. be acceptable to a thesis advisor.
   c. have been accepted for candidacy for the master's degree.
4. A final departmental examination is required for students not writing a thesis.

COURSE OFFERINGS (CHEM)

CHEM-101 Chemistry and the Environment, 3 cr. An introduction to chemistry, with an emphasis on the relationship of chemistry to the creation and solution of environmental problems.

CHEM-102 The Chemistry of Drugs, 3 cr. An introduction to chemistry through a study of drugs. Drug action and mechanisms are discussed on the basis of atomic, molecular, and cellular structure. Licit and illicit drugs, medicines, and food and food-related products are included.

CHEM-103 Chemistry and the Consumer, 3 cr. An introduction to chemistry based on the study of some of the processes and materials which chemistry contributes to our civilization. Elementary chemical principles will be used to explain the behavior of synthetic polymers, toxic substances, food additives, cleaning products, and other chemically manufactured materials.

CHEM-105 Chemistry of the Universe, 3 cr. An introduction to chemistry based on a study of the universe. Included are a discussion of the chemical nature of the universe, the position of the planet Earth therein, and the chemical origin and role of life.

CHEM-200 Introduction to General Chemistry, 3 cr. Basic principles of chemistry with particular emphasis on solving simple numerical problems and writing and balancing chemical equations. This course is designed especially for students planning to take CHEM-211.

CHEM-211 General Chemistry I, 5 cr. An introduction to general inorganic chemistry, including stoichiometry, concentration units, gas laws, atomic structure, bonding, periodic laws, states of matter, solutions, acid-base theories, rate, equilibrium, and oxidation-reduction theory. Lecture and laboratory.

CHEM-212 General Chemistry II, 4 cr. Continuation of General Chemistry I with emphasis on reaction rates, equilibria in aqueous solutions, thermochemistry, oxidation-reduction reactions, and the methods of qualitative analysis. Lecture and laboratory. **Prereq.:** CHEM-211.

CHEM-213 Quantitative Analysis, 5 cr. Statistical analysis of data, chemical equilibrium, simultaneous equilibria, classical and non-classical gravimetric and volumetric techniques, acid-base and oxidation-reduction reactions, spectrophotometric and potentiometric measurements, and appropriate laboratory experiments. Lecture and laboratory. **Prereq.:** CHEM-212.

CHEM-220 Selected Topics in Chemistry, 3 cr. Topics of current interest for students without special science background.

CHEM-231 Organic Chemistry I, 4 cr. A study of the structure, properties, reaction mechanisms, and nomenclature of aliphatic and aromatic hydrocarbons and their derivatives. Lecture and laboratory. **Prereq.:** CHEM-211.

CHEM-232 Organic Chemistry II, 4 cr. A continuation of CHEM-231. A study of the structure, properties, reaction mechanisms, synthesis, and infrared and nuclear magnetic resonance spectroscopy of the alcohols, acids, amines, and other monofunctional compounds. Lecture and laboratory. **Prereq.:** CHEM-231.

CHEM-305 Independent Study in Chemistry, 3 cr. An introduction to original chemical research under the supervision of a qualified instructor. Provides an opportunity for student and professor to combine talents and interests in creative chemical research. **Prereq.:** junior standing and consent of instructor.

CHEM-306A Selected Topics in Chemistry: Reaction Kinetics, 3 cr. Unimolecular and Bimolecular reactions are studied along with reversible, consecutive, and competing reaction mechanisms. **Prereq.:** consent of instructor.

CHEM-316 Inorganic Chemistry, 3 cr. A thorough study of bonding in non-transition and transition elements, periodic trends and tendencies, structural relationships, and mechanisms of inorganic reactions. **Prereq.:** CHEM-232.

CHEM-318 Industrial Chemistry, 3 cr. A study of the industrial aspects of chemistry, including economics, design and operation of process equipment, and a study of a variety of chemical industries. **Prereq.:** CHEM-231.

CHEM-328 History of Chemistry, 3 cr. A study of the history of chemistry, with emphasis on the development of fundamental concepts. **Prereq.:** three 200-level chemistry courses.

CHEM-330 Instrumental Analysis: Spectroscopy, 4 cr. An intensive laboratory introduction to infrared and Raman spectroscopy, ultraviolet and visible spectroscopy, mass spectroscopy, and nuclear magnetic resonance spectroscopy, and the qualitative, quantitative, and research aspects associated with the above. Lecture and laboratory. **Prereq.:** CHEM-213 and CHEM-232.

CHEM-331 Instrumental Analysis: Quantitative Methods, 4 cr. An introduction to the theory and practice of instrumental methods used to determine composition of materials, including such instruments and techniques as gas and liquid chromatography, atomic absorption and emission, X-ray diffraction and fluorescence, and potentiometry. Lecture and laboratory. **Prereq.:** CHEM-213 and CHEM-231.

CHEM-332 Identification of Organic Compounds, 4 cr. Chemical, physical, and spectroscopic methods and their use in the separation, purification, and identification of organic compounds. Lecture and laboratory. **Prereq.:** CHEM-213 and CHEM-232.

CHEM-346 Radiochemistry, 4 cr. Natural and artificial radioactivity, sources, preparations and properties of radiation. The course includes measurement of radiation and the use of radioactive isotopes. Lecture and laboratory. **Prereq.:** CHEM-213 and MATH-107.

CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds, 3 cr. The chemistry of polyfunctional compounds and condensed aromatic and heterocyclic systems. **Prereq.:** CHEM-232.

CHEM-348 Advanced Organic Chemistry: Bioorganic Compounds, 3 cr. The chemistry of complex molecules such as proteins, nucleic acids, and carbohydrates studied from the point of view of physical properties, reaction, synthesis, and structure-function relationships. **Prereq.:** CHEM-232.

CHEM-351 Physical Chemistry I, 4 cr. Basic principles of thermodynamics as applied to chemistry, including the three laws of thermodynamics and the use of the energy function, the enthalpy function, the entropy function, and the Gibbs function. Included also are solutions, gases, chemical reactions, phase changes, electrochemical cells, and conductance. Lecture and laboratory. **Prereq.:** CHEM-213, CHEM-232, MATH-107, and PHYS-201.

CHEM-353 Physical Chemistry II, 4 cr. Kinetic-molecular theory, reaction rate, activation energy and mechanism, basic principles of quantum mechanics as applied to chemistry, and a brief introduction to statistical thermodynamics. Lecture and laboratory. **Prereq.:** CHEM-351, PHYS-202, and MATH-202.

CHEM-361 Workshop in Chemistry I, 1 cr. Designed for in-service teachers. Workshop credits may not be used towards the Master of Science degree in Chemistry. **Prereq.:** graduate standing and a valid teaching certificate.

CHEM-362 Workshop in Chemistry II, 2 cr. (See Chem-361 for description.)

CHEM-363 Workshop in Chemistry III, 3 cr. (See CHEM-361 for description.)

CHEM-365 Field Experience in Chemistry I, 6 cr. Experience in chemistry in an off-campus location, e.g. business or government. The student registering will select well-defined academic goals to be achieved within this framework. These goals will be selected in cooperation with an on-campus advisor. **Prereq.:** consent of instructor.

CHEM-366 Field Experience in Chemistry II, 6 cr. Continuation of CHEM-365.

CHEM-401 Carbohydrates, 3 cr. Structure, stereochemistry, and reactions of monosaccharides, disaccharides, oligosaccharides, and polysaccharides. **Prereq.:** graduate standing and CHEM-353.

CHEM-402 Organometallic Chemistry, 3 cr. The metal carbon bond including organometallic synthesis, structure, reaction mechanisms, and thermodynamics. Main group metal-carbon compounds, transition metal-carbon compounds, and such special topics as Grignard compounds, ferrocenes, carbonyl complexes, and inorganic multiple bonding are discussed. **Prereq.:** graduate standing, CHEM-316 and CHEM-353.

CHEM-403 Physical Methods of Organic Chemistry, 3 cr. Various physical techniques of interest to the organic chemist, including the several spectroscopic methods, diffraction, molecular weight determination, and dipole moments. Emphasis is on interpretation of the combined data. **Prereq.:** graduate standing and CHEM-353.

CHEM-404 Chemical Thermodynamics, 3 cr. The principles of thermodynamics and their application to chemical problems. Particular emphasis placed on partial modal qualities, the chemical potential, and the thermodynamics of chemical equilibria. **Prereq.:** graduate standings and CHEM-353.

CHEM-405 The Chemical Bond, 3 cr. Application of quantum mechanics to chemistry including molecular orbital theory, experimental, and theoretical determination of bond parameters, e.g. bond strengths, bond lengths, bond orders, bond angles. **Prereq.:** graduate standings and CHEM-353.

CHEM-406 Coordination Chemistry, 3 cr. Scope of transition metal coordination complexes, coordination number and structure, ligand types, isomerization, complex stability, bonding, reaction mechanisms, magnetic moments. **Prereq.:** graduate standing, CHEM-316 and CHEM-353.

CHEM-407 Symmetry in Chemistry, 3 cr. An introduction to those aspects of group theory and symmetry which are particulary relevant to chemistry. Topics will include point groups, molecular vibrations, hybrid orbitals, and crystal field theory. **Prereq.:** graduate standing and CHEM-353 or PHYS-335.

CHEM-408 Independent Study in Chemistry, 3 cr. Research in a particular area of chemistry under faculty supervision. **Prereq.:** graduate standing and consent of instructor.

CHEM-409 Thesis Seminar: Chemistry, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Science degree in Chemistry. **Prereq.:** acceptance to master's degree candidacy in chemistry and invitation by the department to do a research thesis.

CHEM-410 Physical Inorganic Chemistry, 3 cr. An application of physical, theoretical, and mathematical methods to advanced inorganic chemistry. A thorough investigation of ligand field theory, ionic crystal theory, inorganic thermochemistry, and thermodynamics is included. **Prereq.:** graduate standing and CHEM-316.

CHEM-411 Organic Reaction Mechanisms, 3 cr. Reaction pathways in organic chemistry including isotope effects, linear free energy, stereochemistry, configurational analysis, and pericyclic reactions. **Prereq.:** graduate standing and CHEM-353.

CRIMINAL JUSTICE

Randolph Bowcott, M.A., Assistant Professor, Coordinator
Kingsley Clarke, J.D., Assistant Professor
Renny Golden, D.Min., Assistant Professor

The Northeastern Criminal Justice Program emphasizes the concerns of urban low income communities whose people are the major group processed by the criminal justice system. The program is not a penal or police science program. It is uniquely a pro-defense, pro-prisoner, pro-community program attempting to offer a critical perspective in examining the criminal justice system. Those not sharing such concerns are discouraged from applying. The Criminal Justice Program seeks to involve and serve minority and community groups and to serve the special needs of women in the criminal justice area.

Program courses provide analysis and skill development to a mixed student constituency consisting of community workers, minorities, ex-offenders, workers in various aspects of criminal justice and students seeking work in criminal justice. There is heavy program emphasis on field experience to complement academic learning. Because of large student demand there is a separate admission procedure for the Criminal Justice Program. Applications are received each term; application forms are always available at the Criminal Justice Program office.

UNDERGRADUATE PROGRAM

Liberal Arts Major in Criminal Justice

All criminal justice majors take five required courses, including a twelve credit hour field work seminar. Current information on courses may be obtained from the departmental office.

Required Courses:

CRJU-201	Introduction to the Criminal Justice System	3 cr.
CRJU-312	Theories of Criminal Behavior	3 cr.
CRJU-341	Skills for Inquiry in the Criminal Justice	3 cr.
CRJU-350	Field Work Seminar	12 cr.
SOC-316	Race and Ethnic Relations	3 cr.
Electives		18 cr.

Eighteen credit hours in criminal justice or related fields, to be formulated with a faculty advisor in an area of concentration suitable to the work the student wishes to undertake upon graduation.

Total 42 cr.

COURSE OFFERINGS (CRJU)

CRJU-201 Introduction to the Criminal Justice System, 3 cr. Overview of police, court, and prison practice emphasizing class, race, and sex discrimination in the criminal justice system.

CRJU-312 Theories of Criminal Behavior, 3 cr. Historic overview of theories of crime from classical school to currently popular viewpoints including Marxist and radical theories. Emphasis on relationship between theory and criminal justice policy formulation. Readings and lectures on theoretical material.

CRJU-313 Prisons and Jails, 3 cr. Study of historic development of prisons. Focus on current practice, emphasizing consequences of expanding prison population and community based alternatives to incarceration. Field trips.

CRJU-315 Proseminar in Criminal Justice, 3 cr. Intensive study of such topics as Legal Research and Bibliography in Criminal Law, Juvenile Counseling and Advocacy, Community Law, Experience of Incarceration, and Women as Political Prisoners.

CRJU-320 Independent Study in Criminal Justice, 3 cr. Independent research under the supervision of an instructor. **Prereq.:** consent of instructor.

CRJU-321 Women's Advocacy: Rape and Womanabuse, 3 cr. Study of the medical, legal, psychological, and sociological aspects of rape and womanabuse. Course covers a general overview of the criminal and civil aspects of the Criminal Justice System in regard to these crimes. Students will learn to counsel victims and act as lay legal advocates.

CRJU-323 Women Behind Walls, 3 cr. Study of women in prison and mental institutions and the socio-economic factors that determine what type of women go to prison vs. mental institutions.

CRJU-331 Law and Racism in America, 3 cr. Investigates and critically studies the nature of racism by determining its essential features and their relationship to the legal, social, and economic practices in the United States.

CRJU-335 Legal Process I, 3 cr. Learning basic case skills with an emphasis on criminal law. An introduction to legal institutions and processes; the skills necessary in the use of criminal and civil case law and legislation. The sources and forms of Anglo-American law, the analysis and synthesis of judicial precedents, the interpretation of statutes, and the coordination of judge-made and statute law. Programmed instruction materials will be used along with other relevant materials. Students must be prepared to devote a minimum of six hours of intensive study per week.

CRJU-339 Uptown Tenants Rights Clinic I, 3 cr. Provides students with the opportunity to apply their legal knowledge to practical problems. Under the supervision of a licensed attorney in an urban low income setting, student will participate in cases. The entire area of para-legalism will be a major focus.

CRJU-340 Uptown Tenants Rights Clinic II, 3 cr. Continuation of CRJU-339 with more emphasis placed on applying legal knowledge. Should be taken concurrently with CRJU-339.

CRJU-341 Skills for Inquiry in the Criminal Justice System, 3 cr. Development of analytic and writing skills including proposal writing.

CRJU-350 Field Work Seminar. 12 cr. Limited to program majors. Twenty-hour week internships in various community oriented programs and/or criminal justice agencies. Class discussion and extensive term paper relating field experience to current literature. Taken in senior year after completion of most other criminal justice courses.

EARTH SCIENCE

Roger H. Charlier, Sc. D., Professor
Robert W. Doehler, Ph.D., Professor
Albert W. Forslev, Ph.D., Professor
Charles W. Shabica, Ph.D., Associate Professor
Mohan K. Sood, Ph.D., Professor, Chairperson
Hansa D. Upadhyay, Ph. D., Associate Professor

Great progress and changes have taken place in the earth sciences in recent years. In particular, the model, "Plate Tectonics" has greatly revolutionized the thinking in earth science. In addition, satellite study of the earth, and moon landings have contributed to the understanding of the earth and the universe. The current focus on energy-resources problems have brought earth sciences into the forefront. Earth sciences now places in the upper half of the ten most promising employment opportunities of the eighties.

The earth science department uses an integrated approach to the study of the problems of the entire earth environment through a synthesis of geology, meteorology, and oceanography. However, it leans heavily towards geology with reasonable balance in the other areas. Strong emphasis is placed on experimental and field studies.

Curricula are designed to provide comprehensive training in earth science, to prepare students for earth science teaching, graduate schools, and for careers in the energy, mineral, and environmental fields. Major or advanced programs have the flexibility to meet student needs as determined by consultation with members of the department.

The department currently has areas of concentration in geology, including petrology-mineralogy, minerals and energy resources, water resources, structural geology-plate tectonics, soil and environmental sciences; it also offers concentrations in lake and marine systems. Methodology and techniques of problem—solving in earth science is the common basic philosophy.

The department is housed in the science building, with ample classroom and laboratory space.

Departmental equipment includes apparatus for x-ray diffraction and fluorescence, resistivity units, rock and thin section preparation and mineral separation apparatus, sedimentation tanks, centrifuge and size analysis apparatus, weather facsimile recorder, Beckman's Atomic Absorption Spectrometer, Bairds Atomic's Direct Read-out Emission Spectrometer, mineral synthesis units, full facilities for petrographic studies and water quality analysis, a small research vessel equipped for lake and near-shore marine sampling, and a teaching seismograph which records earthquakes from all over the world.

Through arrangments with other universities, students in limnology and marine sciences can participate in ocean cruises or sea camps, acquire hands-on experience, and pursue studies beyond the master's level.

The department is anticipating the purchase of a field vehicle for field research.

Programs of Study

The department currently offers the undergraduate and graduate programs in earth science.

UNDERGRADUATE PROGRAMS

There are two programs leading to the degree of Bachelor of Science: Bachelor of Science in Earth Science (Liberal Arts major) and Bachelor of Science in Teaching Earth Science (Secondary Education major).

Liberal Arts Major in Earth Science

This is designed for students who wish to prepare themselves for (1) graduate work in earth science; (2) jobs in mineral and oil industries; (3) positions with U.S. or state geological surveys; and (4) environmental agencies and the like.

Required Courses:

ESCI-206	Rocks and Minerals	4 cr.
ESCI-207	Atmosphere and Oceans	4 cr.
ESCI-211	Physical Geology	4 cr.
ESCI-212	Historical Geology	4 cr.
ESCI-323	Field Geology	4 cr.
ESCI-331	Geological Structures and Map Interpretation	4 cr.
	Total	24 cr.
Electives		12 cr.

Choose from the following:

ESCI-311	Mineralogy	3 cr.
ESCI-314	Paleontology	4 cr.
ESCI-316	Stratigraphy	4 cr.
ESCI-317	Principles of Sedimentation	4 cr.
ESCI-319	Petrology	3 cr.
ESCI-322	Economic Geology	3 cr.
ESCI-328	Marine Geology	3 cr.
ESCI-330	Structural Geology	3 cr.
	Total	36 cr.

Supporting Sciences

CHEM-211 and CHEM-212		9 cr.
MATH-107 and MATH-202		8 cr.
PHYS-201/203 and PHYS-202/204		8 cr.
	Total	25 cr.

Secondary Education Major in Earth Science

This program prepares students for a teaching career in earth science at the secondary level yet permits access to graduate study. The requirements for it are as follows.

NOTE: The appropriate secondary education sequences (see page 154) must be taken in addition to the requirements listed below.

Required Courses:

ESCI-121	Earth Science I **or** ESCI-211 Physical Geology	3-4 cr.
ESCI-212	Historical Geology	4 cr.
ESCI-311	Mineralogy	3 cr.
ESCI-319	Petrology	3 cr.
ESCI-322	Economic Geology	3 cr.
ESCI-328	Marine Geology **or** ESCI-324 Oceanography I	3 cr.
ESCI-329	Soil Science	3 cr.
ESCI-335	Meteorology I	4 cr.
Electives:*		
In earth science, to be chosen in consultation with departmental advisor.		9 cr.
	Total	35-36 cr.

Supporting Subjects Required:

CHEM-211	General Chemistry I	5 cr.
PHYS-201	College Physics I	3 cr.
PHYS-203	Physics Laboratory	1 cr.
SCED-ESCI-303	Materials and Methods for Teaching High School Science	4 cr.

*Chicago Board of Education certification in general science requires satisfactory completion of one course in zoology (theory and laboratory) and one course in botany (theory and laboratory).

Minor in Earth Science

Required Courses:

ESCI-206	Rocks and Minerals	4 cr.
ESCI-207	Atmosphere and Oceans	4 cr.
ESCI-211	Physical Geology	4 cr.
ESCI-212	Historical Geology	4 cr.

One course at the 300-level . . . . . 3-4 cr.

Total 19-20 cr.

GRADUATE PROGRAM

Master of Science in Earth Science

The master's program in earth science is aimed toward careers in teaching, government, and industry. One objective is to develop expertise for careers in energy and mineral industries, and for employment with environmental and other agencies. As part of the program, students are encouraged to participate in basic research in those branches of earth science corresponding to faculty expertise.

In addition, program flexibility enhances relevance for secondary and elementary teachers.

Each program is systematically organized 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 six hours of credit for ESCI-414 Thesis Seminar: Earth Science. At the time of acceptance to candidacy, the decision is made whether an invitation for an experimental thesis is to be extended. 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 experimental thesis is required.

Requirements for Admission to the Program

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

Specific: Full admission to the program requires 15 undergraduate credit hours in earth science; a minimum of eight credit hours in chemistry, with a laboratory course; and eight credit hours in physics, with a laboratory course. An applicant deficient in no more than six credit hours of the above requirements may be admitted conditionally, but must remove the deficiency as soon as possible.

Requirements for the Degree

Satisfactory completion of a total of 45 credit hours of combined undergraduate and graduate earth science courses that include 30 credit hours at the 300 and 400-level. Of these 30 credit hours, a majority in graduate earth science courses at the 400-level is required, including six credit hours for the experimental thesis. No fewer than one and no more than three credit hours in non-research earth science seminar courses may be applied toward this total.

COURSE OFFERINGS (ESCI)

ESCI-121 Earth Science I: General Survey, 3 cr. Basic concepts of geology, meteorology, oceanography, and the solar system. Discussion of topics of current interest in the earth sciences with emphasis on methods of preserving the natural environment. Lecture 2 hours, lab 2 hours.

ESCI-122 Great Mysteries of the Earth, 3 cr. Explore in the light of modern scientific knowledge the great mysterious phenomena of the earth such as the Bermuda triangle, Atlantis, origin of life, wandering continents, aurora borealis, pyramids and Stonehenge, ice ages, dinosaur extinction, jet lag, diamonds are forever, radioactive time machine, and unlimited energy.

ESCI-203 Geology of Illinois, 3 cr. Origin, history, and evolution of the rocks and fossils in Illinois. Economic minerals and fossils and mineral-collecting locations. Topography and soil together with the processes responsible for them. Current geological activities within the state.

ESCI-204 Man and His Physical Environment, 3 cr. A study of the geologic aspects of the environment and man's impact on them. Particular emphasis will be placed on nuclear and non-nuclear waste disposal, geohealth problems, mineral exploitation and energy resources, and geologic hazards.

ESCI-205 Water Resources and Urban Environment, 3 cr. Comprehensive study of the water cycle and its impact on society, with emphasis on methods of collecting and analyzing data.

ESCI-207 The Atmosphere and the Oceans, 4 cr. A comprehensive introduction to the earth's hydrosphere and atmosphere. Their origin and evolution, physical and chemical characteristics, actions and interactions will be investigated. A two-hour per week laboratory will involve the use of maps, charts, and instruments. **Prereq.:** high school chemistry and physics or equivalent strongly recommended.

ESCI-208 Geology of the National Parks, 3 cr. A study of the geological processes governing and controlling the scenic wonders of our continent, with particular reference to lands encompassed by the National Park System.

ESCI-211 Physical Geology, 4 cr. Detailed study of the materials comprising the earth's crust and interior and the forces acting to change its surface; the origin of continents and ocean basins in light of recent geological research. Lecture 3 hours, lab 2 hours.

ESCI-212 Historical Geology, 4 cr. Evolution of the earth and its flora and fauna, paleoecology; principles of paleontological stratigraphy and techniques of relative and absolute age determination. Lecture 2 hours, lab 2 hours. **Prereq.:** ESCI-211.

ESCI-214 Field Studies in Earth Science, 2 cr. Locations which show a variety of rock and mineral formations, structural features, weathering and erosional features, soil formations, and topographic landforms are visited during a weeklong field trip following the winter trimester at Northeastern. On-the-spot dicusssions are designed to interpret the origin and history of these. **Prereq.:** ESCI-121 or ESCI-211.

ESCI-303 Earth Science for Secondary School Teachers I, 3 cr. Introduction to the basic concepts of earth science as it relates to retraining of earth science teachers. Open only to participants in an in-service institute. Discussion of earth materials, physical processes of surface and near surface environments.

ESCI-304 Earth Science for Secondary School Teachers II, 3 cr. Introduction to basic concepts of oceanography and meteorology. Open only to participants in an in-service institute. Discussion of basic elements of climate and weather forecasting. Meteorological instruments and introduction to basic concepts in oceanography.

ESCI-309 Geochemistry, 3 cr. Chemical composition of the earth, element abundances, cosmochemistry, meteorites, origin of elements, geochronology, geothermomentry, geobarometry, principles of trace element distribution. Igneous, metamorphic, and sedimentary environments. **Prereq.:** CHEM-211 and ESCI-121 or ESCI-211.

ESCI-310 Optical and Determinative Mineralogy, 3 cr. Optical phenomena and the use of polarizing microscopes in determining various optical properties of minerals of major groups in thin sections. Thin section preparations, staining techniques, study of mineral powders, refractive index determinations; mineral separations by gravity and

magnetic techniques. X-ray diffraction, application to mineral studies. Display techniques for chemical and mineralogical data. **Prereq.:** ESCI-311, CHEM-211, and PHYS-201.

ESCI-311 Mineralogy, 3 cr. Composition, structure, occurence, and uses of common rock-forming and ore minerals; physical and chemical properties used in their identification. Lecture and laboratory. **Prereq.:** CHEM-211 and ESCI-121 or ESCI-211.

ESCI-312 Mineral Resources, Environment and Man, 3 cr. The interrelationships of mineral resources, the environment, and man. The importance of the mineral resources (coal, oil, nuclear fuels, metals, building materials) to the economy, industry, and society. Minerals distribution in the U.S. and their future outlook until the year 2000. The energy supply problems and the technological solution. **Prereq.:** three hours in earth science or consent of instructor.

ESCI-314 Paleontology, 4 cr. Principles, study of invertebrate phyla, morphology, taxonomy, evolution and paleoecology. Lecture 2 hours, lab 3 hours. **Prereq.:** ESCI-212 and BIOL-ZOOL 211.

ESCI-315 Glacial and Quaternary Geology, 3 cr. Glacial and related features and chronology with particular emphasis on the Great Lakes and contiguous territory. **Prereq.:** ESCI-121 or ESCI-211.

ESCI-316 Stratigraphy, 4 cr. Principles of stratigraphy including classification of rock units, methods of correlation, general relationship of diastrophism to the depositional sedimentary patterns. A systematic study of the more important stratified rocks of North America. **Prereq.:** ESCI-212 and ESCI-317.

ESCI-317 Principles of Sedimentation, 4 cr. The process of governing the formation, transportation, and deposition of sediments, and the alterations that transform them into sedimentary rocks. The practical application of these techniques is developed in laboratory. **Prereq.:** ESCI-311.

ESCI-318 World Regional Geology, 3 cr. Introduction to the comparative structure, stratigraphy and geologic evolution of the continents, with emphasis on North America. **Prereq.:** ESCI-214 or ESCI-212.

ESCI-319 Petrology, 3 cr. Petrography and petrogenesis of the most common rocks. Lecture and laboratory. **Prereq.:** ESCI-311.

ESCI-320 Limnology, 3 cr. Emphasis is upon physical processes in the lake environment with special attention to Lake Michigan; also man's influence on lake processes. **Prereq.:** nine hours in earth science or related natural science or consent of instructor.

ESCI-322 Economic Geology, 3 cr. Geologic occurrence and origin of mineral deposits and fuels; geological, geochemical, and geophysical exploration and prospecting methods; economic and political implications in local, national, in international policy. Lecture 2 hours, lab 2 hours. **Prereq.:** ESCI-121 or ESCI-211 and ESCI-311.

ESCI-323 Field Geology, 4 cr. Introduction to field methods inculding pace-and-compass and plane table mapping; observation and interpretation of geological features during field trips to selected areas in the midwestern United States; preparation of geologic maps and reports from field data. Attendance at a field camp for approximately ten days. **Prereq.:** ESCI-206 and ESCI-331.

ESCI-315 Seminar in Earth Science, 3 cr. Selected topics of current research interest. **Prereq.:** advanced standing in earth science and consent of instructor.

ESCI-326 Independent Study in Earth Science, 3 cr. Research in the geological sciences, oceanography, meteorology, or astronomy. **Prereq.:** consent of instructor.

ESCI-328 Marine Geology, 3 cr. Structure and geomorphology of the ocean basins and their margins, marine geological processes, sedimentation, and stratigraphy. **Prereq.:** ESCI-121 or ESCI-211.

ESCI-329 Soil Science, 3 cr. The physical and chemical factors in soil formation; composition of soil materials. Relation of soils to parent material; soil classifications, soil as a resource. **Prereq.:** ESCI-121, ESCI-211, or consent of instructor.

ESCI-330 Structural Geology, 3 cr. Spatial and stress strain relationship of rock deformation, genetic and descriptive aspects of folds, faults, joints, etc., structures related to magmatism and metamorphism, olyphse deformation, and geophysical methods of structural geology, lecture and laboratory. **Prereq.:** ESCI-211, ESCI-212, and PHYS-201.

ESCI-331 Geological Structures and Map Interpretation, 4 cr. Determination of the attitude and thickness of inclined strata and their bearing on topography and outcrop patterns; preparation of geological maps from given field data; interpretations of aerial photos; topography and outcrop patterns; preparation of geological maps from given field dta; and interpretations of areial photos, topographic sheets, and geological maps depicting folds, faults, unconformities, and intrusive bodies. **Prereq.:** ESCI-212. ESCI-330 can be taken concurrently.

ESCI-332. Energy Resources I, 3 cr. Geological occurence, distribution, classification, and origin of fossil fuels—oil, gas, and coal—deposits in the U.S. Oil shales, tar sands, oil and gas accumulation and migration, reserve calculations, U.S. and world fossil fuel reserves, fossil fuel energy technology. In-depth treatment of the geology of selected major — on land and off-shore — fossil fuel deposits. **Prereq.:** ESCI-211, ESCI-212, and/or ESCI-316.

ESCI-335 Meteorology I, 4 cr. An introduction to the processes at work in the earth's atmosphere and the physical laws that control them. Horizontal and vertical circulations, atmospheric stability, radiation balance, precipitation, air masses, frontogenesis, and severe weather are studied. Laboratory work involves extensive use of maps and charts. **Prereq.:** PHYS-201.

ESCI-401 Environmental Stability — Lake Michigan, 3 cr. Origin and development of Lake Michigan; paleolimnology; the eutrophication process and its relationship to human and industrial wastes. Emphasis placed on field and laboratory techniques. **Prereq.:** graduate standing, ESCI-320 and advanced standing in physical or biological sciences or consent of instructor.

ESCI-402 Current Problems in Earth Science, 3 cr. A study of the current problems together with recent research in the earth sciences; classroom discussions, including self-directed investigations into these areas by individual students. **Prereq.:** graduate standing.

ESCI-407 Hydrogeology, 3 cr. The occurrence, movement, storage, and distribution of ground water; problems pertaining to water quality; sea water intrusion, water pollution and recharge of aquifers. **Prereq.:** graduate standing, six credits in earth science, or consent of instructor.

ESCI-408 Advanced Mineralogy and Crystallography, 3 cr. Advanced concepts in mineralogy with reference to crystal chemistry and structural crystallography of some selected mineral groups. **Prereq.:** graduate standing and ESCI-311.

ESCI-409 Igneous Petrology, 4 cr. Principles and applications of phase equilibrium studies of silicate systems at high temperatures and pressures to petrological problems; theories of igneous differentiation processes with examples from selected localities; laboratory studies of petrographic methods and petrochemical calculations; seminars. **Prereq.:** graduate standing, ESCI-311, and ESCI-319.

ESCI-410 Ground Water Development, 4 cr. Study of ground water movement, hydraulics, conjunctive use, water quality with emphasis on model studies. **Prereq.:** graduate standing and ESCI-407.

ESCI-411 Clay Mineralogy, 4 cr. Structure, physical and chemical properties, origin, and occurrence of the clay mineral groups; economic importance of clays, identification of clays using X-ray diffraction techniques. **Prereq.:** graduate standing and ESCI-311.

ESCI-414 Thesis Seminar: Earth Science, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirments for the degree of Master of Science in Earth Science. **Prereq.:** acceptance to master's degree candidacy in earth science and invitation by the department to do a research thesis.

ESCI-415 Plate Tectonics, 3 cr. Earth's interior and configuration of lithospheric plates; plate tectonics in relation to seafloor spreading and continental drift; major associated ridges, trenches, transform faults, island arcs, and rift systems; plate subduction and formation of marginal ocean basins; interrelationships of magma generation, metamorphism and ore deposits at plate boundaries; orgin of mountain belts and the discussion of seafloor slabs contained by them; pre- and post-Mesozoic plate tectonics and growth of mountain belts and continents. **Prereq.:** graduate standing, ESCI 319, and ESCI-330.

(ESCI-GEOL)

ESCI-GEOL-206 Rocks and Minerals, 4 cr. A detailed introduction to rocks and minerals — the essential materials of the solid earth. Classification and systematic studies of the chemical and physical properties of the common rock-forming mineral groups; textural and mineral compositional studies of common igenous, sedimentary, and metamorphic rock groups. Optical studies of selected minerals and rocks. Lecture and laboratory. **Prereq.:** ESCI-211 and CHEM-211.

ESCI-GEOL-418 Ore Deposits, 3 cr. Origin, composition, and migration of ore-bearing fluids and their effect on the resulting mineral deposits; classification of ore deposits with reference to well-known mining districts around the world; paragenesis, geothermometry, and isotopic studies; metallogenic provinces and epochs; ore microscopy; property evaluation and ore-reserve estimation. **Prereq.:** graduate standing, ESCI-331, and ESCI-322.

(ESCI-OC)

ESCI-OC-324 Oceanography I, 3 cr. Ocean boundries and bottom topography. Origin and evolution of ocean basins. Nature and characterstics of costal and marine sediments. Man and his relation to the oceans. The gathering of oceanological data and development of the marine sciences. **Prereq.:** G&ES-111.

ESCI-OC-325 Oceanography II, 3 cr. Physical and chemical properties and characterstics of sea water. Hydrodynamics-currents, waves, tides, circulation. Life conditions in the ocean environment, relationships to marine biolgy. Economic oceanography; statistical methods use and marine cartography. **Prereq.:** ESCI-OC-324.

ESCI-OC-334 Coastal Marine Research, 4 cr. Plan and conduct a study of the dynamics of marine tidal estuaries. Field trip to Atlantic or Pacific coastal environments. **Prereq.:** advanced standing in the sciences and permission of the instructor.

ESCI-OC-335 Ocean Resources, 3 cr. A Comprehensive study of the current and future exploitation of the ocean resources.

ECONOMICS

Thomas E. Collum, M.A., Assistant Professor
John Cownie, Ph.D., Professor
Arefaine Ghebre-Yohannes, Ph.D., Associate Professor
James A. Kokoris, Ph.D., Professor, Chairperson
Diane L. Petersen, M.A., Assistant Professor
Sheldon H. Rothstein, M.A., Assistant Professor

The Department of Economics offers courses of study leading to the degree of Bachelor of Arts.

Economics is the social science which deals with the production, exchange, and consumption of goods and services in a society. It is concerned with allocating scarce resources among competing end uses of these resources. Courses in the department are designed to describe and explain the economic aspects of such problems as unemployment, inflation, international monetary crises, poverty, underdevelopment, etc. Proposed solutions to these problems are aided by an understanding of the point of view and analytical tools which have been developed by economists.

The introductory courses (ECON-215 and ECON-217) offered by the department are designed to provide basic knowledge and to serve as a foundation for other courses in economics and business. The undergraduate program in economics prepares students who wish to pursue the subject at imtermediate or advanced levels. A concentration in economics provides an especially useful background for students who wish to prepare for careers in law, business, government, or teaching. A student may choose a major in economics in the liberal arts college or a double major in economics and business and management, or economics and some other discipline in the liberal arts program; or a student may choose a minor in economics.

The prerequisite for a major in economics is satisfactory completion of three years or the equivalent of high school mathematics. Students planning graduate work in economics are urged to complete at least two years of college mathematics, including differential and integral calculus. Students not planning study beyond the baccalaureate level should complete at least one year of college mathematics. All courses in the economics department carry three hours of credit.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Economics

Required Courses:

ECON-215	Principles of Macroeconomics	3 cr.
ECON-217	Principles of Microeconomics	3 cr.
ECON-303	Intermediate Macroeconomic Theory	3 cr.
ECON-304	Intermediate Microeconomic Theory	3 cr.
ECON-305	Business and Economic Statistics	3 cr.
Electives (any five 300-level Economic courses except 311)		15 cr.
	Total	30 cr.

Students may not take more than **two** of the Economic Development courses for a major in economics. Development of Economic Thought (ECON-314), is **not** a development course.

Minor in Economics

Required Courses:

ECON-215	Principles of Macroeconomics	3 cr.
ECON-217	Principles of Microeconomics	3 cr.
ECON-305	Business and Economic Statistics	3 cr.
Electives (any three 300-level Economics courses except 311)		9 cr.
	Total	18 cr.

Students may not take more than **one** course in Economic Development for a minor in Economics. Development of Economic Thought (ECON-314), is **not** a development course.

COURSE OFFERINGS (ECON)

ECON-212 Contemporary Economic Society, 3 cr. The American economy is covered briefly and the basic ideas of economic theory are treated including national income, prices, supply and demand, business organization, business cycles and labor problems. Alternative economic systems are studied together with associated philosophies of Marxism, communism and socialism. Not acceptable for the major. **Prereq.:** not open to students who have completed ECON-215 or ECON-217.

ECON-215 Principles of Macroeconomics, 3 cr. An introductory level course covering elementary aggregate economics. Among the topics included are economic instability, countercyclical economic policies, money, the banking system, government economic activity, fiscal policy, and national income theory.

ECON-217 Principles of Microeconomics, 3 cr. An introductory level course. Among the topics covered are supply, demand, prices, the working of markets, the markets for labor and other factors of production, distribution of the product and contemporary economic problems.

ECON-301 Elements of Economics, 3 cr. The course compresses the substance of ECON-215 and ECON-217 into one term and covers basic economic concepts, national income, employment and growth, markets, the price system and allocation of resources, current economic problems and the U.S. economy in the world context. (May serve as prerequisite to advanced courses for students not concentrating in economics. Not acceptable for the major). **Prereq.:** for upperclassmen and graduate students with no prior credit for ECON-215 or ECON-217.

ECON-302 Economic Development, 3 cr. Theoretical analysis of factors underlying economic development with reference to newly developing nations. Consideration of policy issues underlying attempts to accelerate economic growth. **Prereq.:** ECON-215.

ECON-303 Intermediate Macroeconomic Theory, 3 cr. An intermediate level theory course studying consumption and investment theory, the definitions and determination of national income, employment and the price level. Also considered are the economic effects of fiscal and monetary policy. **Prereq.:** ECON-215, ECON-217, and MATH-110 or MATH-106 or MATH-104.

ECON-304 Intermediate Microeconomic Theory, 3 cr. A systematic study of the role of the price system in organizing economic activity and an evaluation of its effectiveness; price determination and resource allocation under competition, monopoly, oligopoly and monopolistic competition; theories of demand, cost, partial, and general equilibrium. **Prereq.:** ECON-215, ECON-217, and MATH-110 or MATH-106 or MATH-104

ECON-305 Business and Economic Statistics, 3 cr. An introduction to the principal methods of statistical analysis as applied to business and economic problems. Topics covered include descriptive statistics, introductory probability and probability distributions, statistical estimation and hypothesis testing. **Prereq.:** ECON-215, ECON-217, and MATH-106 or MATH-104 or MATH-110.

ECON-306 Labor Economics, 3 cr. Analysis of supply and demand for labor, the determination of wage rates, employment, working hours and labor force participation; emphasizing the effects of unionism and government activities on these areas. **Prereq.:** ECON-217 or consent of instructor.

ECON-307 Money and Banking, 3 cr. The nature and functions of money and the role of the monetary sector in the determination of income and employment. Attention is given to the institutional framework, money markets, commercial banking, deposit expansion, the Federal Reserve System, and monetary policy and its instruments. **Prereq.:** ECON-215 and ECON-217.

ECON-308 Comparative Economic Systems, 3 cr. Analysis of the structure, institutions, operations, performance and growth of alternative economic systems with emphasis on the U.S., U.S.S.R., and other economies, including underdeveloped economies. **Prereq.:** ECON-215 or ECON-217 or consent of instructor.

ECON-309 Public Finance, 3 cr. An investigation of the economic effects of governmental activities. The major types of taxes and expenditure proposals are considered. In addition, intergovernmental fiscal relations and fiscal policy will be discussed. The course will emphasize, but not be restricted to, American fiscal institutions. **Prereq.:** ECON-215 and ECON-217.

ECON-310 Quantitative Methods in Economics and Business, 3 cr. This course is a continuation of ECON-305. Topics include non-parametric tests, regression and time series analysis, index numbers, and a thorough introduction to Bayesian statistical methods and statistical decision theory. **Prereq.:** ECON-305.

ECON-311 Consumer Economics, 3 cr. This course covers consumer economics topics such as general principles of consumer purchasing, budgeting income, using consumer credit wisely, use of leisure, money and energy, renting or owning a home, use of insurance, calculating true rates of interest charges, consumer taxes, consumer protection, and rights and responsibilities. Not acceptable for the major.

ECON-312 Mathematical Economics, 3 cr. Conventional macro- and microeconomic theories are set out in mathematical form utilizing algebra and calculus. Topics to be covered include consumer demand, production and cost, neo-Classical and neo-Keynesian cycle and growth models, introduction to linear programming, and input-output analysis. **Prereq.:** ECON-215, ECON-217 and MATH-107.

ECON-313 Economic History of Europe, 3 cr. Development of the modern economic systems and institutions of Europe from their late Medieval and Renaissance beginnings; the revival of trade, the growth of towns, the Commercial Revolution, the development of new systems of economic thought to support capitalism, the Industrial Revolution, the rise of new economic forms such as socialism, modified capitalism, and "mixed" economies in the twentieth century. **Prereq.:** one course in European history or one course in economics.

ECON-314 The Development of Economic Thought, 3 cr. An historical survey of the major streams of economic thought including Classical, Marxian, Institutionalist, Neoclassical, Radical and Monetarist. The course covers the origins, methodology and validity of economic theories. **Prereq.:** ECON-215 and ECON-217.

ECON-315 American Capitalism, 3 cr. Contemporary controversial interpretations of American capitalism; the course centers around ideas of laissez-faire, government regulation, and government-business relations; analysis of private

property, competition, free enterprise; views of conservatives, liberals and radicals are considered, and a critical examination of recent reformulations of the capitalist system is undertaken. **Prereq.:** ECON-215 or ECON-217 or consent of instructor.

ECON-316 Independent Study in Economics, 3 cr. Intensive study of special topics of economics; faculty guidance. **Prereq.:** consent of instructor.

ECON-318 Introduction to Econometrics and Forecasting, 3 cr. An introduction to basic econometric and forecasting theory and methods, including two-variable and multiple regression and forecasting techniques; techniques of handling violations of basic assumptions and other specification errors. **Prereq.:** ECON-305 and MATH-104 or MATH-106 or equivalent.

ECON-319 Current Economic Problems, 3 cr. Analysis of a contemporary domestic or international issue. **Prereq.:** one course in economics.

ECON-322 International Economics, 3 cr. A general course introducing the fundamentals of international trade theory; theoretical, institutional and historical aspects of international economic relations are considered, including foreign exchange and balance of payment problems, tariffs, quotas, and U.S. commercial policies. **Prereq.:** ECON-215 and ECON-217, or ECON-301, or consent of instructor.

ECON-323 Economic Development of East Asia, 3 cr. Analysis of factors underlying economic development of nations in East Asia with a focus on China and Japan but including some consideration of other areas such as Korea, Taiwan, the Philippines, and selected Southeast Asian Nations. **Prereq.:** ECON-215 and ECON-217, or ECON-301, or consent of instructor.

ECON-331 American Economic History, 3 cr. Survey of American economic history from the colonial period to the present; controversial issues and interpretations in American history. **Prereq.:** one course in American history or one course in economics.

ECON-332 Government and Business, 3 cr. An analysis of the competitive structure of industries and the major determinants of industrial organization such as economies of scale, mergers, vertical integration, advertising, and their effects on competitive firm behavior, and an examination of the economic foundations and effects of government policies to regulate monopoly. **Prereq.:** ECON-217 or consent of instuctor.

ECON-333 Urban Economics, 3 cr. Urban economics provides the student with fundamental economic tools that can be applied to urban problems, identifies common economic causes and analyzes policies designed to correct these problems. **Prereq.:** ECON-215 and ECON-217.

ECON-334 Cost-Benefit Analysis, 3 cr. A course designed to indicate alternative economic policies resulting from weighing the merits of public expenditures on various public projects. It provides a systematic approach to the evaluation of individual projects, in the selection of the best project to accomplish a given purpose, and in the establishment of an order or priority among the projects competing for the limited funds. **Prereq.:** ECON-217.

ENGLISH

Allan Bates, Ph.D., Professor
Thomas J. Bracken, M.A., Assistant Professor
Gary H. Brodsky, Ph.D., Assistant Professor
Earl John Clark, Ph.D., Professor, Chairperson
K. Dale DeVille, Ph.D., Associate Professor
Carol B. Gartner, Ph.D., Professor
Thomas Hoberg, A.M., Assistant Professor
Donald L. Hoffman, Ph.D., Associate Professor
C. Jeriel Howard, Ph.D., Associate Professor
Randolph H. Hudson, Ph.D., Professor
William Hunt, B.A., Poet-in-Residence
Jacqueline Krump, Ph.D., Professor
Courtney B. Lawson, A.M., Associate Professor
Benjamin Lease, Ph.D., Professor
Ely M. Liebow, A.M., Associate Professor
Gerald C. Nemanic, Ph.D., Associate Professor
Robert N. Paine, Ph.D., Professor
Dorothy R. Patton, M.A., Associate Professor
James R. Tinsley, Ph.D., Professor
June M. Verbillion, Ed.D., Professor
Harry S. White, Ph.D., Associate Professor

The study of English is designed to help a student prepare himself/herself for a variety of professions and careers where individual talents are valued. It enables a student to improve his/her writing skills, articulation, and abilities in analytical reading—all valuable accomplishments. The study of literature refines one's sensibilities, expands one's outlook, and stimulates one's imagination. It is a humanizing activity which helps one discover oneself and one's place in the world. English majors regularly enter such careers as business, publishing, journalism, advertising, and teaching.

UNDERGRADUATE PROGRAMS

The undergraduate program is designed to develop familiarity with and understanding and appreciation of our literary heritage. It also stresses the principles of literary criticism. A student may choose a major in liberal arts or in secondary education. A minor in secondary education is available.

Liberal Arts Major in English

Required Courses:

ENGL-229 Practical Criticism . . . . . 3 cr.
One course in English Literature before 1800 . . . . . 3 cr.
One course in English Literature after 1800 . . . . . 3 cr.
One course in American Literature . . . . . 3 cr.
One course in World Literature . . . . . 3 cr.
Electives . . . . . 15 cr.

Total 30 cr.

NOTE: No more than nine credit hours at the 200-level will be credited toward fulfilling major requirements; the remaining 21 credit hours must be courses at the 300-level.

Secondary Education Program

Many students who are fond of reading and creative writing hope to share their enthusiasm by teaching young people on the secondary level. The teacher of writing has the continual challenge of helping students to learn and express their ideas clearly and accurately. The teacher of literature has the rare opportunity to introduce young people to the intellectual, aesthetic, and moral ideas of past and present generations. A career in the teaching of English continues to be a most personally rewarding and satisfying professional task.

NOTE: The appropriate secondary education sequences (see page 154) must be completed in addition to the requirements listed below.

Required Courses:

ENGL-229 Practical Criticism . . . . . 3 cr.
One course in English Literature before 1800 . . . . . 3 cr.
One course in English Literature after 1800 . . . . . 3 cr.

One course in American Literature . . . . . 3 cr.
One course in World Literature . . . . . 3 cr.
Electives . . . . . 17 cr.

Total 32 cr.

NOTE: No more than nine credit hours at the 200-Level will be credited toward fulfilling major requirments; the remaining 23 credit hours must be courses at the 300-level. No 100-level courses can be counted toward fulfillment of the major or minor.

To enrich one's background and to improve one's qualifications for possible teaching positions, the Department of English strongly recommends a minor in linguistics. Other suggested minors include speech and performing arts, history, foreign languages, or psychology.

Elementary Education Program

Area of Concentration In Language Arts: English

NOTE: The appropriate elementary education sequences (see page 135) must be completed in addition to the requirements listed below.

One of the most popular and rewarding programs for students interested in preparing for a teaching career in elementary schools is the area of concentration in language arts. By specializing in language arts the future teacher is prepared to help the young students to learn their most basic skills—to read, to think, and to write.

Required Courses:

ENGL-101 Writing I **or** ENGL-103 Topics in Literature and Writing . . . . . 3 cr.
ENGL-229 Practical Criticism . . . . . 3 cr.
ENGL-391 Children's Literature . . . . . 3 cr.
One other writing course . . . . . 3 cr.
Two 300-level elective courses . . . . . 6 cr.

Total 18 cr.

Six hours from each of two of the following areas:
Foreign Languages, Linguistics, and Speech and Performing Arts . . . . . 12 cr.

NOTE: Courses taken in the basic program (12 credit hours in humanities) cannot be applied for the above 12 credits.

Total 30 cr.

Minor in English: 18 credit hours

Required Courses:

ENGL-229 Practical Criticism . . . . . 3 cr.
Six credit hours selected from the following: . . . . . 6 cr.
ENGL-219 Introduction to American Literature . . 3 cr.
ENGL-221 English Literature: Beginnings to c. 1750 . . . . . 3 cr.
ENGL-222 English Literature: c. 1750 to Present . . . . . 3 cr.
Electives (any additional nine credit hours in literature courses . . . . . 9 cr.

NOTE: No more than nine credit hours may be transferred into the minor in English.

GRADUATE PROGRAM

Master of Arts in Literature

The graduate program in English is designed to provide advanced study in literature. It provides for personal development and for professional advancement, particularly in teaching, editorial work, journalism, publishing, writing, and research. The program also prepares students for advanced studies leading to the Ph.D.

Requirements for Admission to the Program

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

Specific: Students electing this program must have completed a minimum of 30 credit hours of undergraduate work in composition and literature. Included in the 30 hours must be courses in two of the following: Chaucer, Shakespeare, Literary Criticism. (History of the English Language may be substituted for Chaucer.)

Requirements for the Degree

The program requires 33 credit hours of coursework in literature, principally English and American, and a final written examination.

Thesis Option

A scholarly thesis or an original imaginative work may be written, earning six credit hours. 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

At the conclusion of their coursework candidates must pass a written examination, described in department literature. It is ordinarily offered twice a year. A student who fails any part of the examination may take that part a second time. Permission to take it a third time must be granted by the departmental graduate committee after a review of the student's record. Additional coursework 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 should be chosen with a view to achieving adequate and substantial preparation in English and American literatures with some work in world literature. Courses in Literary Criticism, Shakespeare, and Chaucer (or History of the English Language) must be taken in the master's program if they were not taken in the undergraduate program. While the graduate coordinator may require more or less work in English and American literatures in special cases, the usual program divides the coursework as follows:

ENGL-431 Bibliography and Methods of Literary Study . . . . . 3 cr.
Two American literature courses at the 400-level, including at least one seminar . . . . . 6 cr.
Three English literature courses at the 400-level, including at least one seminar . . . . . 9 cr.
Electives chosen from 300-level or 400-level courses . . . . . 9 cr.
ENGL-453 Thesis Seminar: Literature
or
Two additional 400-level courses . . . . . 6 cr.

Total 33 cr.

COURSE OFFERINGS (ENGL)

ENGL-101 Writing I, 3 cr. Specialized instruction and practice in beginning writing. Work in usage, grammar, style, paragraphs, and short compositions.

ENGL-102 Writing II, 3 cr. Continuation of practice in composition with emphasis on a variety of forms of writing and longer essays, culminating in the annotated research paper.

ENGL-103 Topics in Literature and Writing, 3 cr. Readings and discussion centered on a selected topic of literary interest; sub-titles announced in schedule. **Prereq.:** ENGL-101 or consent of instructor.

ENGL-201 Introduction to World Literature, 3 cr. An introduction to selected literary movements, figures, or themes in world literature; emphasis on relationship of world literature to English and/or American literature.

ENGL-202 Fiction, 3 cr. An introduction to the techniques met in fiction as a genre; works primarily from English and American fiction.

ENGL-205 Perspectives in Literature I, 3 cr. Designed to acquaint both English majors and non-majors with selected masterpieces in world literature from early Greece through the Neo-Classical period; emphasis on close critical reading of texts as well as on cultural context from which work emerged.

ENGL-206 Perspectives in Literature II, 3 cr. Continuation of Perspectives in Literature I beginning with the Romantic Movement and continuing to the present.

ENGL-217 The Novella, 3 cr. The short novel, its distinctive characteristics and development; readings of masterpieces from England, America, and continental Europe, with emphasis on the nineteenth and twentieth centuries.

ENGL-219 Introduction to American Literature, 3 cr. Survey of major writers and their principal works from colonial to modern times.

ENGL-220 Introduction to Shakespeare, 3 cr. Introduction to Shakespeare's dramatic art through a careful reading of selected tragedies, histories, comedies, and romances; designed primarily but not exclusively for the non-English major. **Prereq.:** ENGL-101 or equivalent for non-English majors; consent of instructor for English majors.

ENGL-221 English Literature: Beginnings to c.1750, 3 cr. Representative works in English literature from *Beowulf* to the middle of the eighteenth century.

ENGL-222 English Literature: c. 1750 to Present, 3 cr. Representative works in English literature from the middle of the eighteenth century to the modern era.

ENGL-225 Satire, 3 cr. Range of satiric tone including prose, poetry, drama, and the novel; concentration of elements which comprise a satire, varieties of satire, and limitations of the genre.

ENGL-226 The Tragic Vision, 3 cr. Designed to examine the tragic view in literature, establish boundaries of tragedy, and consider various modes through which tragic tone is expressed; not limited to drama; includes such authors as Dostoevsky, Melville, and Conrad.

ENGL-228 The Comic Spirit in English Literature, 3 cr. Theories of laughter with an intensive study of great practioners of comedy in English literature; emphasis on various literary forms leading to laughter (fabliaux, wordplay, dramatic comedies, irony) with examples of each type.

ENGL-229 Practical Criticism, 3 cr. Introduction to some of the more important critical approaches to literature; application as well as theory emphasized.

ENGL-232 Modern British and American Poetry, 3 cr. Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques; readings in a variety of poets, recordings by poets, essays by poets and critics, and individual explorations.

ENGL-233 The Epic, 3 cr. The classic form and the many variations it underwent; readings in Homer and Virgil, the medieval epic, Cervantes, Milton, and contemporary American variations of the form.

ENGL-234 Literature and Film, 3 cr. Development of the film as a literary genre with methods and techniques of analyzing and evaluating films.

ENGL-235 Preparatory Workshop I, 3 cr. Preliminary workshop to enable students to develop positive approaches to the craft of writing and to explore techniques of the craft.

ENGL-236 Preparatory Workshop II, 3 cr. Workshop with readings in which students explore disciplines of various forms of writing.

ENGL-306 Medieval Studies: Middle English Romance, 3 cr. The metrical romance in Middle English, the most significant product of the popular imagination in medieval England and as reflections of the life of the common man. **Prereq.:** six credit hours in English, three at the 200-level, or consent of instructor.

ENGL-307 Medieval Studies: The Development of the Arthurian Legend, 3 cr. The legend of King Arthur from allusions in early chronicles to Welsh folk tales to the courtly versions of twelfth-century France to culmination in definitive compilation by Sir Thomas Malory. **Prereq.:** same as ENGL-306.

ENGL-309 Medieval Literature, 3 cr. English medieval literature, exclusive of Chaucer, from 1100 to 1500 including prose, poetry, and drama; organized around central motifs of medieval literary thought; discussion of cultural and social backgrounds. **Prereq.:** same as ENGL-306.

ENGL-311 Shakespeare, 3 cr. Designed as detailed study of Shakespeare's work; primarily for English majors; each section carries identifying titles, e.g., Comedies, Romances, and Sonnets; Histories and Tragedies; etc. **Prereq.:** same as ENGL.-306.

ENGL-312 Literature of Colonial Times, 3 cr. Prose and poetry of the Puritan and Revolutionary eras. **Prereq.:** same as ENGL-306.

ENGL-313 American Literary Renaissance: 1830-1860, 3 cr. Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others. **Prereq.:** same as ENGL-306.

ENGL-314 Chaucer and His Age, 3 cr. Selections from *The Canterbury Tales* and entire *Troilus and Criseyde* read in Middle English; Chaucer's significance in relation to language and social background of period. **Prereq.:** same as ENGL-306.

ENGL-315 Literature of the English Renaissance, 3 cr. Prose and poetry of the English Renaissance in the sixteenth century. **Prereq.:** same as ENGL-306.

ENGL-317 Modern American Drama, 3 cr. Major lines of development of modern American Drama from O'Neill to contemporaries like Albee and Kopit. **Prereq.:** same as ENGL-306.

ENGL-318 Readings in American Literature, 3 cr. An intensive study of selected literary movements, figures, or themes in American literature; each section carries identifying title, e.g., Saul Bellow, Theatre in Chicago, etc. **Prereq.:** same as ENGL-306.

ENGL-321 Literature of the Romantic Movement, 3 cr. Poetry and prose from 1780 to 1830 including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey. **Prereq.:** same as ENGL-306.

ENGL-323 Shaw and Modern British Drama, 3 cr. Shaw's development as a playwright as well as significant movements in British drama since the 1890s, including the Irish Renaissance, recent poetic drama, and the "angry young men." **Prereq.:** same as ENGL-306.

ENGL-325 Readings in World Literature, 3 cr. Intensive study of fiction and poetry representative of literary movements, historical periods, or thematic concerns; each section carries identifying title, e.g., Nobel Novelists, Literature of Japan, Russian Literature: Gogol to Chekhov, etc. **Prereq.:** same as ENGL-306.

ENGL-326 World Drama I: Aeschylus to Tolstoi, 3 cr. European drama from ancient times to the beginnings of realism against background of the development of the theatre; representative works from Greece, Italy, Spain, France, Germany, and Russia. **Prereq.:** same as ENGL-306.

ENGL-327 World Drama II: Ibsen to Beckett, 3 cr. Drama of the last century, with emphasis on thematic content and theatrical techniques; representative plays by Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Yeats, Synge, O'Neill, Eliot, Satre, Brecht, and Beckett, together with statements by playwrights concerning their work. **Prereq.:** same as ENGL-306.

ENGL-328 Seventeenth Century Literature, 3 cr. Studies in seventeenth century literature exclusive of Milton. **Prereq.:** same as ENGL-306.

ENGL-329 Milton, 3 cr. Milton's work and the intellectual milieu of the period. **Prereq.:** same as ENGL-306.

ENGL-332 Elizabethan and Jacobean Drama, 3 cr. Major Dramatists, excluding Shakespeare, in Elizabethan and Jacobean drama, 1550 to 1642, including Kyd, Marlowe. Webster, Jonson, Beaumont and Fletcher from the origin of professional and court drama to the closing of the theatres. **Prereq.:** same as ENGL-306.

ENGL-333 Mythological Backgrounds of English and American Literature, 3 cr. Description of Middle-Eastern, Nordic, and Graeco-Roman mythological systems; readings in archetypal interpretation of literature with representative illustrations from fiction, drama, and poetry. **Prereq.:** same as ENGL-306.

ENGL-334 Biblical Backgrounds of English and American Literature, 3 cr. History and background of the Bible (Old and New Testaments) and versions of the Bible; selected readings from both Testaments and from English and American writers influenced by them. **Prereq.:** same as ENGL-306.

ENGL-335 Written Communication for Business, 3 cr. Designed primarily for Business and Management majors covering principles and practices of writing required in professional work.

ENGL-341 Restoration and Eighteenth Century Literature I, 3 cr. Politics in England leading to the restoration of Charles II; his court; Restoration playwrights; the bawdy Restoration stage and reaction to it; the new sentimental drama; the newspaper and the essay. **Prereq.:** same as ENGL-306.

ENGL-342 Restoration and Eighteenth Century II, 3 cr. Intensive study of contrasts in Age of Enlightenment; interrelationship of politics and writers; neoclassic literature; beginnings of the novel; eighteenth century criticism and biography. **Prereq.:** same as ENGL-306.

ENGL-348 Literature of Victorian Age I, 3 cr. Selected Victorian poetry and nonfiction prose, with consideration of the social background of the period (1837-1901). **Prereq.:** same as ENGL-306.

ENGL-349 Literature of Victorian Age II, 3 cr. Continued study of selected Victorian poetry and nonfiction prose, with consideration of the social background. **Prereq.:** same as ENGL-306.

ENGL-351 Development of the English Novel I, 3 cr. Forerunners of the English novel and the rough beginning of the new form; beginnings of psychological realism in English novel to the novels of Dickens. **Prereq.:** same as ENGL-306.

ENGL-358 Readings in British Literature, 3 cr. An intensive study of selected literary movements, figures, or themes in British literature; each section carries identifying title, e.g., Renaissance Court, Women Writers, Modern British Satire, Etc. **Prereq.:** same as ENGL-306.

ENGL-359 Independent Study in Literature, 3 cr. An independent study on the tutorial model, limited to ten students per course; initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. **Prereq.:** same as ENGL-306.

ENGL-361 Development of the American Novel I, 3 cr. The novel as a developing form from Charles Brockden Brown to Herman Melville; theme and technique in the American novel before the Civil War. **Prereq.:** Same as ENGL-306.

ENGL-362 Development of the American Novel II, 3 cr. The novel as a developing form from Mark Twain to William Faulkner. **Prereq.:** same as ENGL-306.

ENGL-368 Theory and Practice in Literary Criticism I, 3 cr. Literary theories of Plato, Aristotle, Longinus, Horace, Minturno, Castlevetro, Sidney, Dryden, Pope, Johnson, and others; application of these theories to selected works of literature. **Prereq.:** same as ENGL-306.

ENGL-373 Yiddish Literature in Translation, 3 cr. Yiddish literature and the Yiddish language from its beginning to the present from Eastern Europe and West Geramny to the East Side and West Roosevelt Road. **Prereq.:** same as ENGL-306.

ENGL-375 Essentials of Journalism, 3 cr. Newswriting, layout, copy and proofreading, feature and editorial writing, libel, and sound newspaper practices; special problems of the school newspaper. **Prereq.:** same as ENGL-306.

ENGL-376 Advanced Composition, 3 cr. Interdependence of rhetoric, grammar, logic, semantics, psychology, and criticism in communication of ideas; practice in various types of writing with focus on student's interest; designed for future teachers of composition. **Prereq.:** same as ENGL-306.

ENGL-378 Twentieth Century Fiction I, 3 cr. Development of the modern novel from Conrad to writers of the 1930s and 1940s against a background of historical and literary movements; emphasis on Conrad, James, Joyce, Lawrence, Faulkner, and Hemingway. **Prereq.:** same as ENGL-306.

ENGL-379 Twentieth Century Fiction II, 3 cr. Development of fiction in English (primarily the novel) in recent decades against a background of historical and literary movements; includes work of Dos Passos, Wolfe, West, Greene, Waugh, Porter, Salinger, Beckett, Durrell, Bellow, Nabokov, Burgess, and Barth. **Prereq.:** same as ENGL-306.

ENGL-382 Drama Workshop I, 3 cr. Workshop with readings in which student develops skills in writing various forms of drama. **Prereq.:** same as ENGL-306.

ENGL-383 Drama Workshop II, 3 cr. Workshop, with readings in which student demonstrates mastery in various forms of drama. **Prereq.:** same as ENGL-306.

ENGL-384 Poetry Workshop I, 3 cr. Workshop with readings in which student develops skills in writing poetry. **Prereq.:** same as ENGL-306.

ENGL-385 Poetry Workshop II, 3 cr. Workshop with readings in which student explores a wide range of techniques of poetry. **Prereq.:** same as ENGL-306.

ENGL-386 Fiction Workshop I, 3 cr. Workshop with readings in which student develops skills in writing prose fiction. **Prereq.:** same as ENGL-306.

ENGL-387 Fiction Workshop II, 3 cr. Workshop with readings in which student writes extensively in various forms of prose fiction. **Prereq.:** same as ENGL-306.

ENGL-389 Twentieth Century Poetry II, 3 cr. Development of poetry in English in recent decades against a background of historical and literary movements; poets studied include W. C. Williams, Marianne Moore, W. H. Auden, Dylan Thomas, Theodore Roethke, Robert Lowell, John Berryman, Philip Larkin, Ted Hughes, James Dickey, Sylvia Plath, and Allen Ginsberg. **Prereq.:** same as ENGL-306.

ENGL-391 Children's Literature, 3 cr. Preparation for effective teaching of literature in the elementary school; wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods of stimulating creative expression; individual and group reading guidance. **Prereq.:** same as ENGL-306.

ENGL-392 Journalism I, 1 cr. Introductory course, stressing good newspaper practice, writing news stories, and getting interviews. **Prereq.:** same as ENGL-306.

ENGL-393 Journalism II, 1 cr. Writing stories for school paper, learning good copy reading and proofreading techniques, specialized newspaper writing (features, columns, etc.), and newspaper photography. **Prereq.:** same as ENGL-306.

ENGL-394 Journalism III, 1 cr. Stresses newspaper makeup; instruction occurs in classroom, with practical experience at printers of school newspaper. **Prereq.:** same as ENGL-306.

ENGL-394 Journalism III, 1 cr. Stresses newspaper makeup; instruction occurs in classroom, with practical experience at printers of school newspaper. **Prereq.:** same as ENGL-306.

ENGL-421 The Metaphysical Poets, 3 cr. The metaphysical tradition in seventeenth century poetry and its impact on modern poetry, including work of Donne, Herbert, Crashaw, Vaughan, and Traherne and critical studies of Johnson, Grierson, Eliot, Leavis, Williamson, and others. **Prereq.:** graduate standing, admission to a degree program in literature, or written consent of instructor.

ENGL-431 Bibliography and Methods of Literary Study, 3 cr. Materials, methods, and tools of literary research; use of libraries; preparation of scholarly papers. **Prereq.:** same as ENGL-421.

ENGL-432. The Literary Experience in Elementary School, 3 cr. Creativity in general and literary creativity in particular; imagination, its development and expression; aspects of literature in the classroom; aesthetics; language arts among the arts; individual and group projects in poetry and prose geared to the elementary level. **Prereq.:** graduate standing, admission to the Master of Education in the Teaching of Language Arts, or written consent of instructor.

ENGL-441 Seminar in Sixteenth Century Literature, 3 cr. Advanced study of the work of a single author; individual assignments culminating in a term essay; discussion of the investigations to constitute much of the work of the seminar; author for study announced in schedule of classes, e.g., Shakespeare, Spenser, Sidney, etc. **Prereq.:** same as ENGL-421.

ENGL-442 Seminar in Seventeenth Century Literature, 3 cr. (See ENGL-441 for description.)

ENGL-443 Seminar in Eighteenth Century Literature, 3 cr. (See ENGL-441 for description.)

ENGL-444 Seminar in Romantic Literature, 3 cr. (See ENGL-441 for description.)

ENGL-445 Seminar in Victorian Literature, 3 cr. (See ENGL-441 for description.)

ENGL-446 Seminar in Contemporary English Literature, 3 cr. (See ENGL-441 for description.)

ENGL-447 Seminar in Contemporary American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-448 Seminar in Nineteenth Century American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-449 Studies in American Literature, 3 cr. Advanced study of selected American writers; author(s) for study announced in schedule of classes. **Prereq.:** same as ENGL-421.

ENGL-450 Studies in English Literature, 3 cr. Advanced study of selected English writers; author(s) for study announced in schedule of classes. **Prereq.:** same as ENGL-421.

ENGL-451 Studies in Shakespeare, 3 cr. Close study and in-depth analysis of the major works of Shakespeare with attention to pertinent Shakespearean scholarship on questions of text, source, interpretation, philosophical background, dramatic technique, etc. **Prereq.:** same as ENGL-421.

ENGL-453 Thesis Seminar: Literature, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the M.A. in Literature. **Prereq.:** acceptance to master's degree candidacy in literature.

ENGL-454 Seminar in World Literature, 3 cr. Prereq.: same as ENGL-441.

ENGL-455 Studies in World Literature, 3 cr. Advanced study of selected writers in the field of World literature. **Prereq.:** same as ENGL-421.

ENGLISH LANGUAGE PROGRAM

Harold N. Hild, Ph.D., Assistant Professor of Foreign Languages
C. Jeriel Howard, Ph.D., Associate Professor of English, Coordinator
Myrna Knepler, Ph.D., Assistant Professor of Linguistics
Audrey Reynolds, Ph.D., Associate Professor of Linguistics
Rory Stephens, M.A., Assistant Professor of Linguistics

The English Language Program has three responsibilities in the College of Arts and Sciences and the university at large: (1) to provide an opportunity for students to acquire the level of English language skills expected of university students; (2) to provide a tutoring service in the English Language Lab where students can receive individualized instruction which focuses on their specific language skill difficulties; and (3) to coordinate the language skills testing program of the College of Arts and Sciences—a testing program which has two components: a post-admission language skills placement test which is designed to help new students select appropriate English courses, and an English language competence test which must be passed prior to graduation from the College of Arts and Sciences.

The English Language Program provides courses for three kinds of students: (1) those for whom English is a second language and who need work on both spoken and written English, (2) those who are native speakers of English or fluent bilingual speakers of English who need work on written language skills, and (3) those who need to improve their academic (study) skills.

Three of the courses are designed for students whose first language is not English who need to work on language skills in both spoken and written English.

COURSE OFFERINGS (ELP)

ELP-101 English Language Workshop I, 3 cr. Designed to help students who are beginning to function in the English language.

ELP-102 English Language Workshop II, 3 cr. Designed to help students at an intermediate level with various forms of English.

ELP-103 English Language Workshop III, 3 cr. Designed to help students who have achieved some degree of competence in English language skills but need further work on American English.

ELP-104 Academic Skills, 3 cr. A comprehensive, programmed approach to the learning of academic skills necessary for success in the university. The student is taught to improve his skills in reading, listening, and note taking, preparation for examinations, composition, and self-management.

ELP-105 Aural-Lingual Communication, 2 cr. Practice in speaking and understanding idiomatic American English.

ELP-106 English Sentence Skills, 2 cr. Analysis and drill in American English sentence patterns with special emphasis on the social and academic application of language skills.

ELP-375 English Language Workshop, 3 cr. This course is designed to cover a wide range of topics which deal with multi-lingual and multi-cultural aspects of urban society. Among the topics which might be covered are the following: sentence structure for bilingual teachers, English for bilingual teachers. To determine which particular topic will be covered in a given trimester, consult the printed schedule.

FOREIGN LANGUAGES AND LITERATURES

Bonnie Busse, Ph.D., Professor of Spanish
Ben Coleman, Ph.D., Associate Professor of Spanish
Nannette Coleman, M.A., Assistant Professor of German
Serafima Friedman, M.A., Assistant Professor of Russian
Battista Galassi, Ph.D., Associate Professor of Spanish, Chairperson
Rodrigo Gonzalez, M.A., Assistant Professor of Spanish
Harold N. Hild, Ph.D., Assistant Professor of Foreign Languages
Marcia Jackson, M.A., Assistant Professor of Spanish
Julio Jolly, M.A., Assistant Professor of Spanish
Dorette Klein, M.A., Assistant Professor of French
Albert Milanesi, M.A., Assistant Professor of French
Eric Moch, Ed.D., Assistant Professor of German
Valeska Najera, Ph.D., Assistant Professor of Spanish
Rosalyn O'Cherony, Ph.D., Professor of Spanish
Edgardo Pantigoso, Ph.D., Associate Professor of Spanish
Angelina Pedroso, LL.D., Associate Professor of Spanish
Oscar Rodriguez, M.A., Assistant Professor of Spanish
Henry Russell, Ph.D., Associate Professor of French
Friederike Wiedemann, Ph.D., Associate Professor of French

The Department of Foreign Languages and Literatures offers courses of study leading to the degree of Bachelor of Arts.

Foreign language study can perfect communication skills, acquaint students with masterpieces of literature and special topics, and develop an understanding of the principal differences and similarities between foreign and American cultures. Students will find their preparation for teaching or any other career enhanced by a foreign language background. An undergraduate may choose a major in French or Spanish in either a liberal art or secondary education program, a concentration in Spanish in an elementary education program, or a minor in French, German, Italian, Russian, or Spanish. The department offers several courses in literature and culture that are taught in English. See course descriptions. No knowledge of a foreign language is necessary for these courses.

In recognition of academic excellence by students, the department sponsors three national honor societies: Gamma Kappa Alpha (National Italian Honor Society), Pi Delta Phi (National French Honor Society), and Sigma Delta Pi (National Spanish Honor Society).

All transfer students who major in a foreign language must take a minimum of 15 credit hours of coursework in foreign language at Northeastern. Transfer students who minor in a foreign language must take a minimum of nine credit hours.

UNDERGRADUATE PROGRAMS

French—Liberal Arts Program

Required Courses:

FL-FREN-313	Etude de morphologie de syntaxe et de style	3 cr.
FL-FREN-319	Histoire de la civilisation francaise	3 cr.
FL-FREN-321	Initiation a la litterature francaise I: XVII siecle	3 cr.
FL-FREN-322	Initiation a la litterature francaise II: XVIII siecle	3 cr.
FL-FREN-333	Initiation a la litterature francaise III: XIX siecle	3 cr.
Electives		15 cr.
	Total	30 cr.

French—Secondary Education Program

Required Courses:

FL-FREN-311	Conversation and Composition I	3 cr.
FL-FREN-312	Conversation and Composition II	3 cr.
FL-FREN-313	Etude de morphologie de syntaxe et de style	3 cr.
FL-FREN-317	La phonetique francaise	3 cr.
FREN-328	Masterpieces of French Literature	3 cr.
FL-FREN-372	Applied French Linguistics	3 cr.
Electives		14 cr.
	Total	32

In addition, students are required to take FL-300 Foreign Language Clinical Experience in the Secondary School prior to student teaching

See page 154 for appropriate secondary education sequences.

Spanish — Liberal Arts Program

Students will be placed in program A or B through advisement.

Program A
Required Courses:

FL-SPAN-220	Spanish Conversation I	3 cr.
FL-SPAN-224	Intensive Reading of Spanish	3 cr.
FL-SPAN-228	Spanish Composition I	3 cr.
FL-SPAN-310	Spanish Conversation II	3 cr.
FL-SPAN-312	Spanish Conversation III	3 cr.
FL-SPAN-315	Spanish Composition II	3 cr.
FL-SPAN-329	Introduction to Spanish-American and Spanish Literature	3 cr.
Electives		9 cr.
	Total	30 cr.

Program B
Required Courses:

FL-SPAN-224 Intensive Reading of Spanish . . . . . 3 cr.
FL-SPAN-228 Spanish Composition I . . . . . 3 cr.
FL-SPAN-312 Spanish Conversation III . . . . . 3 cr.
FL-SPAN-315 Spanish Composition II . . . . . 3 cr.
FL-SPAN-316 Extensive Reading in Spanish . . . . . 3 cr.
FL-SPAN-317 Spanish Composition III . . . . . 3 cr.
FL-SPAN-329 Introduction to Spanish-American and Spanish Literature . . . . . 3 cr.
Electives . . . . . 9 cr.

Total 30 cr.

Spanish — Secondary Education Program

Students will be placed in program A or B through advisement and must take the appropriate secondary education sequences (see page 154). In addition, students are required to take FL-300 Foreign Language Clinical Experience in the Secondary School prior to student teaching.

Program A
Required Courses:

FL-SPAN-220 Spanish Conversation I . . . . . 3 cr.
FL-SPAN-224 Intensive Reading of Spanish . . . . . 3 cr.
FL-SPAN-228 Spanish Composition I . . . . . 3 cr.
FL-SPAN-310 Spanish Conversation II . . . . . 3 cr.
FL-SPAN-312 Spanish Conversation III . . . . . 3 cr.
FL-SPAN-315 Spanish Composition II . . . . . 3 cr.
FL-SPAN-319 Applied Spanish Linguistics . . . . . 3 cr.
FL-SPAN-329 Introduction to Spanish-American and Spanish Literature . . . . . 3 cr.
Electives . . . . . 9 cr.

Total 33 cr.

Program B
Required Courses:

FL-SPAN-224 Intensive Reading of Spanish . . . . . 3 cr.
FL-SPAN-228 Spanish Composition I . . . . . 3 cr.
FL-SPAN-312 Spanish Conversation III . . . . . 3 cr.
FL-SPAN-315 Spanish Composition II . . . . . 3 cr.
FL-SPAN-316 Extensive Reading in Spanish . . . . . 3 cr.
FL-SPAN-317 Spanish Composition III . . . . . 3 cr.
FL-SPAN-319 Applied Spanish Linguistics . . . . . 3 cr.
FL-SPAN-329 Introduction to Spanish-American and Spanish Literature . . . . . 3 cr.
Electives . . . . . 9 cr.

Total 33 cr.

Spanish — Elementary Education Program

Students will be placed in program A or B through advisement and must take the appropriate elementary education sequences (see page 135).

Program A
Required Courses:

FL-EFLM-372 Fundamental Skills, Methods of Teaching Modern Foreign Language in Elementary Schools 3 cr.
FL-SPAN-220 Spanish Conversation I . . . . . 3 cr.
FL-SPAN-224 Intensive Reading of Spanish . . . . . 3 cr.
FL-SPAN-228 Spanish Composition I . . . . . 3 cr.
FL-SPAN-310 Spanish Conversation II . . . . . 3 cr.
FL-SPAN-312 Spanish Conversation III . . . . . 3 cr.
FL-SPAN-315 Spanish Composition II . . . . . 3 cr.
FL-SPAN-319 Applied Spanish Linguistics . . . . . 3 cr.
FL-SPAN-329 Introduction to Spanish-American and Spanish Literature . . . . . 3 cr.

Total 27 cr.

Program B
Required Courses:

FL-EFLM-372 Fundamental Skills, Methods of Teaching Modern Foreign Language in Elementary Schools . . . . . 3 cr.
FL-SPAN-224 Intensive Reading of Spanish . . . . . 3 cr.
FL-SPAN-228 Spanish Composition I . . . . . 3 cr.
FL-SPAN-312 Spanish Conversation III . . . . . 3 cr.
FL-SPAN-315 Spanish Composition II . . . . . 3 cr.
FL-SPAN-316 Extensive Reading in Spanish . . . . . 3 cr.
FL-SPAN-317 Spanish Composition III . . . . . 3 cr.
FL-SPAN-319 Applied Spanish Linguistics . . . . . 3 cr.
FL-SPAN-329 Introduction to Spanish-American and Spanish Literature . . . . . 3 cr.

Total 27 cr.

Minor in French, German, Italian, Russian, Spanish

Twenty-one credit hours selected in consultation with a language advisor according to student's specific objectives, such as proficiency in reading or speaking, translating, etc.

Latin, Polish

These programs are in an initial stage. For the courses available see course descriptions.

COURSE OFFERINGS (FL-EFLM)

FL-300 Foreign Language Clinical Experience in the Secondary School, 2cr. A supervised experience designed for students taking the academic major methods course with less emphasis on observational experiences and more on direct involvement in the instructional process; four hours of clinical experience per week. **Prereq.:** must be taken concurrently with academic major methods course or consent of instructor.

FL-EFLM-372 Methods of Teaching Foreign Language in Elementary Schools, 3 cr. Fundamental audio-lingual skills presented and practiced in accordance with latest linguistic principles; actual practical application of materials used in the modern foreign language classroom. **Prereq.:** twenty-one credit hours beyond basic program in major field.

(FL-ESS)

FL-ESS-101 English for the Spanish-Speaking I, 3 cr. English as a second language. Development of communication skills in listening, speaking, reading, and writing English.

FL-ESS-102 English for the Spanish-Speaking II, 3 cr. Continuation of English for the Spanish-Speaking I. Further perfection of communication skills in understanding, speaking, reading, and writing English. **Prereq.:** FL-ESS-101 or equivalent.

(FL-FREN)

FL-FREN-101 French I, 3 cr. Development of basic skills in understanding, speaking, reading, and writing simple French. Cultural appreciation.

FL-FREN-102 French II, 3 cr. Continuation of French I. **Prereq.:** FL-FREN-101 or equivalent.

FL-FREN-103 French for Travel I, 3 cr. Development of the necessary minimum skills to communicate in French as tourist, businessman, or student.

FL-FREN-104 Introduction to the Study of French Life, 3 cr. A survey of the cultural and historical highlights of France and their impact on the formation of the French nation. Conducted in English.

FL-FREN-201 French III, 3 cr. Continuation of French II. Completes the study of the basic elements of French. **Prereq.:** FL-FREN-102 or equivalent.

FL-FREN-204 Reading Modern French, 3 cr. Practice in reading modern texts of maximum interest and average difficulty. **Prereq.:** FL-FREN-201 or equivalent.

FL-FREN-301 Review of French Grammar I, 3 cr. Review of grammar in order to develop a firm grasp of basic structures. **Prereq.:** FL-FREN-201.

FL-FREN-302 Review of French Grammar II, 3 cr. Review of morphology and syntax of adjectives, adverbs, articles, pronouns and prepositions. **Prereq.:** FL-FREN-201.

FL-FREN-311 Conversation and Composition I, 3 cr. Development of oral and written communication skills on an advanced level **Prereq.:** FL-FREN-201.

FL-FREN-312 Conversation and Composition II, 3 cr. Continuation of Conversation and Composition I. **Prereq.:** FL-FREN-311.

FL-FREN-313 Etude de morphologie de syntaxe et de style, 3 cr. Identification, analysis, and use of French structure; extensive exercises in grammatical and logical analysis. Conducted in French. **Prereq.:** FL-FREN-312.

FL-FREN-317 La phonetique francaise, 3 cr. Presentation, classification, and analysis of the sounds of the French language with special emphasis on techniques and drills leading to habits of correct pronunciation. **Prereq.:** FL-FREN-201.

FL-FREN-319 Histoire et civilisation francaise, 3 cr. Panoramic view of the history of France and her civilization from Gallo-Roman times to the present. **Prereq.:** FL-FREN-312.

FL-FREN-321 Initiation a la literature francaise I:XVIIe siecle, 3 cr. Historical survey of the principal literary and philosophic currents of the seventeenth centure. **Prereq.:** FL-FREN-312.

FL-FREN-322 Initiation a la literature francaise II:XVIIIe siecle, 3 cr. Historical survey of the principal literary and philosophic currents of eighteenth century. **Prereq.:** FL-FREN-312.

FL-FREN-328 Masterpieces of French Literature, 3 cr. Outline of French literature; outstanding authors and their works from the Middle Ages to the present. **Prereq.:** FL-FREN-312.

FL-FREN-331 Les Philosophes et moralistes due XVIIe siecle, 3 cr. Reading and discussion of selected texts by Descartes, Pascal, La Rochefoucauld, La Fontaine, and La Bruyere. **Prereq.:** FL-FREN-312.

FL-FREN-333 Initiation a la litterature francaise III: XIXe siecle, 3 cr. Historical survey of the principal literary and philosophic currents of the nineteenth century. **Prereq.:** FL-FREN-312.

FL-FREN-351 La Litterature contemporaine, 3 cr. Survey of the major contemporary genres of French literature: novel, theatre, and poetry. **Prereq.:** FL-FREN-312.

FL-FREN-353 Conversational French for Teachers, 3 cr. Emphasis on improving the teacher's personal command of the language for more effective audio-lingual classroom presentation. **Prereq.:** FL-FREN-312 or consent of instructor.

FL-FREN-354 Le Theatre classique, 3 cr. Study and discussion of the seventeenth-century French theater, with emphasis on the plays of Corneille, Racine, and Moliere. **Prereq.:** FL-FREN-312.

FL-FREN-360 French Seminar, 3 cr. Study in selected French themes; particular study to be announced in the printed schedule of classes. Conducted in French. **Prereq.:** consent of instructor.

FL-FREN-372 Applied French Linguistics, 3 cr. A systematic comparison of French and English. Application of teaching techniques related to modern theories of language learning. **Prereq.:** twenty-one credit hours beyond basic program in French:

(FL-GER)

FL-GER-101 German I, 3 cr. Development of skills in understanding, speaking, reading, and writing simple German. Cultural appreciation.

FL-GER-102 German II, 3 cr. Continuation of German I. **Prereq.:** FL-GER-101 or equivalent.

FL-GER-103 German for Travel I, 3 cr. Development of the necessary minimum skills to communicate in German as a tourist, businessperson, or student.

FL-GER-201 German III, 3 cr. Continuation of German II. Completes the study of the basic elements of German. **Prereq.:** FL-GER-102 or equivalent.

FL-GER-202 Review of German Grammar I, 3 cr. Review of prepositions, cases, adjective endings, pronouns, tenses, voices and moods. **Prereq.:** FL-GER-201 or consent of instructor.

FL-GER-203 Review of German II, 3 cr. Continuation of Review of Geramn I. Further review of grammar in order to develop a finer grasp of morphology and syntax. **Prereq.:** FL-GER-202 or consent of instructor.

FL-GER-301 German Conversation and Composition I, 3 cr. Development of oral and written communication skills on an advanced level. **Prereq.:** FL-GER-201 or consent of instructor.

FL-GER-302 German Conversation and Composition II, 3 cr. Continuation of Conversation and Composition I. **Prereq.:** FL-GER-301 or consent of instructor.

FL-GER-303 Intensive Reading of German, 3 cr. Development of comprehension through increasing vocabulary and speed skills. **Prereq.:** FL-GER-301.

FL-GER-304 History and Culture of German-Speaking Countries, 3 cr. Overview of the history and culture of German-Speaking countries from the time of the Germanic tribes to the present. **Prereq.:** FL-GER-302 or equivalent.

FL-GER-305 Introduction to German Literature, 3 cr. A survey of the literature of German people from the beginning to the present. **Prereq.:** FL-GER-302 and FL-GER-303.

FL-GER-306 German Seminar, 3 cr. Study in selected German themes; particular study to be announced in the printed schedule of classes. Conducted in German. **Prereq.:** consent of instructor.

FL-GER-307 German Literature of the 18th Century, 3 cr. A study of representative works of Enlightenment, Storm and Stress, and Classicism, with particular emphasis on the latter. **Prereq.:** FL-GER-305.

FL-GER-308 German Romanticism, 3 cr. Study of the most importnat German works of the romantic period and their influence on all areas of intellectual activity. **Prereq.:** FL-GER-305.

FL-GER-309 German Literature of the 19th Century, 3 cr. A survey of German literature of the post-romantic period up to Naturalism. **Prereq.:** FL-GER-305.

FL-GER-311 German Literature of the 20th Century, 3 cr. A study of contemporary literature, including the works of Hesse, Kafka, and others. **Prereq.:** FL-GER-305.

(FL-GREK)

FL-GREK-101 Modern Greek I, 3 cr. Basic principles of pronunciation and grammer; development of skills in speaking, understanding, reading and writing simple Greek; emphasis on audio-lingual activities; sound system; intonation, grammar, structure, and cultural appreciation.

FL-GREK-102 Modern Greek II, 3 cr. Continuation of Modern Greek I. **Prereq.:** FL-GREK-101 or equivalent.

FL-GREK-201 Modern Greek III, 3 cr. Continuation of Modern Greek II. Completes the study of the basic elements of Greek. **Prereq.:** FL-GREK-102 or equivalent.

FL-GREK-202 Intermediate Modern Greek, 3 cr. Grammar review, emphasis on conversation; short selections read and discussed in Greek; practice in writing brief compositions **Prereq.:** FL-GREK-201 or equivalent.

FL-GREK-203 Introduction to Greek Culture, 3 cr. A survey of the Greek cultural heritage and its impact on Western civilization. Areas covered include: folklore, history, and the arts. Introduction to modern Greece; institutions, customs, life. Brief study of Greek-American culture. Conducted in English.

FL-GREK-250 19th and 20th Century Greek Literature in English Translation, 3 cr. A study of some of the chief works in modern Greek literature. Course will delineate the growth and development of modern Greek literature and its relationship to European literature and currents of thought. Authors covered include: Solomos, Palamas, Sikelianos, Cavafis, Kazantzakis, Venezis, Seferis, Elytis, and Ritsos. Conducted in English.

(FL-ITAL)

FL-ITAL-101 Italian I, 3 cr. Basic principles of pronunciation and grammar; development of skill in speaking, understanding, reading, and writing simple Italian; emphasis on audio-lingual activities; sound system, intonation, grammar, structure, and cultural appreciation.

FL-ITAL-102 Italian II, 3 cr. Continuation of Italian I. **Prereq.:** FL-ITAL-101 or equivalent.

FL-ITAL-201 Italian III, 3 cr. Continuation of Italian II. Completes the study of the basic elements of Italian. **Prereq.:** FL-ITAL-102 or equivalent.

FL-ITAL-202 Intermediate Italian, 3 cr. Grammar review, reading, composition, and emphasis on conversation. **Prereq.:** FL-ITAL-201 or equivalent.

FL-ITAL-203 Introduction to Italian Culture, 3 cr. Survey of Italian culture and its impact on Western civilization. Introduction to modern Italy; institutions, customs, and life. Brief look at the Italian-American Community. Conducted in English.

FL-ITAL-301 Italian Conversation and Composition I, 3 cr. Development at the advanced level of oral-aural and written communication skills. Reading and discussion of cultural material dealing with contemporary Italy. **Prereq.:** FL-ITAL-202 or equivalent.

FL-ITAL-302 Italian Conversation and Composition II, 3 cr. Continuation of Italian Conversation and Composition I. **Prereq.:** FL-ITAL-301 or equivalent.

FL-ITAL-303 Introduction to Italian Literature, 3 cr. Intensive study, analysis, textual commentaries, and esthetic appraisals of selected literary works from the 13th century to the present. Conducted in Italian. **Prereq.:** FL-ITAL-301.

FL-ITAL-304 Italian Seminar, 3 cr. Study in selected Italian themes; particular study to be announced in the printed schedule of classes. Conducted in Italian. **Prereq.:** consent of instructor.

(FL-LAT)

FL-LAT-111 Latin I, 3 cr. Introduction to the study of Latin structures. Basic principles of morphology. Descriptions and illustrations and practice in the declension of nouns, adjectives and pronouns and the conjugation of verbs. Pattern practice in the form of substitution, correlation, transformation drills and translations of simple written passage.

FL-LAT-112 Latin II, 3 cr. Continuation of Latin I. **Prereq.:** FL-LAT-111 or equivalent.

(FL-POL)

FL-POL-111 Polish I, 3 cr. Basic principles of pronunciation and grammar; development of skill in speaking, understanding, reading, and writing simple sentences in Polish; emphasis on audio-lingual activities. Cultural appreciation.

FL-POL-112 Polish II, 3 cr. Continuation of Polish I. **Prereq.:** FL-POL-111 or equivalent.

FL-POL-113 Polish III, 3 cr. Continuation of Polish II. Completes the study of the basic elements of Polish. **Prereq.:** FL-POL-112 or equivalent.

FL-POL-250 Polish Literature in English Translation I, 3 cr. Four hundred years of Polish literature (15th-18th centuries). Historical and cultural background of its growth, trends, and development. Readings and discussion of selected Polish literary masterpieces in translation.

FL-POL-252 Polish Culture and Civilization, 3 cr. Life of the Polish people from the early Middle Ages to Modern times: Their literature, arts, music, science, philosophy, and education. Conducted in English.

(FL-RUSS)

FL-RUSS-101 Russian I, 3 cr. Fundamentals of Russian. Development of communication skills in listening, speaking, reading, and writing. Emphasis on audio-lingual activities. Cultural appreciation.

FL-RUSS-102 Russian II, 3 cr. Continuation of Russian I. **Prereq.:** FL-RUSS-101.

FL-RUSS-201 Russian III, 3 cr. Completes the study of the basic elements of Russian. **Prereq.:** FL-RUSS-102.

FL-RUSS-202 Russian Literature in English Translation, 3 cr. A survey of Russian literature of the 19th century (from Pushkin to Chekhov). Critical analysis of selected masterpieces in prose, poetry, and drama. Conducted in English.

FL-RUSS-203 Contemporary Russian-Soviet Literature in English Translation, 3 cr. A survey of Russian-Soviet literature from 1917 to the present. Critical analysis of selected masterpieces. Conducted in English.

FL-RUSS-204 Introduction to Russian Civilization, 3 cr. A survey of Russian culture (11th-20th centuries) with reference to art, architecture, theatre, music, philosophy, and education. Conducted in English.

FL-RUSS-311 Russian Conversation and Composition I, 3 cr. Development at the advanced level of oral and written communication skills. **Prereq.:** FL-RUSS-201.

FL-RUSS-312 Russian Conversation and Composition II, 3 cr. Continuation of Russian Conversation and Composition I. **Prereq.:** FL-RUSS-311.

FL-RUSS-313 Russian Literature-Prose and Poetry of the Nineteenth Century, 3 cr. Survey of Russian literature of the 19th century. Critical analysis of selected masterpieces. Conducted in Russian. **Prereq.:** FL-RUSS-201 or consent of instuctor.

FL-RUSS-315 History of Russia and Outstanding Features of Soviet Society, 3 cr. A survey of Russian history (19th and 20th centuries) and the basic features of Soviet society

including its institutions. Reading and discussion conducted in Russian. **Prereq.:** FL-RUSS-312 or consent of intructor.

FL-RUSS-316 Seminars in Russian, 3 cr. Study in selected Russian theme; particular study to be announced in the printed schedule of classes. **Prereq.:** consent of instructor.

FL-RUSS-317 Independent Study in Russian, 3 cr. Individual investigation into a topic of the student's choice; faculty guidance. **Prereq.:** consent of instructor.

FL-RUSS-324 The Structure of Russian Language, 3 cr. The structure and function of Russian, particularly in the area of morphology. **Prereq.:** FL-RUSS-201.

FL-RUSS-326 Modern Soviet Russian prose, 3 cr. A survey and critical analysis of selected literary works from 1918 to the present. Conducted in Russian. **Prereq.:** FL-RUSS-313 or FL-RUSS-314.

(FL-SPAN)

FL-SPAN-101 Spanish I, 3 cr. Spanish as a second language. Development of communication skills in listening, speaking, reading, and writing; emphasis on audio-lingual activities, sound system, intonation, grammar, structure, and cultural activities.

FL-SPAN-102 Spanish II, 3 cr. Continuation of Spanish I. **Prereq.:** FL-SPAN-101 or equivlent.

FL-SPAN-103 Spanish for Travel I, 3 cr. This course is designed as a practical preparation for travel in Spanish speaking countries; development of necessary minimuum skills to communicate in Spanish as a tourist, businessman, or student.

FL-SPAN-104 Impact of Latin America on the United States, 3 cr. The impact and contributions of the Hispanic culture on the United States and its culture. Conducted in English.

FL-SPAN-123 Accelerated Spanish I-II-III, 9 cr. Accelerated study of Spanish I, Spanish II, and Spanish III.

FL-SPAN-201 Spanish III, 3 cr. Continuation of Spanish II. Completes the study of the basic elements of Spanish. **Prereq.:** FL-SPAN-102 or equivalent.

FL-SPAN-202 Intermediate Spanish, 3 cr. Review of grammar. Short readings. and practice in writing brief compositions. Exersises in oral communication. **Prereq.:** FL-SPAN-201 or equivalent.

FL-SPAN-220 Spanish Conversation I, 3 cr. Developing of basic conversational skills with emphasis on everyday situations. Conducted primarily in Spanish. **Prereq.:** FL-SPAN-201 or consent of intructor.

FL-SPAN-224 Intensive Reading of Spanish, 3 cr. Developing comprehension through increasing vocabulary and speed skills in reading Spanish. Conducted in Spanish. **Prereq.:** FL-SPAN-201 or equivalent.

FL-SPAN-228 Spanish Composition I, 3 cr. Basic instruction in the mechanics of writing, construction of sentences, and paragraphs. Conducted in Spanish. **Prereq.:** FL-SPAN-201 or consent of instructor.

FL-SPAN-310 Spanish Conversation II, 3 cr. Continuing developing of conversational skills with emphasis on spontaneous conversation. Conducted in Spanish. **Prereq.:** FL-SPAN-220.

FL-SPAN-312 Spanish Conversation III, 3 cr. Mastery of various speaking skills leading toward communicative competence. Conducted in Spanish. **Prereq.:** FL-SPAN-310.

FL-SPAN-315 Spanish Composition II, 3 cr. Developing outlines, composing themes, usage, style, and grammar. Conducted in Spanish. **Prereq.:** FL-SPAN-228.

FL-SPAN-316 Extensive Reading in Spanish, 3 cr. Reading of a wide variety of longer passages with emphasis on general comprehension. Conducted in Spanish. **Prereq.:** FL-SPAN-224.

FL-SPAN-317 Spanish Coposition III, 3 cr. Preparation of term papers, library utilization, bibliography, and research. Conducted in Spanish. **Prereq.:** FL-SPAN-315 or consent of instructor.

FL-SPAN-318 Contemporary Spanish Literature, 3 cr. Readings in generation of 1898—present; emphasis in development of linguistic skills. Conducted in Spanish. **Prereq.:** FL-SPAN-312 or FL-SPAN-317.

FL-SPAN-319 Applied Spanish Linguistics, 3 cr. Latest linguistic principles in teaching modern foreign languages applied in the preparation of teaching materials. **Prereq.:** consent of instructor.

FL-SPAN-320 Spanish Literature in English Transaltion, 3 cr. Study of the literature and culture of Spain in translation. Special emphasis placed upon the creation by Spanish authors of new forms of artistic expression and how these influenced Western literature. Among authors studied are: Cervantes, Calderon, Tirson, and Quevedo. Conducted in English.

FL-SPAN-321 Contemporary Spanish Literature in English Translation, 3 cr. Study of Contemporary Spanish literature and culture. Special emphasis placed on the study of the Generation of 1898 and pre-Civil War writers. Among authors studied are: Unamuno, Ortega y Gasset, Baroja, and Garcia Lorca. Conducted in English.

FL-SPAN-322 Independent Study in Spanish, 3 cr. Individual investigation into a topic of the student's choice; faculty guidance. **Prereq.:** consent of instructor.

FL-SPAN-324 Advanced Composition and Syntax, 3 cr. Advanced study of Spanish composition utilizing complex grammatical structures with special attention given to style. Conducted in Spanish. **Prereq.:** FL-SPAN-317 or FL-SPAN-312.

FL-SPAN-325 Spanish Seminar, 3 cr. Studies in selected Spanish themes; particular study to be announced in the printed schedule of classes. Conducted in Spanish. **Prereq.:** consent of instructor.

FL-SPAN-329 Introduction to Spanish-American and Spanish Literature, 3 cr. Overview of literary periods and significant trends in Spanish-American and Spanish literature. Survey of major writers and their principle works. Conducted in Spanish. **Prereq.:** FL-SPAN-312, FL-SPAN-317. or consent of instructor.

FL-SPAN-331 Hispanic World Cultures, 3 cr. Study of the various aspects of the cultures of the Hispanic World. Conducted in Spanish. **Prereq.:** FL-SPAN-312 or FL-SPAN-317.

FL-SPAN-332 Generacion de 1898, 3 cr. Analysis of the general character of the period called Generation of 1898 in Spanish Literature. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-333 The Contemporary Spanish American Novel, 3 cr. The Latin American novel through several literary movements: Modernism, Regionalism, Social Protest, etc. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-334 La Literature Negroide, 3 cr. The study of Black literature of Latin America. Conducted in Spanish **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-353 Conversational Spanish for Teachers, 3 cr. Emphasis on improving teachers' personal command of the language for more effective audio-lingual classroom presentation. **Prereq.:** two years of college Spanish.

FL-SPAN-354 Spanish-American literature to 1883, 3 cr. Reading and study of Spanish-American Literature up to

and including Romantic period. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-355 Drama and Poetry of the Golden Age, 3 cr. Reading and study of the poetry and theatre of the Golden Age of Spanish literature; the Italian influence. Characteristics of Humanism and Renaissance in Spain and the influence of the Counter reformation. Religious Accent; the mystic and ascetic, the Baroque and the decadence. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instuctor.

FL-SPAN-356 Realism and Naturalism in Spanish-American Literature, 3 cr. Reading and study in Spanish American literature emphasizing "criollismo", "indianista" and Gaucho literature. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-357 Prose of the Golden Age, 3 cr. Reading and study of the literary prose of the Spanish Golden Age. Emphasis on Don Quixote and the Picaresque novel. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-358 El Modernismo, 3 cr. Reading and study of the prose and poetry of the Modernist authors of Spanish America. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-359 Spanish Literature of the 19th Century, 3 cr. Reading of the Spanish literature of XIX Century. Special emphasis placed on the study of Romanticism, Realism, and Naturalism in Spain. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-360 The Essay in Spanish-American Literature, 3 cr. Reading and study of the Spanish-American essay. Emphasis placed on the study of the development of Spanish-American ideas. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of intructor.

FL-SPAN-362 Contemporary Spanish American Poetry, 3 cr. Reading and study of contemporary Spanish-American poets. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-363 The Generation of 1927, 3 cr. Study of the works of the principal figures of the Generation of 1927. Conducted in Spanish. **Prereq.:** FL-SPAN-329 or consent of instructor.

FL-SPAN-364 The Spanish-Americans of Chicago, 3 cr. Contributions and impact made by Latin-Americans to Chicago.

FL-SPAN-365 Spanish-American Seminar, 3 cr. Studies in selected Spanish-American themes; particular study to be announced in the printed schedule of classes. Conducted in Spanish. **Prereq.:** consent of instructor.

FL-SPAN-401 Seminar in Colonial Spanish American Literature, 3 cr. Advanced study selected topics and authors of Colonial Spanish American Literature. Topics and/or authors to be announced in the printed schedule of classes. **Prereq.:** graduate standing, admission to the Roosevelt University-Northeastern Illinois University Master of Arts Program or written consent of instructor.

FL-SPAN-405 Seminar in XIX Century Spanish American Literatuure, 3 cr. Advanced study of selected topics and authors of XIX Century Spanish American Literature. Topics and/or authors to be announced in the printed shcedule of classes. **Prereq.:** graduate standing, admission to the Roosevelt University-Northeastern Illinois University Master of Arts Program or written consent of instuctor.

FL-SPAN-409 Seminar in XX Century Spanish American Literature, 3 cr. Advanced study of selected topics and authors of XX Century Spanish American Literature. Topics and/or authors to be announced in the printed schedule of classes. **Prereq.:** graduate standing, admission to the Roosevelt University-Northeastern Illinois University Master of Arts Program or written consent of instructor.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

C. Wallace Dierickx, Ph.D., Professor
Robert Easton, M.A., Assistant Professor
William Howenstine, Ph.D., Professor
Ying-Cheng Kiang, Ph.D., Professor
Karl Kriesel, Ph.D., Associate Professor
William Millard, Ph.D., Associate Professor
Musa Qutub, Ph.D., Professor
Barbara J. Winston, Ph.D., Professor, Chairperson

The Department of Geography and Environmental Studies offers courses leading to the degrees of Bachelor of Arts and Master of Arts and develops undergraduate and graduate programs of professional geography and environmental studies, trains teachers, and helps related disciplines to enrich their programs.

UNDERGRADUATE PROGRAMS

The three programs available for undergraduates are a major in geography and environmental studies in a liberal arts program, a major in geography and environmental studies in a secondary education program, and a major in environmental studies in a multi-departmental program.

Liberal Arts Major in Geography and Environmental Studies

Requirements:

Physical geography courses	9 cr.
Human geography courses	9 cr.
Regional geography courses	6 cr.
Departmental Electices	6 cr.
Total	30 cr.

Concentrations offered within the liberal arts program include environmental studies, urban studies, physical georgraphy, and regional studies.

Secondary Education Major in Geography and Environmental Studies

Physical geography courses	6 cr.
Human geography courses	6 cr.
Regional geography courses	6 cr.
Departmental electives	6 cr.
Departmental or related electives	8 cr.
Total	32 cr.

Students should consult the Department of Secondary Education regarding professional education requirments. (See page 154).

Liberal Arts Major in Environmental Studies

Environmental studies is a multi-disciplinary, problem-oriented major designed to give students knowledge of and solutions to environmental problems. Career possibilities exist in the broad fields of **Environmental Planning/Management** or **Environmental Interpreation/Education.** Those interested in **Environmental Planning/Management** may seek careers in urban, regional, park and recreation planning/management; water, energy resources, land use planning/management; international resource development; and environmental legislation/regulation. Students interested in **Environmental Interpretation/Education** may seek careers as naturalists in park and outdoor agencies, environmental education careers in camps and social service agencies, or the program may be used as supplemental preparation for pre-service and certified teacher.

To earn a Bachelor of Arts in Environmental Studies, courses of study will vary but include 15 credit hours of core requirements and 30 credit hours of coursework from the natural sciences, social sciences, and other relevant fields (communication, systems analysis, planning, policy formation, management, administration, and education).

Required Courses:

G&ES-150	Introduction to Environmental Studies	3 cr.
G&ES-318	Conservation of Natural Resources	3 cr.
G&ES-366	Field Experience: Internship	6 cr.
G&ES-374	Environmental Perception	3 cr.
Electives		30 cr.
	Total	45 cr.

NOTE: Electives should be selected in consultation with major advisor in the Department of Geography and Environmental Studies and co-advisor in a department related to student's career interest.

Minor in Geography and Environmental Studies

The minor is designed to complement students' career or other interests and requires 18 credit hours of departmental coursework. Concentrations include environmental studies, general geography, physical geography, regional geography, or urban geography.

Additional Information

Students pursuing a major or minor in the department are expected to develop their programs in consultation with a departmental advisor.

A minimum grade average of "C+" must be earned in major courses counted towards graduation.

GRADUATE PROGRAMS

Master of Arts in Geography and Environmental Studies

The Master of Arts program is designed to provide advanced analysis of spatial and environmental systems expressed as patterns and proceses. Included in the sequences are ecological studies of human-environmental interrelations, studies of rapidly changing landscapes emphasizing the synthesis of diverse but interrelated phenomena, locational studies concerning the goemetrics of movement, size, shape, and distance, and studies of environmental resources in terms of their interpretation, development, and use.

Requirements for Admission to the Program

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

Specific: Admission to the program requires at least an undergraduate minor in geography and/or environmental studies. Students lacking this level of preparation will be required, at the discretion of the department, to remedy any deficiencies noted in their background. The Graduate Record Examination and the Achievement Test in Geography may be required in lieu of the Miller Analogies test.

SEQUENCE I: Geography and Environmental Studies

This sequence is designed to provide advanced study in geography and/or environmental studies for the training of personnel for positions in education, industry, government, environmental planning and management, environmental interpretation, and other areas where geographers and environmentalists are needed.

Requirements for the Degree

Course requirements include a total of 33 credit hours in geography and/or environmental studies. Specific course requirements are established separately for each student, and require a chosen area of concentration in one of the five fields—Cultural Geography, Urban Geography, Physical Geography, Economic Geography, or Environmental Studies—and demonstrated competence in two of these fields as established through satisfactory completion of courses. At least 18 credit hours must be 400-level courses. A student may submit a thesis on a topic chosen in advance through consultation with and written under the supervision of the program advisor. Six credit hours are granted for a thesis through the course G&ES-431 Thesis Seminar: Geography and Environmental Studies. Students electing not to complete a thesis instead complete two 400-level courses in lieu of the thesis seminar and submit a research paper on a topic chosen in advance through consultation with and written under the supervision of the program advisor. A final written and/or oral examination, covering the chosen area of concentration and general geographic and/or environmental knowledge, is required. An oral defense of the thesis is also required.

Required Courses:

G&ES-351	Statistics for Geographers and Earth Scientists **or** G&ES-442 Geographic Problems in Quantitative Measurements	3 cr.
G&ES-376	Cartography I **or** G&ES-377 Cartography II	3 cr.
G&ES-411	Scope and Philosophy of Geography and Environmental Studies	3 cr.
Applicable Geography **and/or** Environmental Studies Electives		24 cr.
	Total	33 cr.

SEQUENCE II: Urban Land Use Planning

This sequence is designed to train city planners specializing in land use.

Specific admission requirements: Minor in Geography, Environmental Studies, and/or Urban Studies; G&ES-317 Urban Geography and G&ES-361 City Planning; or equivalent.

Requirements for the Degree

Course requirements include a total of 33 credit hours of which at least 18 credit hours must be 400-level courses. Field experience is required. After the student completes all course requirements he/she works with an approved planning organization in the Chicago area under the supervision of a planning official designated as off-campus advisor. A research paper is required as a part of the field experience.

Students may submit a thesis on a topic chosen in advance through consultation with and written under the supervision of the program advisor. Students electing not to complete a thesis instead complete two 400-level courses in lieu of the thesis and submit a research paper on a topic chosen in advance through consultation with and written under the supervision of the program advisor. A final written and/or oral comprehensive examination covering the field of urban land use planning is required. An oral defense of the thesis is also required.

Required Courses:

G&ES-322 Aerial Photographic Interpretation **or**

G&ES-376 Cartography I **or**
G&ES-377 Cartography II . . . . . 3 cr.
G&ES-351 Statistics for Geographers and Earth Scientists **or** G&ES-442 Geographic Problems in Quantitative Measurements **or** approved statistics course in another discipline . . . . . 3 cr.
ART-301 Problems in Urban Environmental Design . 3 cr.
PSCI-PA-332 Public Administration **or** other approved political science course . . . . . 3 cr.
G&ES-443C Seminar in Urban Land Use Planning: Comprehensive Planning . . . . . 3 cr.
G&ES-445 Seminar in Resource Management and Decision-Making . . . . . 3 cr.
Additional sub-section of
G&ES-443 Seminar in Urban Land Use Planning **or** G&ES-451 Seminar in Recreation Planning . . . . . 3 cr.
G&ES-461 Independent Study (Field Experience) . . . 3 cr.
Approved electives . . . . . 9 cr.

Total 33 cr.

COURSE OFFERINGS (G&ES)

This is a partial listing of geography and environmental studies courses. For complete information, students should consult the departmental secretary.

G&ES-105 Geography of Contemporary Issues, 3 cr. Some of the major problems facing American society. Demonstrates how space expresses itself in poverty problems, the minority ghetto, urban life, environmental deterioration, and population growth and pressure.

G&ES-111 Comparative World Cultures, 3 cr. The major culture realms of the world. Physical settings are examined and similarities and differences of cultures within these settings are explained; selected examples of cultural groupings are used to explain the interrelationships between the cultural and natural elements of the environment.

G&ES-140 Water Resources and Development, 3 cr. Survey of surface and subsurface water resources and their impact on human, industrial, agricultural, and recreational development.

G&ES-150 Introduction to Environmental Studies, 3 cr. Environmental relations, problems, and proposed solutions, covering such topics as environmental degradation, law and impact, land-use planning, resource development, population-resource pressures, urbanization, and technological development. Issues studied will range from local to global.

G&ES-205 Physical Geography: Climate, Vegetation, and Soils, 3 cr. Introductory survey of the earth's physical environment that emphasizes the earth-sun relationships, the processes functioning in the atmosphere and oceans, and the development and interrelationships of climate, soil, and vegetation. Lecture 2 hours, lab 2 hours.

G&ES-206 Physical Geography: Landforms, 3 cr. Introductory survey of the earth's phsysical environment that examins the earth's land surface, its composition, its relief form and the processes that determines its landforms; the mapping of this global surface. Lecture 2 hours, lab 2 hours.

G&ES-212 Economic Geography, 3 cr. World-wide production, distribution and consumption of the principle commercial products of the farm, range, forest, mine, and sea.

G&ES-213 Cultural Geography, 3 cr. Social-cultural organizations and their relationships with the physical environment. Human spatial behavior, determinants of rural and urban settlement patterns, and urban settlement types.

G&ES-214 Wine, Beer and Booze: A Geographical Perspective, 2 cr. The production, distribution and consumption of alcoholic beverages; wine tasting when possible.

G&ES-302 Regional Geography, 3 cr. Exploration and analysis of the physical, cultural, political, and economic makeup of regions and regional settings. Regions that may be taught: Africa; Anglo-America; Asia; Australia and Islands of Pacific; Caribbean America; Canada; Central Europe; China; Japan; India; Europe; Illinois; Mediterranean; Middle East; South America; Southeast Asia; Soviet Union; Western Europe; Appalachia.

G&ES-305 Concepts and Processes in Geographic Education, 3 cr. Investigation of the geographic dimension in a variety of social problems using methods and materials geographers would use. Designed primarily for elementary or high school teachers. Detailed attention to map skills development.

G&ES-307 Environmental Education Seminar, 3 cr. Analysis and development of environmental education, instructional materials, and teaching strategies. Seminar focus will vary depending on the interests of the participants.

G&ES-309 Principles and Methods of Environmental Interpretation, 3 cr. Naturalists and environmental educators learn how to interpret the environment to others in park and camp settings. Includes philosophy, organization, administration, and program skills involved in the use of outdoor interpretive methods, such as field trips, nature trails, campfire programs, overnight camping, and trailside museums, with emphasis on meeting the needs of urban citizens. **Prereq.:** nine hours in physical geography, biology, or earth science (including field experience), or consent of instructor.

G&ES-314 Political Geography, 3 cr. Differences in territorial control that exist from place to place in relation to landforms, population distribution, economic activites; areas of current friction between nations.

G&ES-315 World Agricultural Geography, 3 cr. World distribution of crops and domesticated animals in relation to natural and cultural conditions.

G&ES-316 Location Analysis, 3 cr. Theoretical analysis of the distributional patterns of phenomena on earth's surface, design of optimal spatial arrangements, location theory, emphasis on economic activities. **Prereq.:** G&ES-212 or consent of instructor.

G&ES-317 Urban Geography, 3 cr. Application of geography to the interpretation of urban settlement using both topical and regional approaches; emphasis on major local cities, field trips.

G&ES-318 Conservation of Natural Resources, 3 cr. Historical approach toward understanding concepts, principles and problems in the management of natural resources: air, water, minerals, soil, forest, grasslands, and wildlife.

G&ES-319 Natural Resources: Policy and Planning, 3 cr. Physical, economic, social and political factors involved in policy determination and planning for natural resource development; emphasis upon relations between public and private enterprise and policies for international resource development. **Prereq.:** G&ES-318 or consent of instructor.

G&ES-320 Geography of Urban Land Use, 3 cr. Land use planning process with the focus on urban areas. Emphasis on the determinants of land use and the techniques required to analyze land use. Field experience in land use mapping will be included. **Prereq.:** G&ES-317 or consent of instructor.

G&ES-322 Aerial Photographic Interpretation in Geography, 3 cr. Development and use of aerial photographs with emphasis on proper techniques for interpretation of geological structures, landscapes, cultural and economic activities. **Prereq.:** G&ES-206, G&ES-212, or consent of instructor.

G&ES-326 Recreation Geography, 3 cr. Recreation location, management, and planning in rural and urban areas. Emphasis on the urban area, its recreational needs, and the needs of urban residents in rural areas. **Prereq.:** consent of instructor.

G&ES-340 Water Resources Planning, 3 cr. A detailed investigation of need for water resources planning and the use of appropriate planning techniques, with emphasis on multipurpose resource management.

G&ES-346 Geography of Metropolitan Chicago, 3 cr. Geographical factors affecting Chicago; detailed study of communities within Chicago and its suburbs in Illinois; field trips.

G&ES-350 Marketing Geography, 3 cr. Spatial patterns of market activities at the wholesale and retail levels, theories of the location of private and public service facilities and methods of store location; planning and market area analysis. **Prereq.:** G&ES-212, or ECON-215, or consent of instructor.

G&ES-351 Statistics for Geographers, and Earth Scientists, 3 cr. Introduction to statistical problems, principles, and techniques for geographical study and earth sciences. **Prereq.:** nine credits in geography and environmental studies or earth science.

G&ES-352 Independent Study in Geography and Environmental Studies, 3 cr. Study of topic of special interest to the student. **Prereq.:** consent of instructor.

G&ES-353 Independent Study in Geography and Environmental Studies, 2 cr. (See G&ES-352 for description.)

G&ES-354 Independent Study in Geography and Environmental Studies, 1 cr. (See G&ES-352 for description.)

G&ES-355 Metropolitan Transportation: Problems and Planning, 3 cr. Problems of transportation in the metropolitan area, focusing on commuting, expressway development, the automobile vs. public transportation, and congestion in the central business district. Emphasis on the attempts to plan more effective transportation systems, looking particularly at the Chicago area. **Prereq.:** G&ES-317 or consent of instructor.

G&ES-357 Urban Land Environment, 3 cr. The urban land environment; including water, geomorphological process and landforms; their relations to urban development and planning. Chicago as a case study. Local field trips. **Prereq.:** G&ES-317, or G&ES-206 or consent of instructor.

G&ES-358 Urban Atmospheric Environment, 3 cr. Interaction between cities and their atmospheres. Emphasis on micro-climatic and meso-climatic effect of urban environments. Causes, types and implications of inadvertent climate modification in cities. Field work in Chicago area required. **Prereq.:** G&ES-205 or consent of instructor.

G&ES-361 City Planning, 3 cr. City planning process; historical development of planning in the United States; basic planning studies, components of comprehensive plan; planning theory and practice; implementation procedures; social planning. **Prereq.:** G&ES-317 or consent of instructor.

G&ES-362 Population Problems, 3 cr. Growth and distribution of population; elements of population change such as birth, death, and migration; short and long term problems of local and global nature.

G&ES-363 Field Experience, 3 cr. Titles vary but all courses provide field experience. A partial list of topics offered through this course include Internship, Groundwater Exploration, Alternative Energy Policy and Practice, Natural Environment (during different seasons), Rehabilitation of Historic Urban Areas, Urban Environmental Analysis, Research in Environmental Perception, Forest Resources, Environmental Impact Statements, and Urban recreation. **Prereq.:** twelve hours in geography or environmental studies.

G&ES-364 Field Experience, 4 cr. (See G&ES-363 for course description.)

G&ES-365 Field Experience, 5 cr. (See G&ES-363 for course description).

G&ES-366 Field Experience, 6 cr. (See G&ES-363 for course description).

G&ES-369 Urban Land Use Planning, 3 cr. Major topics in urban land use planning such as zoning and transportation; residential, commercial, manufacturing, or recreational land use. **Prereq.:** G&ES-361 or consent of instructor.

G&ES-370 Regional Economic and Social Development, 3 cr. Variations in the economic and social development and social conditions of United States and world regions; consideration of inequities in regional development and of strategies for change. **Prereq.:** G&ES-212, G&ES-213 or consent of instructor.

G&ES-371 Geomorphology, 3 cr. Sequential landform processes emphasizing the integration of diastrophism, weathering, and the erosional agents of gravity, water, wind, ice, and waves. **Prereq.:** G&ES-206.

G&ES-372 Regional Geomorphology, 3 cr. Selected regional geomorphic landscapes resulting from the integration of geological structure and climatic-geomorphic processes over time. **Prereq.:** G&ES-206.

G&ES-373 Biological Geography, 3 cr. Geographical distribution of living organisms and the principles underlying this distribution. **Prereq.:** six hours of general biology.

G&ES-374 Environmental Perception, 3 cr. The relationship of perception of the environment to environmental behavior. Research projects tailored to students' interests. **Prereq.:** junior standing or consent of instructor.

G&ES-375 Regional Climatology, 4 cr. Controls of climatology, the development of regional climatic characteristics and their spatial arrangement, and the development of climatic classifications. Lab.

G&ES-376 Cartography I, 3 cr. Principles, elements and philosophy of cartographic presentations, covering historical and modern cartographic techniques, symbolization, projections and the elements of cartography as a science and an art.

G&ES-377 Cartography II, 3 cr. Techniques and methods of cartography including drafting and reproduction of cartographic representation. Lectures and laboratory exercises dealing with cartography as an art. **Prereq.:** G&ES-376 or consent of instructor.

G&ES-378 Physical Climatology, 3 cr. Parameters and processes in the atmospheric system. Energy budgets, evapotranspiration, water balance; climatic geomorphology and climatic change. **Prereq.:** G&ES-205 or consent of instructor.

G&ES-379 Seminar in Physical Geography, 3 cr. Selected areas of current research or problem development in physical geography. **Prereq.:** six credit hours of physical geography or earth science or consent of instructor.

G&ES-401 Seminar in Cultural Geography, 3 cr. Selected theories and methodologies of cultural geography and the current trends within the discipline; students to prepare a seminar paper that incorporates the concepts of a specific approach applied to a local phenomenon. **Prereq.:** graduate standing, G&ES-213, or consent of instructor.

G&ES-402 Seminar in Political Geography, 3 cr. Major approaches to political geography, accomplished in part by the preparation and presentation of a seminar paper incorporating a significant portion of pertinent political geo-

graphic theory. **Prereq.:** graduate standing, G&ES-314 or consent of instructor.

G&ES-411 Scope and Philosophy of Geography and Environmental Studies, 3 cr. Historical development of geography as a regional, spatial, and environmental science, its content, subdivisions, and methods of study. **Prereq.:** graduate standing and nine credit hours in geography and environmental studies.

G&ES-421 Seminar in Climatological Problems, 4 cr. Regional, physical, and urban climatology, with study of independent topics encouraged. **Prereq.:** graduate standing, G&ES-375, G&ES-378, or consent of instructor.

G&ES-431 Thesis Seminar—Geography and Environmental Studies, 6 cr. Students conduct research and write a thesis to fulfill requirements for the Master of Arts degree. **Prereq.:** acceptance to master's degree candidacy in geography and environmental studies.

G&ES-442 Geographic Problems in Quantitative Measurements, 3 cr. Statistical applications in geography and environmental studies; reliability of quantitative formulas and studies; geometrics; statistical project required as part of the course. **Prereq.:** graduate standing and an introductory course in statistics or consent of instructor.

G&ES-443 Seminar in Urban Land Use, 3 cr. Urban spatial structure, activity systems and land development processes, and examination of survey techniques, analysis procedures and modeling systems of evaluating land use plans. Seminar offerings include such topics as housing, zoning, transportation relationships, and environmental issues. **Prereq.:** graduate standing and six hours of planning courses.

G&ES-444 Seminar in Regional Geography, 3 cr. Physical, cultural and economic makeup of a region, involving intensive reading and discussion. Students will be assigned weekly readings for discussion. Seminar paper required. **Prereq.:** graduate standing.

G&ES-445 Seminar in Resource Management and Decision-Making, 3 cr. Research seminar involving the principles of decision-making as utilized in the field of resource management; application of these principles through research projects conducted in Chicago metropolitan area. **Prereq.:** graduate standing, G&ES-319, or consent of instructor.

G&ES-446 Seminar in Environmental Studies, 3 cr. Current environmental topics. Students present a research proposal with a detailed resource bibliography. Proposals may serve as the basis for required research papers. **Prereq.:** graduate standing, nine credits in environmental studies, or consent of instructor.

G&ES-451 Seminar in Recreation Planning, 3 cr. Field work primarily in the Chicago metropolitan area. Formulation of research problems, hypothesis testing, and data processing on selected topics in urban recreation. **Prereq.:** graduate standing and consent of instructor.

G&ES-452 Field Work in Environmental Studies, 6 cr. Field techniques in environmental science, drainage systems, evaluating location of sanitary landfills, water pollution sources, distribution of land forms and glacial deposits. **Prereq.:** graduate standing and consent of instructor.

G&ES-461 Independent Study in Geography and Environmental Studies, 3 cr. For upper-level graduate students to engage in independent research of student's choice on wide variety of subjects. Primarily advanced research in areas where there are existing lower level courses, or graduate-level research in areas where there are no existing courses. **Prereq.:** graduate standing and consent of instructor.

G&ES-471 Seminar in Urban Geography, 3 cr. Intensive discussion, study and research on the most essential topics in urban geography; central place theory, urban renewal programs, population and economic development; field work. **Prereq.:** graduate standing.

(G&ES-OC)

G&ES-OC-324 Oceanography I, 3 cr. Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Humans and the ocean. Gathering of oceanological data and development of the marine sciences. **Prereq.:** G&ES-205, ESCI-121, ESCI-211, or consent of instructor.

G&ES-OC-325 Oceanography II, 3 cr. Physical and chemical properties, and characteristics of sea water. Hydrodynamics-currents, waves, tides, circulation. Life conditions in the ocean environment, relationship to marine biology. Economic oceanography; statistical methods use and marine cartography. **Prereq.:** G&ES-324 or consent of instructor.

G&ES-OC-335 Ocean Resources, 3 cr. A comprehensive study of the current and future exploitation of the ocean resources.

GREEK STUDIES MINOR

Henry Russell, Ph.D., Associate Professor of French, Coordinator

Total Credit Hours: 18

Requirements:

To complete a Greek Studies Minor, the student must fulfill the following requirements:

1. Take FL-GREK-101 and FL-GREK-102
2. Take one course in modern or Byzantine Greek culture or history approved by the Greek Studies coordinator.
3. Take one course in ancient Greek history or culture approved by the Greek Studies coordinator.
4. Take sufficient additional courses in Greek Studies to complete a total of 18 credit hours. Any of the courses on the list below are acceptable; from time to time departments may offer special (selected topics) courses or introduce new courses which are designed for the Greek Studies Minor. The coordinator will inform students as these courses appear.

Greek Studies Minor Courses

Art

ART-310 Early Christian and Byzantine Art . . . . . 3 cr.

English

ENGL-233 The Epic . . . . . 3 cr.
ENGL-333 Mythological Backgrounds of English and American Literature . . . . . 3 cr.
ENGL-356 Greek Literature in Translation . . . . . 3 cr.

Foreign Language

FL-GREK-101 Modern Greek I . . . . . 3 cr.
FL-GREK-102 Modern Greek II . . . . . 3 cr.
FL-GREK-201 Modern Greek III . . . . . 3 cr.
FL-GREK-202 Intermediate Modern Greek . . . . . 3 cr.
FL-GREK-203 Introduction to Greek Culture . . . . . 3 cr.
FL-GREK-250 Nineteenth and twentieth Century Greek Literature in English Translation . . . . . 3 cr.

History

HIST-311 Ancient Greece from 3000 B.C. to 146 B.C. . . . . 3 cr.
HIST-335 Historical Archeology of Ancient Greece . . . . . 3 cr.
HIST-345 Historical Perspectives: Byzantine and Modern Greek Culture . . . . . 3 cr.
HIST-392H Literature of History: The Culture of Ancient Greece . . . . . 3 cr.

Philosophy

PHIL-222 History of Ancient Philosophy . . . . . 3 cr.

Speech and Performing Arts

SPCH-COMM-322 Classical Rhetoric . . . . . 3 cr.
SPCH-PERF-331 History of Theatre to 1600 . . . . . 3 cr.

HISTORY

Charles M. Barber, Ph.D., Associate Professor
Duke Frederick, Ph.D., Professor
Carl Hammond, Ph.D., Professor
S. Lorenzo Harrison, PhD., Professor
Sally Ann Hastings, Ph.D., Assistant Professor
J. Fred MacDonald, Ph.D., Professor
Joseph C. Morton, Ph.D., Professor, Chairperson
Bernard Powers, M.A., Instructor
Steven A. Riess, Ph.D., Associate Professor
Gregory H. Singleton, Ph.D., Associate Professor
P. Craig Smith, Ph.D., Associate Professor
June Sochen, Ph.D., Professor
Salme Harju Steinberg, Ph.D., Associate Professor
Kenneth W. Stetson, Ph.D., Assistant Professor
C. David Tompkins, Ph.D., Professor
Sue Sheridan Walker, Ph.D., Professor

The Department of History is committed to providing all students with an historical perspective in its undergraduate and graduate courses so that they can understand the present and plan the future with knowledge of the past. The department offers a comprehensive range of courses that explores human history at all times and places. The tools taught by the historian will aid history majors and minors—as well as all students who take history courses—in their preparation for careers in business and public service.

UNDERGRADUATE PROGRAMS

The history department offers programs in the liberal arts and secondary education in which both lead to the Bachelor of Arts degree. Both programs require a total of 36 credit hours in history. The secondary education program also requires an appropriate education course sequence indicated on page 154.

Required Courses:

Two courses in European History: . . . . . 6 cr.
HIST-111 Currents in Western Civilization, 3000 B.C.-1500 A.D. . . . . 3 cr.
HIST-112 Currents in Western Civilization, 1500 A.D.-Present . . . . . 3 cr.
Two courses from the following in United States History . . . . . 6 cr.
HIST-202 History of Afro-Americans to 1877 . . . 3 cr.
HIST-203 History of Afro-Americans Since 1877 . . . . . 3 cr.
HIST-214 United States History, 1607-1877 . . . . 3 cr.
HIST-215 United States History, 1877-Present . . 3 cr.
Two courses in non-European and non-United States history . . . . . 6 cr.
These courses may be chosen from such areas as Latin America, Asia, Africa, The Black in World History, or thematic courses related to western expansion or interaction with other cultures.
Six courses chosen from 300-level electives in history with the consent of an advisor . . . . . 18 cr.

Total 36 cr.

NOTE: Students may elect to concentrate in one area of history. A list of appropriate courses for the following areas is provided by the department: (1) Afro-Asian; (2) Ancient, Medieval, and Early Modern European; (3) British; (4) Modern European; (5) Latin American; (6) Afro-American; (7) Asian; (8) United States; (9) Popular Culture; and (10) Women's Studies.

Minor in History

Eighteen credit hours are required. A highly recommended program for students majoring in other disciplines. The student chooses six history courses at various levels, (100, 200, 300) with the history advisor's consent.

GRADUATE PROGRAM

Master of Arts in History

This program is designed to enable teachers and students to gain a more sophisticated understanding of history. Applicants must fulfill the general requirements for admission to the Graduate College and present 24 college credit hours in history, or the equivalent in social science and humanities courses, to be evaluated by the department.

(With Thesis)

Thirty-credit hours are required, including 18 in history, six for thesis and six in related fields (or additional history courses). There is a final comprehensive examination covering coursework and thesis.

HIST-451 Historiography and Historical Method (or alternative 400-level history course selected with consent of advisor) . . . . . 3 cr.
Two graduate research seminars . . . . . 6 cr.
Five 300 or 400-level history electives chosen with guidance of advisor (at least two courses must be 400-level) . . . . . 15 cr.
HIST-431 Thesis Seminar: History . . . . . 6 cr.

Total 30 cr.

(Without Thesis)

Thirty-six credit hours are required, including 30 in history and six in related fields (or additional history courses). There is a final comprehensive examination covering coursework.

HIST-451 Historiography and Historical Method (or alternative 400-level history course selected with consent of advisor) . . . . . 3 cr.
Two graduate research seminars . . . . . 6 cr.
400-level graduate readings courses or additional seminars . . . . . at least 12 cr.
300-level courses chosen with guidance of advisor . . . . . maximum 9 cr.
cognate electives . . . . . 0-6 cr.

Total 36 cr.

COURSE OFFERINGS (HIST)

HIST-101 History of Chicago, 3 cr. General survey of Chicago from the early settlment to the present with emphasis on patterns of growth, migrants, commercial and economic development and cultural contributions.

HIST-102 History of Popular Culture in the 20th Century, 3 cr. General survey of American popular culture in the present century, emphasizing mass popular tastes in music, film, radio, television, sports and literature.

HIST-103 History of Western Culture, 3 cr. General survey of the artistic, musical, literary, and philosophical manifestations in the cultural history of western civilzation from classical Greece to the 20th century.

HIST-104 History of Eastern Culture, 3 cr. General historical introduction to the art, music, literature, philosophy, life styles, and cultural traditions of East Asia.

HIST-111 Currents in Western Civilization, 300 B.C.—1500 A.D., 3 cr. A survey of the history of various societies and cultures from the ancient mid-Eastern and Greco-Roman civilizations of Europe from the period of the Middle Ages to the Renaissance.

HIST-112 Currents in Western Civilization, 1500 A.D. to the Present, 3 cr. A survey of the economic, social, political and cultural highlights of modern Europe from the Renaissance to the present age of expanded European influence.

HIST-200 Themes in History, 3 cr. Readings and analysis of important historical themes of special interest to undergraduate students. Consult schedule of classes for particular topic.

HIST-201 History of the Ancient World, 3000 B.C. to 476 A.D., 3 cr. A survey of the history and development of the various societies and cultures of the Ancient World, focusing on Mesopotamian, Egyptian, Syrian and Greco-Roman civilizations in chronological sequence from the beginnings of the third millenium B.C. to the end of the Western Roman Empire.

HIST-202 History of Afro-Americans to 1877, 3 cr. A survey course covering the history of Black Americans from the African background through the Reconstruction period. Emphasis is devoted to such themes as slavery, the origin of free blacks, Black social activism prior to the War Between the States, and the development of Black communities during Reconstruction.

HIST-203 History of Afro-Americans Since 1877, 3 cr. A survey course covering the history of Black Americans from the end of Reconstruction to the present. Emphasis especially devoted to such themes as the role of Blacks in the political and industrial order of the New South, the goals and concerns of Afro-American leadership, the formation of northern urban communities, and the rise of civil rights activism.

HIST-214 United States History, 1607-1877, 3 cr. Social, political, intellectual, diplomatic and economic development of the American colonies and the United States from the beginnings through 1877.

HIST-215 United States History, 1877-Present, 3 cr. Social, political, intellectual, diplomatic, and economic development of the United States from 1877 to present.

HIST-216 The Black in World History, 3 cr. A history of the Black, beginning with his African origins and followed by his interaction with the Oriental, Arab and European worlds. In addition to the African heritage, there will be stress laid upon the role of Black in Latin American history as well as the impact of the Black man upon the history of the United States.

HIST-301 The Jacksonian Era, 1824 to 1840, 3 cr. Various political, economic, social and intellectual developments involved in the rise of Jacksonian Democracy; the growth of democracy at the state and national levels; the new conception of the presidency; nationalism and sectionalism; economic growth; national expansion; political and social theories of the Jacksonian period. **Prereq.:** HIST-214.

HIST-304 The Early National Period, 1789-1824, 3 cr. A study of the formative years of the American Republic from the promulgation of the Constitution in 1789 to the end of the so-called "era of good feeling" in 1824. **Prereq.:** HIST-214 or equivalent or consent of instructor.

HIST-307 Reconstruction, 1862-1877, 3 cr. A study in depth of the effort, during and after the Civil War, to "reconstruct" the divided nation. The political events of Reconstruction are seen in the context of social and economic developments. Reconstruction is studied both as the consequence of the Civil War and as a set of events that have profoundly affected the subsequent history of the United States. **Prereq.:** HIST-215; strongly recommended: HIST-214 and HIST-332.

HIST-308 The Civil War, 1861-1865, 3 cr. The study in depth of the Civil War, as a pivotal event in American history, and as an interrelated series of far-reaching social, political economic, and intellectual changes affecting all aspects of American life. **Prereq.:** HIST-214; strongly recommended: HIST-215 and HIST-332.

HIST-309 U.S. Social History to 1865, 3 cr. An introduction to the problems of social history, especially social structure, cohesion, conflict and attitudes applied to the development of American sectional societies from the founding of the colonies until the end of the Civil War. Special attention will be given to the variety of forms of social organization and the growth of diversity in American culture. **Prereq.:** HIST-214 recommended.

HIST-310 United States Social History, 1865-Present, 3 cr. The social dimensions of nationalization and industrialization, with special emphasis on the decline of geographically defined communities, the rise of communities of interest, rationalization of social structures, and the process of alienation. **Prereq.:** HIST-215 recommended.

HIST-312 The American Revolution, 1763 to 1789, 3 cr. Intensive study of the events leading to American Independence; social and political changes accompanying independence; America under the articles of Confederation; the writing and adoption of the Constitution. **Prereq.:** HIST-214.

HIST-313 Medieval Europe, 3 cr. An upper level course focusing on the major themes of the Middle Ages in Europe with emphasis on Western Europe. **Prereq.:** HIST-111.

HIST-317 History of the Second World War, 3 cr. Intensive study of the Second World War in its global aspects and implications, including post-war developments and the cold war.

HIST-318 The United States in the Early Twentieth Century, 1901-1929, 3 cr. A chronological treatment covering the period from Theodore Roosevelt's tenure as President until the coming of the Great Depression. Special emphasis is placed on the Progressive Movement, American involvement in World War I and the 1920's. **Prereq.:** HIST-215 or equivalent.

HIST-319 Europe in the Age of Revolution, 1789-1871, 3 cr. Study of the historical forces in European society from the French Revolution to the completion of the unification process.

HIST-320 Europe in the Age of Imperialism, 1871-1919, 3 cr. Study of the historical forces in European society during the period of great territorial expansion and rivalry culminating in the First World War.

HIST-321 Europe in the Age of Ferment, 1919-Present, 3 cr. This course concerns European history in the time of recurrent warfare, dislocation, authoritarianism, and reappraisal.

HIST-322 Japanese Intellectual History, 3 cr. A presentation of the positions of indigenous Japanese High and Folk culture, and of the Japanese adaptation of Buddhism, Confucianism and Western thought. **Prereq.:** HIST-104 or consent of instructor.

HIST-324 The Era of Franklin D. Roosevelt, 1929-1945, 3 cr. An in-depth study of the causes and consequences of the Great Depression, the New Deal response to the crisis, and the road to and involvement in World War II, with special emphasis on the leadership of Franklin D. Roosevelt. **Prereq.:** HIST-215 or equivalent.

HIST-327 The United States in the Age of Crisis, 1945 to the Present, 3 cr. This course is a general survey of the political, diplomatic, economic and social forces which have developed in the U.S. since 1945 with particular emphasis on the crisis in domestic America. **Prereq.:** HIST-215 or eqivalent recommended.

HIST-328 History of Africa, 3 cr. Historical survey of Africa south of the Sahara from the earliest times to the present. Special emphasis is devoted to such themes as state formation and African politics, the influence of Islam, European contact and the slave trade, the rise of African nationalism, and the emergence of independent states.

HIST-329 The United States in the World Arena Since 1945, 3 cr. The study of America's major involvement in the world affairs since 1945 with special emphasis on the making and execution of foreign policy, the role of ideology and economics and the results internationally and domestically.

HIST-330 Ancient Near Eastern World, 3 cr. An upper level course focusing on the development of civilization in the Ancient Near East: Egypt, Syria-Palestine, Mesopotamia, and Asia-Minor.

HIST-331 The Ancient Mediterranean World, 3 cr. An upper level course focusing on the development of civilization in Mesopotamia, Egypt, Asia Minor and Syria-Palestine, in the 3rd-1st millenia B.C. **Prereq.:** HIST-111 or HIST-201.

HIST-332 The Coming of the Civil War, 3 cr. Intensive study of the various political, social and economic factors that led to the breakdown of constitutional government and the beginning of the Civil War. **Prereq.:** HIST-214

HIST-333 Practicum in History Tutorial, 1 cr. Open to seniors and graduate students, providing tutorial instruction on a carefully scheduled basis for two hours per week for each hour of credit and who attend an instructional seminar once each week. Students may apply up to four hours of tutorial practicum credit to the various degree programs. **Prereq.:** senior or graduate standing and written consent of instructor.

HIST-334 Practicum in History Tutorial, 2 cr. (See HIST-333 for description.)

HIST-336 Independent Study in History, 3 cr. Intensive study in selected subjects and periods of history. **Prereq.:** consent of instructor.

HIST-337 Independent Study in History, 2 cr. (See HIST-336 for description.)

HIST-338 Independent Study in History, 1 cr. (See HIST-336 for description.)

HIST-339 Undergraduate Historical Method and Historiography, 3 cr. An exercise in historical research and introduction to some major theoires of history. **Prereq.:** for undergraduate history majors.

HIST-340 Problems in History, 3 cr. Exploration and analysis of themes or topics in history designed to introduce students to the relevant sources and scholarly research. Consult schedule of classes for subtitles.

HIST-342 Intellectual History of the United States, 1865 to present, 3 cr. An upper level course covering the modern period in intellectual history; social Darwinism, pragmatism, and liberalism are three of the intellectual systems studied; approach similar to that for 44-341 Intellectual History of the United States—1607 to 1865, but courses are independent and need not be taken in sequence. **Prereq.:** two courses in United States history.

HIST-343 Colonial History of the United States, 1607 to 1775, 3 cr. The nature of colonial government, town life, literature, as well as a comparison of the development of major colonies; key personalities of the period, such as Benjamin Franklin, Cotton Mather, Jonathan Edwards and Thomas Jefferson studied in detail; designed for American history majors who have background in the field. **Prereq.:** HIST-214.

HIST-344 The History of the South, 1877 to Present, 3 cr. Intensive study of the politics of the South after Reconstruction; the emergence of the industrial South; the Black's place in this new situation, as well as the rise of segregation at the turn of the century; particular attention to the problem of the Black American and the value system of the South in light of present civil rights considerations; how the South has accommodated itself to twentieth-century living. **Prereq.:** one course in United States history.

HIST-345 Historical Perspectives, 3 cr. Changing cultural patterns and social structure under the impact of changing technology; concepts and data from anthropology and sociology used in a historical setting. Consult schedule of classes for subtitles. **Prereq.:** two courses in history.

HIST-346 History of England to 1688, 3 cr. Survey of English history to the revolution of 1688; emphasis on significant themes, such as the evolution of monarchy and parliament, medieval society, the Elizabethan world, and constitutional crisis in Stuart England.

HIST-347 History of England from 1688 to the Present, 3 cr. Tracing the political, economic and curltural forces that shaped Great Britain. Emphasis on the class structure, the transition to an industrial society, Georgian and Victorian culture, contemporary Britain.

HIST-349 Tudor England, 3 cr. Major political, social, intellectual and economic trends in sixteenth-century England.

HIST-350 Mini-Studies in History, 1 cr. Selected subjects in every area of history. Course topics vary and are generated by student request, program needs or faculty expertise.

HIST-352 Latin American History to 1825, 3 cr. Early Indian civilizations; age of discovery and conquest; socioeconomic, cultural and governmental institutions in colonial life; wars of independence.

HIST-353 Latin American History Since 1825, 3 cr. Cultural and institutional developments in Latin America since independence.

HIST-354 Central America and the Caribbean, 3 cr. History of Central America and of the major islands of the Caribbean, emphasizing the period since independence and relations with the United States. **Prereq.:** one general course in Latin American history.

HIST-355 History of Mexico, 3 cr. Early Indian civilization; colonial and national periods with emphasis on race relations, the class structure, the church, latifundia, intellectual life, the revolution, and the impact of industrialization in the twentieth century. **Prereq.:** one general course in Latin American history.

HIST-356 Stuart England, 3 cr. Major political social, intellectual and economic trends in England from 1600 to 1715.

HIST-358 Russian History from the Varangians to 1855, 3 cr. The Russian people, state, and culture from their origins to the death of Nicholas I.

HIST-359 Russian and Soviet History, 1855 to the Present, 3 cr. The political, diplomatic, intellectual and social development of the peoples of the Russian Empire and the Soviet Union from the accession of Alexander II to the present.

HIST-360 Practicum in History Tutorial, 3 cr. Open to seniors and graduate students providing tutorial instruction on a carefully scheduled basis for two hours per week for each hour of credit and who attend an instructional seminar once each week. Students may apply up to four hours of tutorial practicum credit to the various degree programs. **Prereq.:** senior or graduate standing and written consent of instructor.

HIST-361 Practicum in History Tutorial, 4 cr. (See HIST-360 for description.)

HIST-364 Modern Chinese History, 3 cr. A topical presentation of modern Chinese history: analysis and discussion of the institutional and intellectual changes and developments brought about in China by modernization, rebellion, revolution, and war.

HIST-366 The Age of the Reformation, 3 cr. The religious crisis within Roman Catholicism and the genesis and growth of the Protestant movement. **Prereq.:** HIST-111 or HIST-112.

HIST-367 The Constitutional History of England, 3 cr. A study of the constitutional development of England from the Anglo-Saxons to the present day.

HIST-369 Twentieth Century Germany, 3 cr. The study of the problems faced by twentieth century Germany, including the demise of the Weimar Republic and the political and social origins of the Nazi Movement, followed by a survey of post-war Germany.

HIST-370 Mini Studies in History, 2 cr. Selected subjects in every area of history. Course topics vary and are generated by student request, program needs of faculty expertise.

HIST-373 The Emergence of Industrial and Urban America, 1877-1901, 3 cr. This course is a study of the formative years of modern America from the conclusion of reconstruction following the Civil War to the advent of the Theodore Roosevelt administration and national progressivism. Emphasis is placed on those ideas, institutions and factors which help explain the growth of present Urban America with its great economic and industrial strength and its imperial expansionist tendency.

HIST-377 Diplomatic History of Europe, 1914-Present, 3 cr. Survey of the European international relations accentuating the decline of European power in two world wars and the emergence of the age of the super-powers.

HIST-378 Senior Seminar in History, 3 cr. This course is designed to give the undergraduate history major an opportunity to read and evaluate the historical literature on one important theme in history. **Prereq.:** senior status as undergraduate history major.

HIST-379 Contemporary Historical Problems, 3 cr. Exploration and analysis of important problems that confront man in the world today. It is designed to make students more aware of the political, economic, social, and cultural issues that beset the world of man and encourage them to explore these issues and their causes.

HIST-380 History of Japan, 3 cr. A history of Japan from prehistory to modern times. Lectures on the data of Japanese history and dicussions on the major paradigmatic approaches to the study of this data. **Prereq.:** HIST-104

HIST-381 United States Foreign Relations, 1775 to 1898, 3 cr. Development of American foreign policy, diplomacy and other relationships with the rest of the world from the American Revolution through the Spanish-American War.

HIST-382 United States Foreign Relations, 1898 to 1945, 3 cr. The United States as a world power; consequences of the Spanish-American War; new relationships with Latin America, Asia and Europe; the United States and World War I; the United States and the Long Armistice; American involvement in World War II.

HIST-383 The Woman in American History, 3 cr. A survey, from colonial times to the present, of the role of the woman in America, women reform movements such as the suffragists and the feminists, and the influence of women in America. **Prereq.:** one course in United States history.

HIST-384 Pro-Seminar in European History, 3 cr. Intensive reading and discussion course open to a limited number of students. Under the direction of the professor, students will be asked to prepare themselves for weekly discussion on a particular aspect of modern European history. **Prereq.:** a course in European history.

HIST-385 History of Modern Chinese Thought, 3 cr. A presentation of the political ideologies, social and moral philosophies and religions of modern China. Both lectures and discussion sections. **Prereq.:** HIST-363.

HIST-386 Buddhism in East Asia, 3 cr. The intellectual, social and economic history of Buddhism in Tibet, China and Japan. The emphasis will be on the interaction of Buddhism with the cultures and societies of Tibet, China and Japan, and with the non-Buddhistic religions of these cultures.

HIST-387 Pro-Seminar in Afro-America History, 3 cr. Intensive reading and discussion course. Under the direction of the instructor, students will be assigned weekly readings on major aspects of Afro-American history. **Prereq.:** upper division or graduate standing and consent of instructor.

HIST-388 Urban History of the United States to 1877, 3 cr. A general survey of urban America to the rise of industrial America. Special attention will be given to location and planning, mercantile cities and the new industrial city.

HIST-389 Urban History of the United States, 1877-Present, 3 cr. A general survey of urban America with emphasis on various institutions covering the years since Reconstruction including immigration, reform and urban planning.

HIST-390 Pro-Seminar in American History, 3 cr. Intensive reading and discussion course. Under the direction of the instructor, students will be assigned weekly readings, prepare papers, and discuss some major aspect of American history.

HIST-391 Pro-Seminar in History, 3 cr. Intensive reading and discussion course. Under the direction of the instructor, students will be assigned weekly readings, prepare papers, and discuss some major aspect of history.

HIST-393 Historical Biography, 3 cr. Exploration and analysis of important biographies which treat major or representative historical figures. It is designed to make students more aware of the personal, psychological, and period forces affecting the behavior of key figures in history.

HIST-394 Practicum in Historical Research, 1 cr. An Individual course in which the student engages in research under the direction of a professor. Students are required to complete three hours of research per week per credit hour and attend a series of one hour weekly meetings on research methodology. Students may not receive more than four hours credit in this course towards a major or advanced degree. **Prereq.:** senior or graduate standing and written consent of instructor.

HIST-395 Practicum in Historical Research, 2 cr. (See HIST-394 for description.)

HIST-396 Practicum in Historical Research, 3 cr. (See HIST-394 for description.)

HIST-397 Studies in American Popular Culture, 3 cr. Studies of varying aspects of American popular culture and their place in American history.

HIST-398 Women in Popular Culture, 3 cr. A survey of women's novels, radio, movies, music and TV from the viewpoint of women.

HIST-421 Seminar in the History of the Civil War and Reconstruction, 3 cr. Directed studies in the history of the era of the Civil War and Reconstruction, including the antebellum period; each student to write a seminar paper that will be revised and developed in the light of criticism by other members of the seminar. **Prereq.:** graduate standing and consent of instructor.

HIST-422 Seminar in Afro-American History, 3 cr. Intensive study and research into contemporary aspects of Afro-American Life. A seminar paper is required. **Prereq.:** graduate standing and consent of instructor.

HIST-424 Seminar in Twentieth Century European History, 3 cr. Seminar on selected problems in twentieth century Europe; students to present papers on particular topics for discussion and analysis. **Prereq.:** graduate standing and consent of instructor.

HIST-425 Seminar in Modern European Diplomatic History, 3 cr. Research seminar in which students prepare an original research paper based upon intensive study of documentary materials related to problems in the history of modern European international relations. **Prereq.:** graduate standing and consent of instructor.

HIST-431 Thesis Seminar—History, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts degree in History. **Prereq.:** acceptance to master's degree candidacy in history.

HIST-451 Historiography and Historical Method, 3 cr. Required of all students working in the graduate program in history; an attempt to give the student historical understanding, philosophies of history and methods of historical research. **Prereq.:** graduate standing.

HIST-453 Seminar in 19th Century European History, 3 cr. Directed research seminar for graduates interested in the major problems in nineteenth century European history. **Prereq.:** graduate standing and consent of instructor.

HIST-461 Readings in Modern European History, 3 cr. Intensive readings, analysis, and discussion of aspects of the history of Modern Europe. **Prereq.:** graduate standing, at least one course in modern European history, or consent of instructor.

HIST-462 Readings in European Diplomatic History, 3 cr. Intensive readings, analysis, and discussion of major problems in the history of European International relations. **Prereq.:** graduate standing, a course in European diplomatic history, or consent of instructor.

HIST-463 Readings in Early American History, 3 cr. A systematic in-depth study, analysis, and criticism of the principal monographs, treating various aspects of seventeenth and eighteenth century American History. **Prereq.:** graduate standing and two courses in United States history.

HIST-464 Readings in 20th Century American History, 3 cr. A systematic in-depth study, analysis, and criticism of the principal monographs, treating various aspects of twentieth century U.S. History. **Prereq.:** graduate standing and two courses in United States history.

HIST-465 Readings in American Foreign Policy, 3 cr. A systematic and in-depth study, analysis and critism of the principal monographs dealing with the making of American Foreign Policy since 1895. **Prereq.:** graduate standing, a course in American diplomatic history, or consent of instructor.

HIST-466 Readings in the Civil War and Reconstruction, 3 cr. A study and analysis of some of the principal monographs and interpretive studies of the Civil War and Reconstruction. **Prereq.:** graduate standing and HIST-332 recommended.

HIST-467 Readings in Latin American History, 3 cr. A systematic in-depth study, analysis and criticism of the principal monographic works dealing with various aspects of Latin American History. **Prereq.:** graduate standing and two courses in Latin American history.

HIST-468 Readings in Ancient History, 3 cr. Intensive readings in current historiographical problems in a field of classical or pre-classical ancient history. **Prereq.:** graduate standing and two courses in ancient history.

HIST-469 Readings in Asian History, 3 cr. An introduction to the problems, methods, and bibliography of Asian History. Students can choose topics in social, economic, or intellectual history of China, Japan, and Korea. Readings will be selected by the instructor and will include relevant and important books, monographs, and articles in Western languages. **Prereq.:** graduate standing and two courses in Asian history.

HIST-471 Seminar in Latin American History, 3 cr. Problems and crucial issues of colonial, nineteenth-century and contemporary Latin America; students will prepare a seminar paper that will be revised and developed in the course of discussion and readings. **Prereq.:** graduate standing and consent of instructor.

HIST-472 Seminar in British History, 3 cr. Directed studies in modern British history, primarily in the nineteenth and twentieth centuries; students will prepare a seminar paper that will be revised and developed in the course of discussion and readings. **Prereq.:** graduate standing, one course in British history, and consent of instructor.

HIST-473 Seminar in United States History in the Twentieth Century, 3 cr. In-depth study in seminar fashion of problems in the history of the United States during this century; students will prepare a seminar paper that will be revised and developed in the course of discussion and readings. **Prereq.:** graduate standing and consent of instructor.

HIST-474 Seminar in United States Intellectual History, 3 cr. Study of selected topics; goals are oriented to the major writings in the field and research experience. **Prereq.:** graduate standing, HIST-341, and HIST-342.

HIST-475 Seminar in Asian History, 3 cr. Directed studies; student to prepare a seminar paper that will be discussed, questioned and developed further during the seminar. **Prereq.:** graduate standing and one course in Asian studies.

HIST-476 Seminar in American Foreign Policy, 3 cr. The preparations of original research papers dealing with the making of American Foreign Policy since 1895; a systematic and in-depth study, analysis and criticism of these papers by selected students. **Prereq.:** graduate standing, HIST-382, or equivalent, or consent of instructor.

HIST-477 Seminar in Early American History, 3 cr. The reading of primary and selected secondary works and class evaluation of original research papers dealing with some aspect of American Colonial History. **Prereq.:** graduate standing, HIST-343, or consent of instructor.

HIST-478 Readings in British History, 3 cr. Exploration and analysis of themes or topics on British History designed to introduce students to the relevant literature and monographs. **Prereq.:** graduate standing.

HIST-480 Graduate Readings in History, 3 cr. A systematic, in-depth study, analysis, and criticism of the principal monographic works dealing with various aspects of history.

Readings courses are offered in American, European and non-western history. **Prereq.:** graduate standing, admission to history graduate program, or consent of instructor.

HIST-481 Research Seminar in History, 3 cr. Intensive investigation of original research materials, and the preparation, criticism, and revision of original papers. Research seminars are offered in American, European, and non-western history. **Prereq.:** graduate standing, acceptance to master's degree candidacy in history, or consent of instructor.

HIST-482 Independent Graduate Study in History, 1 cr. Intensive and guided study in selected subjects and periods of history. **Prereq.:** graduate standing and consent of instructor.

HIST-483 Independent Graduate Study in History, 2 cr. Intensive and guided study in selected subjects and periods of History. **Prereq.:** graduate standing and consent of instructor.

HIST-484 Independent Graduate Study in History, 3 cr. Intensive and guided study in selected subjects and periods of history. **Prereq.:** graduate standing and consent of instructor.

HUMAN SERVICES

Wanda Bracy, M.A. Assistant Professor
O. Evalyn Vigil de McCoy, M.A. Associate Professor, Coordinator
Carlos A. Torre, Ed.D., Associate Professor

The Human Services Program offers courses leading to the degree of Bachelor of Arts. Both major and minor concentrations are available.

Human services is designed to facilitate the development of practitioners who have acquired both interactional and analytical skills which will enable them to engage in beginning problem-solving with individuals, families, groups, and communities. This is implemented through providing opportunities to build on a knowledge base acquired in the behavioral and social sciences as well as through a social work frame of reference and generalist methods of intervention. The educationally directed field placement affords additional opportunities to integrate knowledge and skills through application to actual situations.

Objectives of the program:

1. To develop knowledgeable, professional, and innovative beginning social work practitioners.
2. To develop beginning level practitioners for entry into other human service occupations.
3. To enhance the functioning of practitioners already employed in human service occupations as well as expand their opportunities for job advancement.
4. To develop students with a knowledge base directed toward graduate education.
5. To enrich the liberal arts curriculum for non-human service majors.

Since our program has a liberal arts base, it is essential that students interested in a major in human services have background courses in psychology, sociology, political science, history, economics, and philosophy.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Human Services

Students entering the program after September 1977:
Required Courses:

HSRV-200	Introduction to Human Services	3 cr.
HSRV-205	Introduction to Social Service Modalities	3 cr.
HSRV-210	Applied Research Methods in Social Work	3 cr.
HSRV-304	Social Work Practice	4 cr.
HSRV-305	Advanced Social Work Practice	4 cr.
HSRV-355	Field Instruction	8 cr.
Electives		15 cr.
	Total	40 cr.

Minor in Human Services

Requirements:

HSRV-200	Introduction to Human Services	3 cr.
HSRV-205	Introduction to Social Service Modalities	3 cr.
HSRV-210	Applied Research Methods in Social Work	3 cr.
Electives		9 cr.
	Total	18 cr.

NOTE: Curriculum revisions and additions are currently in progress. See human services faculty for current prerequisites, requirements, and schedule of courses being offered.

COURSE OFFERINGS (HSRV)

HSRV-101 Problem-Solving and Decision-Making Skills in Human Services, 3 cr. Designed for human services majors who need assistance in the development of problem-solving and decision-making skills. The course will provide a formal group structure that will assist students in the development and identification of personal, educational, and career goals and the development of plans of action in the pursuit of these objectives.

HSRV-200 Introduction to Human Services, 3 cr. This is a required first course for students who may be interested in majoring in the human services. The course will provide a comprehensive view of the human services and will focus on the historical development and future growth of the human services. Additionally, it will treat an overall view of the knowledge and skills that are requisite for a human services worker.

HSRV-205 Introduction to Social Service Modalities, 3 cr. Designed to expose the student to a *generalist* approach to social service. Emphasis will be given to each of the three major methods and how they are interrelated. The profession's history will be covered briefly with a focus on its evolution from specialities to the current trend of intergrating methods of practice. **Prereq.:** HSRV-200.

HSRV-207 Community Resources, 3 cr. Course will focus on the structure and functions of the social service delivery system. Emphasis will be placed on the organizational network of social service delivery and the factors which influence the development of goals and the patterns of delivery. The course will also be concerned with the assessment of the social service delivery system and the criteria used in evaluating effectiveness.

HSRV-301 Community History, 3 cr. A research practicum on local community history. Students will be exposed to methods for gathering, interpreting, and presenting information about a local community. It is expected that the student will use these skills to research a community of his or her choice as an integral part of the course experience.

HSRV-303 Analysis of a Multi-Ethnic and Multi-Cultural Community, 3 cr. Specifically treats the dynamics of heterogeneity. Life styles are examined from contextual and cultural perspectives. Generalizations and stereotypes are tested. Differences and similarities are stressed. Models are designed for strengthening cooperative efforts.

HSRV-304 Social Work Practice, 4 cr. Examines the generic base of social work practice. It introduces the students to the generalist approach and attempts to develop the necessary skills for beginning social work practice. Attention is also given to some mechanics of practice such as case summaries, recording, etc., as well as to the overall theoretical framework of the profession. **Prereq.:** HSRV-200 and HSRV-205. The student should concurrently register for HSRV-355.

HSRV-305 Advanced Social Work Practice, 4 cr. Course gives the student an opportunity to increase his/her experience and knowledge of social work practice. The student will integrate the knowledge, values, and competencies learned from the total social work curriculum; deepen their understanding of the content learned and prepare for beginning practice. **Prereq.:** HSRV-304 and HSRV-355.

HSRV-310 Applied Research Methods in Social Work, 3 cr. Course will introduce students to the research methods used to inform social work practice and evaluate social service programs. Even though the primary emphasis will be placed upon evaluation research, this course will also emphasize problem formulation and the development of research designs within the framework of scientific research. **Prereq.:** nine credit hours in human services.

HSRV-312 History and Culture of the Hispanic-Americans, 3 cr. An ethnographic survey of Hispanic countries with emphasis on the peoples and cultures of Puerto Rico, Cuba, Mexico, and South and Central America. Special consideration to transition from these cultures to urban multicultural setting in the United States.

HSRV-325 Internship in Human Services, 5 cr. This course is field work experience. It will vary in time and specialization in the human services depending on the interests of the student. The course requires ten hours a week in field experience and regularly scheduled conferences with the faculty supervisor. **Prereq.:** consent of instructor plus 15 hours in human services.

HSRV-326 Independent Study in Human Services, 3 cr. Independent study is designed for students who want to do research on an aspect of human services. Primarily for advanced research expansion of existing courses, or in areas where there are no existing courses.

HSRV-350 Issues in Social Service Delivery, 3 cr. A seminar that treats certain *general* issues pertinent to Human Services professionals, e.g., "services as a right, not a privilege," "the human services revolution," "consumer advocacy," "professional ethics," "client confidentially," etc. Specifically, current issues will be emphasized, such as: "health care maintenance organizations," "community control," "innovative treatment modalities," "race, class, and sex as variables in treatment," "the returning non-traditional student." Class participation is required — individual or team projects are assigned. **Prereq.:** fifteen credit hours in human services or consent of instructor.

HSRV-355 Field Instruction, 8 cr. A beginning field experience in the laboratory of the community. Opportunities for development, testing, and reinforcement of theoretical knowledge, values and competence are provided through performance in actual service situations. Students are placed in agencies and community organizations for 16 hours a week and meet once a week for two hours in a Field Seminar. The delivery of social services in the community is under the direct instruction and supervision of agency staff supervisors. The student should concurrently register in Social Work Practice. **Prereq.:** HSRV-200, HSRV-205, and consent of instructor.

INFORMATION SCIENCE

William S. Barnes, Ph.D., Professor, Chairperson
Louis Becker, Ph.D., Professor
Kenneth Biss, Ph.D., Associate Professor
Miroslava Carlson, M.S., Lecturer
Mohammed Haque, M.S., Instructor
Donald LaBudde, Ph.D., Professor
Norman Noerper, M.B.A., Instructor
John Smith, M.S., Assistant Professor

The curriculum of the Department of Information Science is designed to serve three functions:

a. To offer a major program in information and computer science for persons who wish to pursue a career in this field;
b. To serve students in other academic disciplines by offering instruction in computer applications useful in their fields; and
c. To offer a minor in information science for students who feel the need for more extensive concentration in computing techniques.

To serve the first function, three concentrations within the degree program have been established. In each of these concentrations, the student is guided through a carefully selected sequence of courses which are designed to provide a thorough grounding in practical aspects of the field, so that a graduate of the program would have access to excellent career opportunities. At the same time, the student also acquires enough theoretical background to enable him/her to easily keep up with, and even contribute to the rapidly changing computer technology. With a slight variation in the selection of courses, students should be well qualified to continue their studies in a graduate program in information and computer science.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Information Science

The general requirement for a major in information science is the completion of 36 credit hours of information science courses.

The department offers three different areas of concentration, each leading to a Bachelor of Science in Information Science. The required courses and electives for these areas of concentration are:

Business Data Processing

Required Courses:

INSC 101	Introduction to Computer Science	3 cr.
INSC-202	COBOL Programming	3 cr.
INSC-203	PL/1 Programming	3 cr.
INSC-205	IBM 360/370 Assembler Language and Architecture	3 cr.
INSC-207	Algorithmic Processes	3 cr.
INSC-304	Introduction to Data Structures	3 cr.
INSC-307	Advanced Programming Techniques	3 cr.
INSC-308	Operating Systems Concepts	3 cr.
INSC-312	Advanced COBOL Programming	3 cr.
INSC-313	Quantitative Methods and Computer Use	3 cr.
INSC-316	Introduction to Systems Analysis	3 cr.
INSC-318	JCL and Service Programs	3 cr.
	Total	36 cr.

Systems Programming

Required Courses:

INSC-101	Introduction to Computer Science	3 cr.
INSC-202	COBOL Programming	3 cr.
INSC-203	PL/I Programming	3 cr.
INSC-205	IBM 360/370 Assembler Language and Architecture	3 cr.
INSC-207	Algorithmic Processes	3 cr.
INSC-302	Systems Programming	3 cr.
INSC-304	Introduction to Data Structures	3 cr.
INSC-306	Advanced Assembler Programming	3 cr.
INSC-308	Operating Systems Concepts	3 cr.
INSC-309	Compiler Theory	3 cr.
INSC-313	Quantitative Methods and Computer Use	3 cr.
INSC-318	JCL and Service Programs	3 cr.
	Total	36 cr.

General Program in Computer Science

Required Courses:

INSC-101	Introduction to Computer Science	3 cr.
INSC-203	PL/I Programming	3 cr.
INSC-204	FORTRAN Programming	3 cr.
INSC-205	IBM 360/370 Assembler Language and Architecture	3 cr.
INSC-207	Algorithmic Processes	3 cr.
INSC-304	Introduction to Data Structures	3 cr.
INSC-305	Computer Logic and Circuitry	3 cr.
INSC-313	Quantitative Methods and Computer Use	3 cr.
INSC-3--	(Four 300-level electives)	12 cr.
	Total	36 cr.

Minor in Information Science

A student may complete a minor program in computer science by selecting courses totalling at least 18 credit hours from those offered by the Department of Information Science. The student must obtain approval for this list of courses from a departmental advisor **before** beginning the program.

COURSE OFFERINGS (INSC)

INSC-100 Computers and Society, 3 cr. Computers and computer science from an elementary and non-computer science point of view. History of computers, emphasizing their role in society today, including computer-related crime, the effect of computers on the political and economic orders, and possible future developments. Though the main emphasis is on lecture material, computer usage the demonstrations may be included. Not applicable to the information science major.

INSC-101 Introduction to Computer Science, 3 cr. A survey of basic topics in computer science and data processing on an elementary level, including an introduction to BASIC, FORTRAN or some other procedure oriented language. Topics include history of computers, unit record equipment, algorithms and flowcharting, number systems and codes, properties of existing computer systems, computer logic, and classification of computer languages. The student will learn elementary programming techniques and write simple programs. **Prereq.:** MATH-104 or one year of high school mathematics including algebra.

INSC-202 COBOL Programming, 3 cr. Introduction to the COBOL programming language, emphasizing business applications. Students will flowchart, program, and test several typical business problems on the computer. **Prereq.:** INSC-101 or equivalent.

INSC-203 PL/I Programming, 3 cr. A survey of the general-purpose language PL/I for applications in commercial, scientific, and systems programming, with an emphasis on optimal solutions of business problems. The student will write and debug several typical problems. **Prereq.:** INSC-101 or equivalent.

INSC-204 FORTRAN Programming, 3 cr. An in-depth study of the FORTRAN programming language, emphasizing mathematics, science, and statistical applications. The student studies methods of problem solving and writes fortran programs for testing on the computer. **Prereq.:** INSC-101 or equivalent.

INSC-205 IBM 360/370 Assembler Language and Architecture, 3 cr. IBM 360/370 assembler language programming. Included are IBM 360/370 architecture and memory layout, instruction sets, data formats, subroutine linkage, macros, and debugging. Students will write programs for the IBM 370. **Prereq.:** INSC-202 or INSC-203 or INSC-204 or INSC-206.

INSC-206 RPG Programming, 3 cr. Elementary features of the RPG programming language, as well as more advanced topics useful in managing large data files. **Prereq.:** INSC-101 or equivalent.

INSC-207 Algorithmic Processes, 3 cr. Further development of the algorithmic method of problem solution. Techniques for flow-charting solutions of numerical and non-numerical problems. Data structures and elementary access methods. **Prereq.:** INSC-202 or INSC-203 or INSC-204 or INSC-206.

INSC-208 Introduction to Non-Numerical Programming, 3 cr. Introduction to computers for students with little or no mathematical background and/or students whose interests lie primarily in the humanities. Preparation of computer programs in a string-processing language for applications in linguistics and language studies, music, philosophy, art, etc.

INSC-302 Systems Programming, 3 cr. Introduction to systems programming, including use and implementation of assemblers, macros, loaders, compilers, and operating systems. Examples, problems, and programming assignments are drawn from PL/I and IBM 360/370. **Prereq.:** INSC-304, INSC-306, INSC-308, and INSC-318.

INSC-303 Basic Concepts in Computer-Assisted Instruction, 3 cr. Introduction to concepts of computer-assisted instruction and the programs and equipment used. Topics include tutorial, drill and practice, simulation and game programs, and computerized learning-center management. **Prereq.:** INSC-101 or equivalent.

INSC-304 Introduction to Data Structures, 3 cr. Theory and major applications of data structures, emphasizing list processing and string manipulation. Topics include recursion, hash coding, dynamic storage allocation, garbage collection, compaction, and major non-numeric algorithms for data structures. **Prereq.:** INSC-203, INSC-205, and INSC-207.

INSC-305 Computer Logic and Circuitry, 3 cr. Introduction to logical design of computers and some of their applications. Included are Boolean algebra, switching theory, number systems, numerical codes, and computer organization. Engineering problems are de-emphasized. Computer word organization, languages, and use of computers for simple problems will be explained. **Prereq.:** INSC-101 or equivalent introduction to Boolean algebra.

INSC-306 Advanced Assembler Programming, 3 cr. Advanced topics in assembler language programming,

including subroutine linkage, macro construction and data management concepts, and facilities. Emphasis is on the definition, creation, and maintenance of basic DASD files using JCL and data management macro instructions. **Prereq.:** INSC-205 or equivalent.

INSC-307 Advanced Programming Techniques, 3 cr. Advanced concepts of systems design and algorithmic processes. Stress is on analysis of various compiler languages as to universality, coding difficulty, execution efficiency, and suitability to applications in various areas of general interest. **Prereq.:** INSC-205 and any two of INSC-202, INSC-203, or INSC-204.

INSC-308 Operating Systems Concepts, 3 cr. The history and development of operating systems and the reasons for their existence. Emphasis is on operating system functions, sub-system components, utilities and processors, operating system data structures and organization, generation and maintenance concepts and procedures. **Prereq.:** fifteen hours of information science courses including INSC-205 or equivalent.

INSC-309 Compiler Theory, 3 cr. A survey of compiler theory and implementation techniques for programming languages such as BASIC, COBOL, FORTRAN, ALGOL, and PL/I. Topics include lexical analysis, syntactic analysis, semantic analysis, and code generation. **Prereq.:** INSC-205.

INSC-310 Topics in Computer Science, 3 cr. Topics which may be presented include computer languages, new computer system and hardware developments, and new applications of computers. **Prereq.:** appropriate to content.

INSC-312 Advanced COBOL Programming, 3 cr. Advanced topics in COBOL Programming, including Report Writer, Table Handling, file processing techniques, Sort Feature, and subprogram linkage. A major programming project will be assigned. **Prereq.:** INSC-202.

INSC-313 Quantitative Methods and Computer Use, 3 cr. Mathematical and statistical techniques in current natural, physical, and social science research with particular emphasis on computer use and research design development. **Prereq.:** MATH-104, MATH 275, ECON-305, or consent of instructor.

INSC-314 Independent Study in Computer Science, 3 cr. An opportunity for an individual research or applications project under the direction of an advisor knowledgeable in the field of endeavor. The project will be designed by the student and his/her project advisor, and must be approved by an advisor in the Department of Information Science before the project itself is undertaken. **Prereq.:** consent of an advisor in the Department of Information Science.

INSC-316 Introduction to Systems Analysis, 3 cr. Information processing requirements of an organization, emphasizing business applications. Includes analysis of organization and procedures, forms and work-flow, work distribution, and methods and effects of computerization. **Prereq.:** B&MG-202 or equivalent, and either INSC-202, INSC-203, INSC-205, or INSC-206.

INSC-317 Operating Systems Theory, 3 cr. Design, analysis, and implementation of a multi-programming operating system. Included are resource management (memory, processor, device, and information), I/O and interrupt programming, and case studies of current systems such as OS/360, OS/VS, and VM/370. **Prereq.:** INSC-302.

INSC-318 JCL and Service Programs, 3 cr. The structure and use of IBM OS Job Control Language (JCL), with emphasis on practical programming applications. In addition, the major IBM-supplied service programs (Utilities, Sort/Merge, Loader, and Linkage Editor) will be surveyed, including specific control commands, JCL requirements, and appropriate application areas. **Prereq.:** INSC-205.

INSC-319 Top-Down Structured Programming, 3 cr. Principles and applications in structured programming including topics on program correctness, stepwise refinement, top-down design and integration, as well as the CPT approach to project organization. The student will design and implement several software projects using top-down problem solving and structured coding. **Prereq.:** any two of INSC-202, INSC-203, INSC-204, or INSC-205.

INSC-320 Advanced PL/I Programming, 3 cr. The use of PL/I in the creation and processing of sequential, indexed sequential, and direct files. Sequential and random access methods as implemented in PL/I. Other topics include controlled storage, based variables and pointers, with applications to input-output operations and subprograms, program documentation, and PL/I structured programming techniques. **Prereq.:** INSC-203 or equivalent.

INSC-322 Statistical Computer Program Packages, 3 cr. Statistical program packages and their organization, with a comparison of the capabilities for the different kinds of data analysis available in each. Types of data analysis include elementary statistics, correlation and regression, analysis of variance, discriminant analysis, cluster and factor analysis. Students will analyze data sets using locally available statistical packages and computer facilities. **Prereq.:** INSC-101 or equivalent introduction to FORTRAN, and MATH-275, ECON-305, or equivalent introduction to statistics.

INSC-326 Computer Use for Numerical Methods, 3 cr. Numerical algorithms fundamental to scientific computer work. Includes a detailed discussion of the errors involved in polynomial interpolation, quadrature, solution of systems of linear equations, solution of non-linear equations, and numerical solutions of ordinary differential equations. The algorithmic approach, the efficient use of computers, the kinds of errors which arise as a result of the manner in which the computer stores and manipulates numbers. **Prereq.:** MATH-215 or equivalent, and INSC-204.

INSC-332 General Systems Theory, 3 cr. An introduction to general systems theory as a method of integrating knowledge. Computer applications, including simulation. **Prereq.:** INSC-313.

INSC-390 Supervised Field Study I, 3 cr. (Internship) The student completes a computer programming project for an institution at the institution site. The institution defines the project which must be approved by the Department of Information Science for the purpose of satisfying the course requirement. The project should take approximately 168 hours to complete. **Prereq.:** at least 24 hours of credit in information science courses in an approved track with an average "B" or better, consent of sponsoring institution, and consent of the department.

INSC-391 Supervised Field Study II, 6 cr. (internship) Same as INSC-390 except that project should take approximately 336 hours to complete.

INSC-392 Supervised Field Study III, 9 cr. (Internship) Same as INSC-390 except that project should take approximately 504 hours to complete.

JUDAIC STUDIES

In cooperation with Spertus College of Judaica, the university offers courses in Jewish studies that lead to the degree of Bachelor of Arts. The program offers students an opportunity to study in five areas with options for a general major or for specialization in the Talmud, Hebrew Language and Literature, Jewish History, Jewish Thought, and the Bible.

Requirements for a major in Jewish studies include the satisfactory completion of the university's graduation requirements, elementary and intermediate Hebrew (or equivalent), and 30 credit hours of Jewish studies. Of the 30 credit hours at least three credits must be taken in each of the

specialized areas (as listed above). Those students requesting more specialized programs must receive permission from the academic dean.

Additional information is available by contacting Spertus College of Judaica at 922-9012, extension 20.

By means of a consortial agreement between the university and the Hebrew Theological College of Skokie, Illinois, the major requirements of the Bachelor of Arts degree in Judaic Studies may be satisfied by Hebrew Theological College students who have successfully completed the following 60 (semester) credit hour program of study offered through the Hebrew Theological College:

Hebrew Language and Literature (12 (semester) credit hours in intermediate and advanced Hebrew or equivalent proficiency), Bible (12 (semester) credit hours), Talmud (24 (semester) credit hours), Jewish History (6 (semester) credit hours), Jewish Philosophy and Jewish Thought (6 (semester) credit hours). For those students demonstrating excellent proficiency in the Bible, Jewish Philosophy, or Jewish History, one three-hour course in each of those areas may be substituted by three-hour courses in Jewish Law, Jewish Education, the Bible, Jewish Philosophy and Thought, Jewish History, or Aramaic.

Additional information is available from the Associate Dean, Hebrew Theological College, 7135 N. Carpenter Road, Skokie, IL 60077, or from the Hebrew Theological College catalog.

COURSE OFFERINGS (JUDS)

JUDS-101 Elementary Hebrew, 3 cr. The first of a two semester course sequence designed to give the student a basic oral and written understanding of the Hebrew language. For students with no previous Hebrew.

JUDS-104 Intermediate Hebrew, 3 cr. The first of two courses on an intermediate level.

JUDS-107 Elementary Arabic, 3 cr. The first of a two semester course sequence designed to give the student a basic oral and written understanding of the Arabic language. For students with no previous Arabic.

JUDS-110 Intermediate Arabic, 3 cr. The first of two courses on an intermediate level.

JUDS-201 The World of the Bible, 3 cr. Israel and its ancient Near Eastern neighbors; comparison and contrast between the biblical and non-biblical worlds (Egypt, Mesopotamia, the Hittites, Hurrians, and Canaanites). Historical and chronological review of literary interests in the Old Testament.

JUDS-205 Ancient Israel: Literary Sources, 3 cr. Mythology, law codes, treaties, wisdom literature of the ancient Near East. Comparisons of their underlying style with Biblical literature.

JUDS-206 Ancient Israel: Archaeological Sources, 3 cr. The chronological and cultural setting of Biblical Israel. Readings and discussion on methods of chronology, sites of major excavations, and the remains of sources for a reconstruction of the past.

JUDS-210 Ecclesiastes, 3 cr. The language, style, and thought in Ecclesiastes; the relationship to ancient wisdom literature and the problem of skepticism and faith, based on a close reading of the text.

JUDS-212 Psalms, 3 cr. An examination of Hebrew and ancient Near Eastern Hymnology — comparison and contrast. The religion and piety of the Psalms. Types of psalms; their poetic forms and principles.

JUDS-213 Advanced Hebrew, 3 cr. The first course of a two course sequence dealing with Hebrew grammar, composition, and spoken idiom. Readings from contemporary Hebrew literature and Israeli newspapers.

JUDS-216 Hebrew Literature and Language, 3 cr. The first course of a two course sequence. Orientation in a variety of Hebrew literary texts. Emphasis on vocabulary comprehension and oral practice. Written and grammar exercises accompany the readings.

JUDS-222 The Jewish People in the Nineteenth and Twentieth Centuries, 3 cr. The struggle for Jewish emancipation in the United States and the Middle East. Topics include modern anti-semitism, Eastern European Jewry, Oriental Jews, Zionism, the World Wars, and the establishment of the state of Israel.

JUDS-225 History of the Jews in Russia, 3 cr. A comprehensive study of the political, economic, communal, cultural, and religious life of the Jews in Russia from antiquity to the present.

JUDS-226 History of Jews in the Countries of Islam, 3 cr. A comprehensive study of the political, social, communal, economic, religious, and cultural life of the Jews in the Muslim countries from the emergence of Islam to the present time.

JUDS-228 History of Zionism, 3 cr. The Jewish Messianic Idea. The "false" Messiahs. The "Love of Zion" movement. From Herzl to Balfour. Zionism and the Holy Land under the British Mandate. The establishment of the state of Israel.

JUDS-229 Mishnah: An Introduction, 3 cr. Introduction to the Mishnah. Selected texts from the tractates of Seder Mo'ed (Festivals); emphasis on acquisition of skill in using the Mishnah as a reference work.

JUDS-251 Basic Ideas of the Jewish People, 3 cr. Classical Jewish views of Jewish existence: Covenant, God, Man, History, and the problem of Jewish ethics.

JUDS-252 Basic Practices of the Jewish People, 3 cr. The devotional life of the Jewish people: ritual observances and practices; the home, synagogue, holidays, and cycle rites.

JUDS-253 Institutions and Movements of the Jewish People, 3 cr. Contemporary ideology movements: Orthodox, Reform, Conservative, and Reconstructionist Judaism; modern Zionism; issues and changes in American Jewish institutions.

JUDS-300 The Prophetic Experience, 3 cr. Examination of the religious and political role of the classical prophets and their messages. Contrast and comparison with other religious phenomena in the ancient and modern worlds.

JUDS-305 The Book of Job, 3 cr. Ancient, medieval, and modern interpretations of Job examined in the light of Biblical evidence; the issue of God's justice pertaining to natural or moral evil; survey of ancient parallels to the Job legend.

JUDS-307 Wisdom Literature of the Bible and the Ancient Near East, 3 cr. Nature and content of Biblical wisdom as distinguished from the prophetic and legal writings of the Bible; the Wisdom Literature within the setting of the ancient Near East.

JUDS-312 Song of Songs, 3 cr. Love in the Bible; the background of the Song of Songs and the history of its literal and allegorical interpretations in ancient and modern times.

JUDS-315 Modern Hebrew Literature, 3 cr. The evolution of the novelistic genre in Hebrew literature. Close reading and analysis of individual works by Brenner, Agnon, Yizhar, Oz,and Yehoshua.

JUDS-316 Modern Hebrew Prose, 3 cr. Short works of Mendele, Steinberg, Peretz, Frishman, Feierberg, and Bialik. Their historic and cultural background in the late nineteenth and early twentieth centuries.

JUDS-317 Forerunners of Israeli Fiction, 3 cr. Readings in Shenhar, Tabib, Smilansky, Hadani, Brenner, Shofman, Burla, and Hazaz. Life in the pioneer society of Eretz Yisrael; preoccupation with ideologies; local color stores. The influence of these writers on early Israeli literature.

JUDS-320 The Poetry of Bialik, Tchernichovsky, and Shneur, 3 cr. Readings and comparative analysis. Nature, man, and Jewish nationalism as reflected in their poetry.

JUDS-330 History of the Jews in the Americas, 3 cr. The Jews in New Spain, Dutch Brazil, Caribbean, and colonial North America. The Jews in the Revolutionary War. American Jewry during the nineteenth century. The mass immigration of East European Jews. the "dual" Jewish community in the United States. The East European hegemony in the American Jewish community.

JUDS-331 The Holocaust, 3 cr. A comprehensive study of the events leading to and occurring during the process of the destruction of European Jewry between 1939 and 1945.

JUDS-333 History of the Development of Jewish Art, 3 cr. The development of Jewish art forms from the biblical period until the present.

JUDS-340 History of Anti-Semitism, 3 cr. Ancient anti-Semitism; Medieval anti-Semitism. Rise of modern anti-Semitism in Europe. The Protocols of the Elders of Zion, racial anti-Semitism, the Holocaust, and anti-Semitism in the Americas.

JUDS-341 Jewish Culture in the Old and New Worlds, 3 cr. First in a series of three courses dealing with historical, cultural, and religious origins and growth in such areas as: the enlightenment, Hassidism, German and American reform, and orthodox movements.

JUDS-344 Introduction to Jewish Ethics I, 3 cr. First in a series of three courses examining the nature of man's moral behavior, his relationship to other individuals, and his society. Review of Jewish law in relationship to marriage, medicine, politics, and philosophy.

JUDS-351 History of Jewish Mysticism I, 3 cr. First in a series of courses reviewing the inception and development of early Jewish mysticism. The place of the mystical tradition in Jewish thought and practice. Mystical trends in modern philosophic, scientific, literary, political, and theological literature.

JUDS-354 History of Jewish Philosophy I, 3 cr. First course in a two-part series reviewing Jewish philosophy from its inception to recent times. Philosophers such as Saadia, Ha-Levi, Maimonides, Spinoza, Buber, and Heschel will be analyzed.

JUDS-357 Philosophic Texts I, 3 cr. First in a series of two courses. Textual analysis and comparative approaches of the classics of Jewish medieval philosophy.

JUDS-360 Maimonidean Studies I, 3 cr. First of two courses examining selected works of Moses Maimonides.

JUDS-365 Jewish Theology I, 3 cr. First of two courses. Conceptions of the nature of God. Judaism as a covenant religion, with examination of the Torah. The people of Israel: the chosen people and the choosing people.

JUDS-371 Holocaust Literature, 3 cr. Review of literature, poetry, and drama in the context issues raised by the European Holocaust, 1939-1945. Writings examined will include those of Wiesel, Frank, Kovner, Roth, Uris, Bellow, and Singer.

JUDS-375 Midrashic Texts I, 3 cr. First of two courses. Midrashic presentation of biblical personalities. In-depth study of personalities recorded in the Bible and recast in the Midrash, rendering them meaningful to future generations.

JUDS-379 Babylonian Talmud—Jewish Marriage and Family, 3 cr. Introduction to the Talmud; oral law, history, language, and style. Introduction to Seder Zeraim; its general character and contents. Selected reading from Halachic and Aggadic texts.

JUDS-385 Ethical Texts of the Talmud, 3 cr. Selected ethical texts in the Minor Tractates of the Talmud including The Fathers According to Rabbi Nathan, and the tractates Kallah (Brides), and Derekh Erez (Etiquette).

LINGUISTICS

Joseph C. Beaver, Ph.D., Professor
Gary Bevington, Ph.D., Professor
Emily Ellison, M.A., Instructor
Mary Ann Geissal, M.A., Assistant Professor
John F. Haskell, Ed.D., Associate Professor
Robert P. Illwitzer, Ph.D., Professor
Myrna Knepler, Ph.D., Assistant Professor
J. Peter Maher, Ph.D., Professor
Audrey Reynolds, Ph.D., Associate Professor
Jack Richardson, M.A., Assistant Professor
Don M. Seigel, M.A., Associate Professor, Chairperson
Rory Stephens, M.A., Assistant Professor

The Department of Linguistics offers courses leading to the degrees of Bachelor of Arts and Master of Arts.

UNDERGRADUATE PROGRAMS

Undergraduate programs in linguistics introduce the nature of language, the principles and methods of linguistic study, the phonological and syntactic structure of language in general, as well as the structure of particular languages. Special emphasis is placed on the English language, comparative and historical linguistics, and applied linguistics. The liberal arts major in linguistics is designed for students seeking intensive training in linguistic theory and applied linguistics. This program provides background for general use or preparation for graduate study. The secondary education linguistics major is designed to prepare prospective English teachers, or teachers of English as a Second Language, or teachers of reading at the high school level. There is also offered an area of concentration for prospective elementary school language arts teachers. Students may consult the departmental advisor to arrange a program that combines linguistics and literature studies. The bachelor's degree in all cases requires satisfactorily completing 33 credit hours in linguistics.

Liberal Arts Major in Linguistics

Required Courses:

LING-101	Introduction to General Linguistics	3 cr.
LING-211	Introduction to Phonology	3 cr.
LING-212	History of the English Language	3 cr.
LING-213	Introduction to Syntax	3 cr.
LING-327	Seminar in Linguistics	3 cr.
Electives: choice of any six other courses offered in the department		18 cr.
	Total	33 cr.

Students will be encouraged to take an 18 credit hour minor in one of these areas:

Anthropology
Foreign Language
Speech
English
Psychology

Secondary Education Major in Linguistics

(designed for those wishing to be certified as English teachers):

Required Courses:

LING-101 Introduction to General Linguistics . . . . . 3 cr.
LING-201 Language and Culture . . . . . 3 cr.
LING-211 Introduction to Phonology . . . . . 3 cr.
LING-212 History of the English Language . . . . . 3 cr.
LING-213 Introduction to Syntax . . . . . 3 cr.
LING-306 Linguistics and Reading . . . . . 3 cr.
Electives: choice of five other courses to be selected in consultation with the advisor . . . . 15 cr.

Total 33 cr.

The following courses are suggested for all prospective English teachers. (These courses are required for certification as a high school English teacher in Chicago.) See page 154 for the required sequence for secondary education.

British Literature . . . . . 6 cr.
American Literature . . . . . 6 cr.
Rhetoric and Composition . . . . . 6 cr.
Teaching of Reading . . . . . 6 cr.

For students of bilingual/bicultural education and for students interested in teaching English as a second language:

Required Courses:

LING-101 Introduction to General Linguistics . . . . . 3 cr.
LING-204 Language and Society . . . . . 3 cr.
LING-211 Introduction to Phonology . . . . . 3 cr.
LING-213 Introduction to Syntax . . . . . 3 cr.
LING-304 Teaching English as a Second Language . . 3 cr.
LING-306 Linguistics and Reading . . . . . 3 cr.
Electives: choice of five other courses to be selected in consultation with the advisor . . . . . 15 cr.

Total 33 cr.

See page 154 for the secondary education sequence.

For bilingual/bicultural students and students interested in teaching English as a second language, the following courses and minor are suggested:

Interdisciplinary Courses:

ANTH-212 Cultural Anthropology **or** ANTH-231 Urban Anthropology . . . . . 3 cr.
ANTH-233 Racial and Cultural Minorities **or** SOC-211 Race and Ethnic Relations . . . . . 3 cr.
ANTH-305 Peoples of South America **or** ANTH-228 Peoples of East Asia . . . . . 3 cr.
SOC-208 Social Impact of U.S. Colonialism in Puerto Rico . . . . . 3 cr.
SOC-310 The Mexican/American Experience in an Urban Context . . . . . 3 cr.
SOC-315 Puerto Ricans in the U.S. Society . . . . . 3 cr.

Total 18 cr.

Foreign Language Minor:

Approximately seven courses in a foreign language selected in consultation with advisors.

Total 21 cr.

Elementary Education with an area of concentration in Language Arts: Linguistics:

Required Courses:

LING-101 Introduction to General Linguistics **or** LING-205 Language and Mind . . . . . 3 cr.
LING-211 Introduction to Phonology . . . . . 3 cr.
LING-212 History of the English Language **or** LING-203 Development of American English . . . 3 cr.
LING-213 Introduction to Syntax . . . . . 3 cr.
LING-325 Child's Acquisition of Language . . . . . 3 cr.
Any 300-level course offered by the department . . . 3 cr.
Six credit hours from each of two of the following areas:
English
Foreign Language
Speech and Performing Arts . . . . . 12 cr.

Total 30 cr.

See page 135 for the elementary education sequence of courses.

Minor in Linguistics

The linguistics department offers minor program to be worked out in consultation with the advisor.

GRADUATE PROGRAMS

Master of Arts in Linguistics

The Master of Arts in Linguistics provides for sequences to meet a variety of needs and interests in the field of linguistics.

Requirements for Admission to the Program

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

Specific:

Sequence I: General Linguistics. An undergraduate major in linguistics or in a related field (e.g. anthropology, foreign or classical languages, English).

Sequence II: Applied Linguistics. 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.

Sequence III: Teaching English as a Second Language. An undergraduate major in TESOL, linguistics, English, foreign language, speech, elementary or secondary education preferred.

If the prospective student is a native speaker of English, he/she should be able to demonstrate serious work with a foreign language by: (a) an undergraduate minor or equivalent work (18 credit hours) in a foreign language, or (b) suitable scores on the Graduate Record Examination Achievement Tests in Spanish or French, or (c) other evidence acceptable to the department, e.g. Defense Language Institute training.

If the prospective student is not a native speaker of English, he/she should be able to demonstrate his proficiency in English by: (a) holding an undergraduate degree from a recognized institution where English is the medium of instruction, or (b) suitable scores on the English Proficiency Examination of the Educational Testing Service. Should the prospective student fail to meet these special requirements, he/she may be admitted conditionally with suitable remedial work to be made up in consultation with the graduate advisor.

Requirements for the Degree

1. Satisfactory completion of 33 credit hours selected as shown below. At least six of the credits must be seminar-level courses in the Department of Linguistics.
2. Satisfactory completion of a written comprehensive examination, prepared and evaluated by the Department of Linguistics.
3. Completion of a major paper demonstrating originality and competence in linguistics research, acceptable to an examination committee; or upon invitation by the department, an acceptable thesis.

   Master's Thesis: Students who accept a departmental invitation to write a master's thesis will take LING-470 Thesis Seminar: Linguistics (six credit hours) in lieu of six credit hours of electives.
4. For General Linguistics, reading proficiency in one foreign language, as tested by the Department of Linguistics.

SEQUENCE I: General Linguistics

This sequence is designed for students 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. English, psychology, anthropology, and foreign language, who wish to specialize in those areas of their disciplines most closely related to linguistics. The program also provides the type of training normally expected for entrance into a doctoral program in linguistics.

Required Courses:

LING-411 Transformational Analysis . . . . . 3 cr.
LING-415 Phonetics and Phonology . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
LING-471 Semantic Theory . . . . . 3 cr.
One course in historical and comparative linguistics . . . . . 3 cr.
Two courses in linguistics and related fields . . . . . 6 cr.
(See graduate advisor for specific course offerings in these areas.)
Electives . . . . . 12 cr.

Total 33 cr.

NOTE: LING-419 should be taken in the first trimester; it is a prerequisite to LING-411, LING-415, 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 LING-419.

SEQUENCE II: Applied Linguistics

Required Courses:

LING-411 Transformational Analysis . . . . . 3 cr.
LING-415 Phonetics and Phonology . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
LING-471 Semantic Theory . . . . . 3 cr.
Electives . . . . . 21 cr.

Total 33 cr.

NOTE: LING-419 should be taken in the first trimester; it is a prerequisite to LING-411, LING-415, 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 LING-419.

Students will select, with the advice and consent of the graduate advisor, seven 400-level courses (21 credit hours) in such areas as applied linguistics, linguistics and related fields, general linguistics, or historical linguistics. Graduate courses in related disciplines in which the student has a good academic background, selected in advance with approval of graduate advisor, may be substituted for six of the 21 credit hours of electives.

According to his area of specialization within the field of Applied Linguistics, the student will normally select one of the following groups of courses:

Language Arts (Elementary School Level):

LING-429 Psycholinguistics . . . . . 3 cr.
LING-446 Sociolinguistics . . . . . 3 cr.
LING-448 Seminar in Applied Linguistics . . . . . 3 cr.

English (Secondary School Level):

LING-412 American English—History and Growth **or** LING-416 The English Language—History and Development . . . . . 3 cr.
LING-428 Stylistics . . . . . 3 cr.
LING-448 Seminar in Applied Linguistics . . . . . 3 cr.

Foreign Language

Students are encouraged to take graduate courses outside the department in such areas as methodology of foreign language teaching, structure of the foreign language, history of the foreign language (up to nine credit hours may be accepted).

SEQUENCE III: Teaching English as a Second Language

Required Courses:

LING-415 Phonetics and Phonology . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
LING-481 Principles of Teaching English as a Second Language . . . . . 3 cr.
LING-482 Second Language Acquisition . . . . . 3 cr.
LING-483 Structure of Modern English . . . . . 3 cr.
LING-484 Seminar in English as a Second Language . . . . . 3 cr.
Electives . . . . . 15 cr.

Total 33 cr.

NOTE: The specific choice of electives must be approved by the graduate advisor, who will consider the individual student's background and needs in the light of the actual course offerings of the department and other divisions of the university.

The electives must include at least nine credit hours in 400-level courses in linguistics, including three credit hours in a seminar.

The student is encouraged to take up to six credit hours of electives outside the department to enhance his knowledge of the native language, culture, or society of his students, or to provide the necessary background for gaining such knowledge, or to improve his skill as a teacher. Such courses may be found in a wide variety of academic departments and interdisciplinary areas: foreign language, sociology, anthropology, psychology, elementary and secondary education, inner city studies, and reading.

COURSE OFFERINGS (LING)

LING-101 Introduction to General Linguistics, 3 cr. Nature and structure of languages and modern American English in particular; an introductory course in linguistics.

LING-201 Language and Culture, 3 cr. Cultural, anthropological, psychological and linguistic study of various aspects of the interconnections of language and culture.

LING-202 American Lexicography, 3 cr. Survey of earlier English lexicographical history and a detailed study of the development of dictionary making in the United States, from Noah Webster to the present; practical and theoretical linguistic considerations in lexicography; a study of the major current college desk dictionaries.

LING-203 The Development of American English, 3 cr. Historical and structural approach to American English with attention to regional dialects and dialect geography.

LING-204 Language and Society, 3 cr. An introduction to the various aspects of the relationship between language and its function in society; the social contexts of communication; class dialects, Black English and ethnic varieties, sex and language, creole language systems.

LING-205 Language and Mind, 3 cr. An introduction to basic principles of psycholinguistics with particular attention to meaning, language and cognition, and the child's acquisition of language. The course is designed for students having no background in linguistics, who would like to see how the study of language relates to psychology.

LING-211 Introduction to Phonology, 3 cr. Introduction to theories of sound patterning in language. Articulary phonetics, phonemics, morpheme structure, phonological feature systems, and topics from generative phonology.

LING-212 History of the English Language, 3 cr. Historical-descriptive linguistic survey of English from its origins to modern English.

LING-213 Introduction to Syntax, 3 cr. Advanced work in current methods of morphosyntactic analysis, with particular emphasis on the transformational-generative approach.

LING-301 Semantic Analysis, 3 cr. An introductory study of some of the problems of meaning in natural language. A variety of semantic analyses will be discussed, with particular attention to the semantic component in a transformational-generative grammar. **Prereq.:** three hours of linguistics or consent of instructor.

LING-304 Teaching English as a Second Language, 3 cr. Linguistic principles and techniques related to the teaching of English as a second language and teaching a second dialect of English; meant for those students who are not yet teaching in the field.

LING-305 Introductory Psycholinguistics, 3 cr. A study of the processes underlying the production and comprehension of language, utilizing the approach of both psychology and linguistics. Topics will include: psychological studies of grammar, memory, and the effect of language on cognition and cognition on language. **Prereq.:** LING-211 and LING-213.

LING-306 Linguistics and Reading, 3 cr. An examination of the relationship between language structure and the reading process, with emphasis on practical problems such as the variety of dialectally different sound-symbol correspondences in English. Other topics to be considered are the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistics texts for teaching reading. Course is designed to be useful to the in-service classroom teacher as well as to undergraduates.

LING-312 The Science of Voice Sounds, 3 cr. Through the use of standard phonetics laboratory equipment, the acoustic properties of actual speech sounds will be studied in some detail, both in isolated syllables and segments, and in longer utterances. Practice in the use of the equipment to obtain standard displays of such aspects of speech as formant structure, pitch and intensity. **Prereq.:** LING-101 or consent of instructor.

LING-316 Language and Literature, 3 cr. Works of literature studied as they present various modes of language with attention to forms, techniques and styles, through application of linguistic principles and methods. **Prereq.:** LING-101.

LING-323 Independent Study in Linguistic Analysis of Literature, 3 cr. Advanced study and individual problems in poetry, prose, drama, rhetoric; cultural-anthropological emphasis, with attention to linguistic analysis of language, form, style, technique. **Prereq.:** consent of department.

LING-325 The Child's Acquisition of Language, 3 cr. Study of research in a child's acquisition of the ability to recognize and produce the phonemes and morphemes of his native language; consideration of the way in which a child comes to know and use syntactical patterns; developmental study of the child's production of syntactic patterns and his manipulation of transformations. **Prereq.:** LING-211 and LING-213.

LING-327 Seminar in Linguistics, 3 cr. Advanced study of selected topics in theoretical linguistics. Each student will do a research project and present the result of his work to the seminar for evaluation. **Prereq.:** six credit hours of linguistics and consent of instructor.

LING-344 Historical Linguistics, 3 cr. Place of historical and comparative studies in the broader field of linguistics; principles of linguistic history and of linguistic comparison, concerning phonology, morphology, syntax and lexicon; evolution and language, linguistic relativity, glottochronology. **Prereq.:** LING-211.

LING-350 Advanced Study in Linguistics, 3 cr. Detailed investigation of a selected area of linguistic specialization, such as syntax, history of the English language, psycholinguistics, etc. **Prereq.:** consent of instructor.

LING-402 Introduction to Old English, 3 cr. The linguistic structure of Old English; othography and scribal practices; reading of selected prose. **Prereq.:** graduate standing, admission to the Master of Arts in General Linguistics, or consent of graduate advisor.

LING-411 Transformational Analysis, 3 cr. History, theory and practice of transformational-generative grammar. **Prereq.:** graduate standing and LING-419.

LING-412 American English—History and Growth, 3 cr. Phonology, morphology, syntax, lexicon of English in the United States as well as its cultural history with reference to the mother country and the New World, both in colonial and post-revolutionary times. **Prereq.:** graduate standing, six credit hours of linguistics, English, or a foreign language, or consent of instructor.

LING-415 Phonetics and Phonology, 3 cr. Intensive analysis of the sounds of speech, giving special attention to the organs involved in the articulation of speech sounds, auditory discrimination, phonetic and phonemic transcription, different transcription systems and the development of grammatical theory regarding descriptive phonology. **Prereq.:** graduate standing and LING-419.

LING-416 The English Language—History and Development, 3 cr. Survey of English phonology, morphology, syntax, lexicon and cultural history through Old English, Middle English, early Modern English and recent Modern English, using literary documents for the older periods, and literary, as well as spoken records, for the most recent times. **Prereq.:** graduate standing, six credit hours of linguistics, English, or a foreign language, or consent of instructor.

LING-419 Fundamentals of Modern Linguistics, 3 cr. Descriptive linguistic study of language; phonemics and phonemic transcriptions; morphemics; word classes; syntactic structures and sentences patterns, dialects, intonations. **Prereq.:** graduate standing.

LING-421 Seminar in Linguistic Theory, 3 cr. Advanced work and individual projects in a selected area of linguistic theory. **Prereq.:** graduate standing and consent of instructor.

LING-423 Independent Study in Linguistic Theory, 3 cr. Guided studies in the field of American syntax. **Prereq.:** graduate standing and LING-411.

LING-424 Structure of Language, 3 cr. Phonological and grammatical structure of a selected language, and its genetic relations to others of its family. **Prereq.:** graduate standing and consent of instructor.

LING-425 Typology of Grammatical Systems, 3 cr. Survey of language classification schemes, their historical development, and the structural typologies associated with current theories of language structure. **Prereq.:** graduate standing and consent of graduate advisor.

LING-426 Independent Study in Linguistic Typology, 3 cr. Guided studies in selected areas of linguistic typology. **Prereq.:** graduate standing, admission to the Master of Arts in General Linguistics, or consent of graduate advisor.

LING-428 Stylistics, 3 cr. Selected items in poetry, prose or drama, using recent linguistic contributions as a major tool in the study of such matters as metrics, syntax, lexicon, intonations. **Prereq.:** graduate standing and LING-419.

LING-429 Psycholinguistics, 3 cr. Theoretical studies in the area of linguistics and psychology; possible implications of the form of grammar for the language learning process; survey of relevant research. **Prereq.:** graduate standing and LING-419.

LING-432 First Language Acquisition, 3 cr. Examination of the stages through which a child passes as he masters the phonological, morphological, syntactic, and semantic systems of his native language, consideration of the various explanatory theories which attempt to account for the child's ability to acquire language. **Prereq.:** graduate standing and LING-419.

LING-445 Comparative Indo-European Linguistics, 3 cr. A survey of the methods of comparative reconstruction as exemplified in the Indo-European family of languages. **Prereq.:** graduate standing and LING-419.

LING-446 Sociolinguistics, 3 cr. Measuring and establishing the correlates between linguistic behavior and social level; special attention given to the study of social dialects within an urban setting including social factors affecting language acquisition, and linguistic behavior of groups of different cultural backgrounds. **Prereq.:** graduate standing, three credit hours of linguistics, or a foreign language.

LING-448 Seminar in Applied Linguistics, 3 cr. Advanced work and individual projects in a selected area of applied linguistics. **Prereq.:** graduate standing and LING-419.

LING-450 Independent Study in Applied Linguistics, 3 cr. In-depth study of selected topics; staff guidance. **Prereq.:** graduate standing, consent of instructor, and LING-419.

LING-451 Seminar in Historical Linguistics, 3 cr. Advanced work and individual projects in a selected area in historical linguistics. **Prereq.:** graduate standing, LING-411, or LING-419.

LING-453 Seminar in Linguistics and Related Fields, 3 cr. Advanced work and individual projects in a selected area of linguistic specialization, such as psycholinguistics, sociolinguistics, and mathematical languages. **Prereq.:** graduate standing and consent of instructor.

LING-454 Acoustic Phonetics, 3 cr. The study of the acoustic properties of speech sounds using such instruments as the sound spectograph, pitch meter, intensity meter, and polygraph. Close analysis of formant structures in speech segments, pitch and intensity levels, and their inter-relationships. Acoustic correlates of distinctive features. **Prereq.:** graduate standing, LING-419, or consent of instructor.

LING-461 Independent Study in Historical Linguistics, 3 cr. Guided studies in history of particular languages or groups of languages. **Prereq.:** graduate standing, LING-419, and LING-416 or consent of instructor.

LING-462 Independent Study in Language and Literature, 3 cr. Guided studies in the field of linguistics and literature. **Prereq.:** graduate standing, LING-428, LING-411, or LING-419.

LING-470 Thesis Seminar: Linguistics, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts in English Linguistics. **Prereq.:** acceptance for master's degree candidacy in linguistics.

LING-471 Semantic Theory, 3 cr. Survey of the types of meaning in natural languages with special reference to English and of the means that have been employed to study these, especially in English; attention given to the interrelationship between structural and semantic meaning; implicit and repressed meaning; obligation semantic notions in grammatical categories. **Prereq.:** graduate standing and LING-419.

LING-481 Principles of Teaching English as a Second Language, 3 cr. An introduction to techniques for presentation of English language skills to speakers of other languages. General theories of foreign language teaching, differences in oral-aural skills and reading and writing, evaluation of skills in students, preparation and presentation of material, and cultural problems. **Prereq.:** graduate standing.

LING-482 Second Language Acquisition, 3 cr. A survey of recent theories and research on second language acquisition and bilingualism especially in relation to the process of second language learning and teaching in school. The rationales of various language teaching methodologies and techniques as well as the concepts of transfer and interference, contrastive analysis, and error analysis will be studied. **Prereq.:** graduate standing, LING-419, and LING-481.

LING-483 Structure of Modern English, 3 cr. Description and analysis of the major grammatical structures of spoken and written English in light of traditional, descriptivist, and transformational theories. **Prereq.:** graduate standing and LING-419.

LING-484 Seminar in English as a Second Language, 3 cr. A survey of current research in English as a second language with particular emphasis on methodology and evaluation. After extensive readings in the current literature, students will be expected to carry out a project of their own. **Prereq.:** graduate standing, admission to degree candidacy for the Master of Arts in Linguistics, LING-481, and LING-419.

LING-485 Experiential Preparation for Teaching English as a Second Language, 3 cr. Intensive exposure to an unfamiliar language for purposes of evaluation of the learner, the teaching method, and the psychology of language learning; observation of ESL classes on an individual basis and in groups for purposes of evaluating the application of linguistic principles; the use of various techniques and materials in controlled situations. **Prereq.:** graduate standing, admission to the Master of Arts in Linguistics.

MATHEMATICS

Abdus S. Ansari, Ph.D., Associate Professor
Nicholas A. Boukidis, M.S., Assistant Professor
John C. Cibulskis, Ph.D., Professor
Adam Z. Czarnecki, Ph.D., Associate Professor
Barry Dayton, Ph.D., Associate Professor
David S. Greenstein, Ph.D., Professor
Norman Mittman, M.S., Assistant Professor
Anthony A. Patricelli, M.S., Assistant Professor, Chairperson
Richard W. Reichhardt, Ph.D., Professor
Jaroslav Tuzar, Ph.D., Professor
Naomi Vollmar, M.A., Assistant Professor
Louis M. Weiner, Ph.D., Professor

The Department of Mathematics offers courses leading to the degrees of Bachelor of Arts, Master of Arts, and Master of Science.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Mathematics

An undergraduate may choose a mathematics major in a liberal arts program, which provides preparation for graduate study and certain careers in mathematics; a mathematics major in a secondary education program; or a concentration in mathematics in an elementary education program. Recognizing student's varying interests and backgrounds, the department requires students to consult an undergraduate major advisor before registering for any course.

The Department of Mathematics offers students several areas of concentration to be followed in order to prepare for various careers. A basic core is required for all areas.

Basic Core:

MATH-107	Calculus I	4 cr.
MATH-121	Foundations of Mathematics	5 cr.
MATH-202	Calculus II	4 cr.
MATH-331	Foundations of Algebra I	3 cr.
MATH-333	Linear Spaces and Matrix Theory	3 cr.
	Total	18 cr.

A student who has successfully completed MATH-107 may not register for MATH-101, MATH-104, or MATH-105. Additional courses are required for each of the following areas:

Pre-Graduate
Mathematics Statistics
Applied Mathematics
Actuarial

See math department or Math Major Handbook for details.

Elementary Education with a concentration in Mathematics

Basic core plus nine additional credit hours selected at the 300-level. (See Math Major Handbook for details and the appropriate elementary education sequences, page 135)

Secondary Education Major in Mathematics

Basic core plus MATH-203 plus 12 additional credit hours selected at the 300-level. (See Math Major Handbook for details and the appropriate secondary education sequences, page 154)

Minor in Mathematics

The Department of Mathematics offers a minor in mathematics. See math department or Math Major Handbook for details.

GRADUATE PROGRAMS

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 coursework in order to remove existing deficiencies.

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, mathematical statistics, and actuarial mathematics.

The specific program of applicable electives must be worked out between the student and the graduate advisor. In some circumstances, coursework 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, which may take the form of a final paper and its defense, is required.

Required Courses

MATH-415	Functions of a Complex Variable	3 cr.
MATH-416	Functions of a Real Variable	3 cr.
MATH-436	Modern Algebra	3 cr.
MATH-461	Topology	3 cr.
	Total	12 cr.

Master of Arts in Mathematics For Junior High School Teachers

This program is intended primarily for teachers at the junior high school level who are familiar with mathematics at least through calculus and who wish to broaden their knowledge of mathematics so as to become better teachers of the subject.

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 credit hours of college mathematics, including a calculus sequence, but not more than 12 credit hours beyond the calculus sequence.

Requirements for the Degree

This sequence requires 30 credit hours, including nine credit hours of required courses and 21 credit hours of electives. With the advice and consent of the program advisor, the student may select up to nine credit hours 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:

MATH-305	Probability Theory and Applications	3 cr.
MATH-325	Foundations of Analysis I	3 cr.
MATH-420	Transformation Geometry	3 cr.
	Total	9 cr.

Electives		21 cr.
MATH-306	Operations Research	3 cr.
MATH-321	History of Mathematics	3 cr.
MATH-322	Number Theory	3 cr.
MATH-327	Vector Analysis	3 cr.
MATH-328	Complex Variables	3 cr.
MATH-331	Foundations of Algebra I	3 cr.
MATH-334	Mathematical Statistics I	3 cr.
MATH-337	Theory of Equations	3 cr.
MATH-404	Plane Topology	3 cr.
MATH-405	Introduction to Philosophy of Mathematics	3 cr.
MATH-406	Elements of Applied Mathematics	3 cr.
MATH-436	Modern Algebra	3 cr.

COURSE OFFERINGS (MATH)

MATH-102 Intermediate Algebra, 4 cr. Course designed to help students who have a minimal high school background in mathematics attain the basic technical skills necessary to use mathematics at the college level. Topics include the elements of graphing and coordinate geometry, linear equations and inequalities, simultaneous equations, the algebra of polynomials, factoring, and the conversion of problems stated in English to symbolic form. **Prereq.:** one year of high school algebra.

MATH-104 College Algebra, 3 cr. Designed for students who have completed geometry and at least three semesters of algebra in a high school. This course with MATH-105 serves as prerequisite for the calculus sequence. It includes: basic algebra review; linear and quadratic equations, sequences and series, complex numbers, theories of equations, logarithmic functions, and elementary probability. **Prereq.:** three semesters of high school algebra and one year of high school geometry or MATH-102.

MATH-105 Trigonometry, 3 cr. The trigonometric functions; solutions of triangles; identities and equations; complex numbers and DeMoivre's theorem. Equations of the straight line; the conic sections; transformation of coordinates; polar coordinates; solid analytic geometry. **Prereq.:** MATH-104 or consent of instructor.

MATH-106 Precalculus Mathematics for Non-Mathematics Majors, 4 cr. Logic and sets, properties of real numbers, algebraic expressions, linear and quadratic equations, systems of equations, trigonometric functions, logarithms. **Prereq.:** one and one-half years of high school algebra and one year of high school geometry, or MATH-102.

MATH-107 Calculus I, 4 cr. Introduction to analytic geometry, limits and derivatives, applications, integration, fundamental theorem of calculus. **Prereq.:** MATH-106 or equivalent.

MATH-110 Finite Mathematics for Business and the Social Sciences, 4 cr. An introduction to matrices, linear programming and probability with emphasis on mathematical models in the social, managerial and behavioral sciences and applications to decision problems. **Prereq.:** one and one-half years of high school algebra or MATH-102.

MATH-113 Calculus I for Math Majors, 3 cr. An introduction to the real number system. Complete ordered fields. Topology of the real numbers. Sequences, series, and elementary functions. Limits and continuity. **Prereq.:** MATH-121.

MATH-121 Foundations of Mathematics, 5 cr. Logic and axiomatics of mathematics, basic set theory, and development of the rational numbers from Peano's axioms. **Prereq.:** MATH-104 or equivalent.

MATH-202 Calculus II, 4 cr. Inverse trigonometric functions, differentiation of transcendental functions, fundamental integration formulas, integration techniques, solid analytic geometry, functions of several variables. **Prereq.:** MATH-107.

MATH-203 Calculus III, 4 cr. Multiple integrals, infinite series, power series, indeterminate forms, improper integrals, Gamma function, Beta function. **Prereq.:** MATH-202.

MATH-215 Calculus II for Math Majors, 5 cr. Differentiation; integration; sequences and series of functions; application of the calculus to physical and geometrical problems. **Prereq.:** MATH-113 or consent of instructor.

MATH-275 Statistics, 3 cr. Processes of classifying and drawing conclusions from data obtained from observation, experiment, or sampling. Decision-making under uncertainty with emphasis on the behavioral fields. A study of frequency distributions and their use in the decision-making process. Students will be required to use the computer and prepared software. **Prereq.:** MATH-104 or equivalent.

MATH-301 Ordinary Differential Equations I, 3 cr. Introduction to differential equations and methods of solution of differential equations. **Prereq.:** MATH-203 or MATH-335 or consent of instructor.

MATH-303 Partial Differential Equations, 3 cr. Introduction to partial differential equations and methods of finding solutions. **Prereq.:** MATH-301.

MATH-304 Introduction to Numerical Analysis, 3 cr. Iterative methods for the solution of equations; systems of linear equations; interpolation and numerical integration; numerical methods in differential equations. **Prereq.:** MATH-335 or MATH-203 and consent of instructor.

MATH-305 Probability Theory and Applications I, 3 cr. Introduction to mathematical probability. Fundamentals and axioms; probability spaces; combinatorial probability; conditional probability; random variables; generating functions; binomial, Poisson and normal distributions; low of large numbers and central limit theorem. Applications to selected random processes. **Prereq.:** MATH-335 or MATH-203.

MATH-306 Operations Research, 3 cr. Mathematical methods of optimization, game theory, probability and statistics applied to queuing theory, linear and dynamic programming. **Prereq.:** MATH-215 and MATH-305 or their equivalents.

MATH-312 Foundations of Geometry, 3 cr. Study of Euclidean and non-Euclidean geometry. **Prereq.:** MATH-121.

MATH-321 History of Mathematics, 3 cr. Chronological survey of growth of the philosophy of mathematics, famous mathematicians and their contribution to the development of modern mathematics. **Prereq.:** MATH-325 or MATH-335 or consent of instructor.

MATH-324 Independent Study in Mathematics, 3 cr. Individual investigation into a topic of interest of the student's choice; staff guidance. **Prereq.:** consent of instructor.

MATH-325 Foundations of Analysis I, 3 cr. Foundations of the calculus; introduction to functions of a real variable; continuous functions, limits. **Prereq.:** MATH-121 and MATH-203.

MATH-331 Foundations of Algebra I, 3 cr. Introduction to abstract algebraic systems: groups, rings, fields, permutations, and polynomials. **Prereq.:** MATH-333.

MATH-333 Linear Spaces and Matrix Theory, 3 cr. Fundamental properties of linear spaces, linear transformations and matrices. **Prereq.:** MATH-121.

MATH-334 Mathematical Statistics I, 3 cr. Introduction to the methods of mathematical statistics. Fundamentals of probability calculus. Sampling and sampling distributions; parametric point estimation; Baves estimators; parametric interval estimation; tests of hypothesis. Nonparametric methods. **Prereq.:** MATH-335 or MATH-203; MATH-305 recommended.

MATH-335 Calculus of Several Variables, 5 cr. An introduction to multivariable calculus. Three dimensional analytical geometry. Basic topology of R′, Functions from R″ to R‴, partial differentiation, multiple integration, line and surface integrals. **Prereq.:** MATH-215 and MATH-333.

MATH-340 Personalized Computing for Mathematicians, 3 cr. Description of the evolution of data processing methods and computer concepts, from the manual manipulation of data to the stored program computer; application to various disciplines; introduction to problem analysis, fundamentals of input and output operations, preparation of data and elementary programming concepts; demonstrations of computers and machines. **Prereq.:** MATH-105.

MATH-370 Workshop in Actuarial Mathematics, 3 cr. Some 300 problems from calculus, classical algebra, mathematical probability, and statistics will be solved. The nature of the problems is specified in sample examination questions published by the Society of Actuaries. **Prereq.:** MATH-305 and MATH-334. May be repeated for credit.

MATH-401 Number Theory for the Elementary School Teacher, 3 cr. A study of topics from number theory geared toward the level that can be used at the elementary school, grades 5 to 8. **Prereq.:** only for students in the M.Ed. Mathematics program or Sequence I of the M.A. Mathematics program, and MATH-435.

MATH-402 Modern Algebra for the Elementary School Teacher, 3 cr. A study of topics from modern algebra geared toward the level that can be used at the elementary school, grades 5 to 8. **Prereq.:** only for students in the M.Ed. Mathematics program or Sequence I of the M.A. Mathematics program, and MATH-435.

MATH-404 Plane Topology, 3 cr. Topological aspects of plane geometry. Connectedness, simple connectedness, Euler Characteristic, homology and homotopy. **Prereq.:** graduate standing and MATH-325.

MATH-406 Elements of Applied Mathematics, 3 cr. Algebraic techniques, approximation methods, maximum-minimum problems, operations research. **Prereq.:** graduate standing and MATH-306.

MATH-410 Modern Analysis for the Elementary School Teacher, 3 cr. Limits and continuity, derivatives, maxima and minima, integral calculus, applications. **Prereq.:** graduate standing, MATH-352, and MATH-435.

MATH-415 Functions of a Complex Variable, 3 cr. Complex number systems; analytic functions; geometry of some elementary functions; integration theory; residue theory; introduction to conformal mappings. **Prereq.:** graduate standing, MATH-416, or equivalent.

MATH-416 Functions of a Real Variable, 3 cr. Introduction to the fundamentals of analysis; limit concept; derivatives; Riemann integral, Lebesgue integral and other topics. **Prereq.:** graduate standing, MATH-325, or equivalent.

MATH-420 Transformation Geometry, 3 cr. A study of geometric transformations—reflection, translation, rotation, composite transformations, isometries, expansions, contractions; proof of some theorems of Euclidean geometry by transformation theorems. **Prereq.:** graduate standing and MATH-356.

MATH-421 Modern Geometry, 3 cr. Classification of geometrical systems; introduction to Euclidean and non-Euclidean geometries, projective geometry; finite geometries. **Prereq.:** graduate standing, MATH-312, or consent of instructor.

MATH-424 Probability Theory and Application II, 3 cr. Algebraic treatment of finite and denumerable Markov chains, time dependent stochastic processes, ergodic properties of irreducible chains, approximations. **Prereq.:** graduate standing and MATH-305.

MATH-425 Optimal Control Theory, 3 cr. Systems of linear differential equations; Laplace transforms, transfer functions; phase plane analysis and stability questions, Liapounov functions; optimization of control functions and functionals; the Pontrayagn principle, dynamic programming, variational techniques; discrete time versions, computer implementation. **Prereq.:** graduate standing, MATH-301, and MATH-333.

MATH-435 Mathematical Structure, 3 cr. The real number system, mathematical systems, inductive and deductive methods, permutations and combinations, a brief introduction to groups, rings, fields, vector spaces, matrices, and determinants. **Prereq.:** graduate standing and MATH-356.

MATH-436 Modern Algebra, 3 cr. Postulational approach to abstract algebraic systems; groups, rings, integral domains, fields, vector spaces, linear transformations and matrices; analysis of real and complex number systems as examples. **Prereq.:** graduate standing, MATH-331, or equivalent.

MATH-451 Advanced Numerical Analysis, 3 cr. Finite differences; interpolation; approximate solutions of equations; theory of errors. **Prereq.:** graduate standing and MATH-325.

MATH-461 Topology, 3 cr. Point set topology and metrization theorems. **Prereq.:** graduate standing, MATH-362 or MATH-416, or equivalent.

MATH-462 Advanced Topics in Topology, 3 cr. Topics in Topology chosen according to the interests of the students. Possible topics include homology and homotopy theory, plane topology, curve theory, function spaces, advanced topics in point set topology. **Prereq.:** graduate standing and MATH-461.

MATH-463 Advanced Topics in Complex Variables, 3 cr. Topics in the advanced theory of complex variables chosen according to the interests of the students. Possible topics include Hadamard's theory of entire functions, topological theory of complex integration, approximation of analytic functions by rational functions and polynomials (Runge theorems), geometric function theory, Riemann surfaces and algebraic functions, elliptic functions, and other topics of current research interest. **Prereq.:** graduate standing and MATH-415.

MATH-464 Advanced Topics in Real Analysis, 3 cr. Topics in real analysis chosen according to the needs and interests of the students. Possible topics include measure and integration, functional analysis, Banach algebras, topological groups, calculus of variations, constructive real analysis, non-standard real analysis, and other topics of current interest. **Prereq.:** graduate standing and MATH-416.

MATH-466 Advanced Topics in Geometry, 3 cr. Topics in geometry chosen according to the needs and interests of the students. Possible topics include projective geometry, metric geometry, differential manifolds, finite geometries and other topics of current interest. **Prereq.:** graduate standing and MATH-421.

MATH-467 Advanced Topics in Algebra, 3 cr. Topics in algebra chosen according to the needs and interests of the students. Possible topics include group theory, ring theory, field theory, linear algebra, categorical algebra and lattice theory. **Prereq.:** graduate standing and MATH-436.

MATH-468 Advanced Topics in Probability Theory, 3 cr. Topics in probability theory chosen according to the needs and interests of the students. Possible topics include continuous parameter Markov process, applied probability such as queing theory, inventory problems, stochastic difference and differential equations, distribution theory, and formulation of time series. **Prereq.:** graduate standing and MATH-424.

MATH-469 Advanced Topics in Mathematical Statistics, 3 cr. Topics in statistics chosen according to the needs and interests of the students. Possible topics include simultaneous Stochastic equations models, multivariate analysis, analysis of variance and covariance, non-parametric statistics, bayesian inference, and sampling theory. **Prereq.:** graduate standing and MATH-336.

MATH-491 Independent Study in Mathematics, 1 cr. Individual investigation into a topic of interest of the student's choice; staff guidance. **Prereq.:** graduate standing and consent of instructor.

MATH-492 Independent Study in Mathematics, 2 cr. (See MATH-491 for description.)

MATH-493 Independent Study in Mathematics, 3 cr. (See MATH-491 for description.)

MATH-494 Thesis Seminar—Mathematics, 6 cr. Guidance of the student who is doing research and writing a thesis for the M.S. in Mathematics. **Prereq.:** acceptance to degree candidacy for the M.S. in Mathematics and approval of the mathematics department.

MUSIC

Charles A. Anderson, D.M.A., Professor
Virginia J. Barnett, M.M., Assistant Professor
Harold E. Berlinger, D.F.A., Professor, Chairperson
Ronald Combs, D.M.A., Professor
Helen J. Engler, M.M., Assistant Professor
Edgar Gangware, Ph.D., Professor
Harold D. Harmon, Ph.D., Professor
Marjorie Hobley, M.A., Assistant Professor
Aaron Horne, D.M.A., Associate Professor
Sylive L. Koval, M.M., Associate Professor
James A. Lucas, D.M.A., Associate Professor
Vincent Malek, Ph.D., Professor
Marie McGuckin, M.M., Assistant Professor
Dolores J. Nicosia, Ph.D., Professor
Vincent Oddo, Ph.D., Professor
Elyse J. Peirick, Ph.D., Professor
William Schutt, M.M., Associate Professor
Richard D. Wenzlaff, D.F.A., Professor

The Department of Music offers a multi-faceted program of traditional, innovative, and experimental courses which enable undergraduates to participate in creative and functional experiences and to secure in-depth understanding of historical/theoretical analysis, compositional/performance techniques, and critical/aesthetic aspects through the study of music as a fine art and basic form of communication within the principles and methods of past and contemporary developments of our musical heritage. The liberal arts program is designed to provide a background for personal enrichment and general use and to meet the needs of students preparing for professional careers, graduate study, and studio or private teaching. Education programs are designed for prospective high school and elementary school teachers.

Courses leading to the Bachelor of Arts degree are available in the Liberal Arts Program, Secondary Education Program, and Elementary Education Program. An individualized music minor is also available.

Majors are required to file appropriate forms in the department office requesting assignment to the various programs and to select an advisor. In addition to meeting all course requirements, majors must:

1. participate in at least one ensemble each trimester, except the trimester of student teaching, if applicable
   and
2. attend at least three department sponsored recitals or concerts during each of the fall and winter trimesters, and two during the spring/summer trimester. Music majors participating in a concert program sponsored by a university performing group will receive one-half credit up to a total of no more than two full credits.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Music
Emphasis in Vocal or Instrumental Performance

Required Courses:

MUS-121	Music Theory I	3 cr.
MUS-122	Music Theory II	3 cr.
MUS-122	Music Theory III	3 cr.
MUS-202	Music Theory IV or MUS-301 Counterpoint I	3 cr.
MUS-203	Music Before 1750	3 cr.
MUS-204	Music After 1750	3 cr.
Applied Music	Private study in voice or instrument with at least six credit hours selected from: MUS-351, MUS-352, MUS-353, or MUS-354.	12 cr.
Piano	MUS-112 Class Piano I; MUS-113 Class Piano II; **or** MUS-152 Applied Music-Piano. Piano majors may substitute another performance area.	4 cr.
MUS-223	Instrumental Conducting **or** MUS-224 Choral Conducting	2 cr.
Applied Music	Study of one or more instruments in addition to the major instrument.	6 cr.
Elective: (one course selected from courses in Music Theory, or History and Literature of Music)		3 cr.
	Total	45 cr.

Emphasis in Music Theory

Required Courses:

MUS-121	Music Theory I	3 cr.
MUS-122	Music Theory II	3 cr.
MUS-201	Music Theory III	3 cr.
MUS-202	Music Theory IV	3 cr.
MUS-203	Music Before 1750	3 cr.
MUS-204	Music After 1750	3 cr.
MUS-301	Counterpoint I	3 cr.
MUS-302	Counterpoint II	3 cr.
MUS-305	Form and Analysis I	3 cr.
Two courses selected from:		6 cr.
MUS-315	Music of the Baroque Era	3 cr.
MUS-316	Music of the Classical Era	3 cr.

MUS-317 Music of the Romantic Era . . . . . 3 cr.
MUS-318 Music of the Twentieth Century . . . . 3 cr.
MUS-319 Music of America . . . . . 3 cr.
MUS-323 Music of the Renaissance Era . . . . . 3 cr.
Two History and Literature courses selected from: . . 6 cr.
MUS-309 Studies in Instrumental Music . . . . . 3 cr.
MUS-310 Studies in Vocal Music . . . . . 3 cr.
MUS-311 Studies in Keybaord Music . . . . . 3 cr.
MUS-321 Seminar in Music History . . . . . 3 cr.
Piano . . . . . 6 cr.
MUS-112 Class Piano I; MUS-113 Class Piano II; MUS-213 Class Piano III; **or** MUS-152 Applied Music-Piano.

Total 45 cr.

Emphasis in Piano Pedagogy

Required Courses:

MUS-121 Music Theory I . . . . . 3 cr.
MUS-122 Music Theory II . . . . . 3 cr.
MUS-201 Music Theory III . . . . . 3 cr.
MUS-202 Music Theory IV **or** MUS-301 Counterpoint I . . . . . 3 cr.
MUS-203 Music Before 1750 . . . . . 3 cr.
MUS-204 Music After 1750 . . . . . 3 cr.
Applied Music . . . . . 12 cr.
Private study in piano selected from: MUS-151, MUS-152, MUS-153, MUS-154; **and** MUS-351, MUS-352, MUS-353, MUS-354.
MUS-311 Applied Music Pedagogy I: Piano . . . . . 3 cr.
MUS-332 Applied Music Pedagogy II: Piano . . . . . 2 cr.
MUS-223 Instrumental Conducting **or** MUS-224 Choral Conducting . . . . . 2 cr.
Applied Music . . . . . 2 cr.
Performance area may be other than piano.
Electives: (two courses selected from Psychology, Music Theory, or Music History and Literature in consultation with advisor) . . . . . 6 cr.

Total 45 cr.

Emphasis in Music History and Literature

Required Courses:

MUS-121 Music Theory I . . . . . 3 cr.
MUS-122 Music Theory II . . . . . 3 cr.
MUS-201 Music Theory III . . . . . 3 cr.
MUS-202 Music Theory IV **or** MUS-301 Counterpoint I . . . . . 3 cr.
MUS-203 Music Before 1750 . . . . . 3 cr.
MUS-204 Music After 1750 . . . . . 3 cr.
MUS-231 Seminar in Music History . . . . . 3 cr.
MUS-305 Form and Analysis I . . . . . 3 cr.
One course selected from: . . . . . 3 cr.
MUS-309 Studies in Instrumental Music . . . . . 3 cr.
MUS-310 Studies in Vocal Music . . . . . 3 cr
MUS-311 Studies in Keyboard Music . . . . . 3 cr.
Two courses selected from: . . . . . 6 cr.
MUS-315 Music of the Baroque Era . . . . . 3 cr.
MUS-316 Music of the Classical Era . . . . . 3 cr.
MUS-317 Music of the Romantic Era . . . . . 3 cr.
MUS-318 Music of the Twentieth Century . . . . 3 cr.
MUS-319 Music of America . . . . . 3 cr.
MUS-323 Music of the Renaissance Era . . . . . 3 cr.
Piano . . . . . 6 cr.
MUS-112 Class Piano I; MUS-113 Class Piano II; MUS-213 Class Piano III; **or** MUS-152 Applied Music-Piano. After successfully completing an audition for piano proficiency, the student may fulfill these required hours in other areas of Applied Music.
Electives: (two courses selected from Music History and Literature **or** Music Theory) . . . . . 6 cr.

Total 45 cr.

Elementary Education Program

NOTE: The appropriate elementary education sequences (see page 135) must be completed in addition to the requirements listed below.

Required Courses:

MUS-102 Music Fundamentals I . . . . . 3 cr.
MUS-103 Music Fundamentals II . . . . . 2 cr.
Piano . . . . . 2 cr.
MUS-112 Class Piano I; **or** MUS-113 Class Piano II; **or** MUS-213 Class Piano III.
Guitar . . . . . 2 cr.
MUS-120 Class Guitar I; **or** MUS-212 Class Guitar II.
MUS-110 Class Voice I . . . . . 2 cr.
One additional course in Piano, Guitar, or Voice . . . 2 cr.
MUS-391 Contemporary Music Education, Grades K-3 **or** MUS-392 Contemporary Music Education, Grades 3-8 . . . . . 3 cr.
Electives . . . . . 8 cr.

Recommended Courses:

MUS-393 **and/or** MUS-394 Workshop in Music Education; MUS-395 Instruments for the Classroom Teacher; Other elective courses may be accepted with consent of advisor.

Total 24 cr.

Secondary Education Major in Music

NOTE: The appropriate secondary education sequences (see page 154) must be completed in addition to the requirements listed below.

Emphasis in Vocal Music

Required Courses:

MUS-121 Music Theory I . . . . . 3 cr.
MUS-122 Music Theory II . . . . . 3 cr.
MUS-201 Music Theory III . . . . . 3 cr.
MUS-202 Music Theory IV **or** MUS 301 Counterpoint I . . . . . 3 cr.
MUS-203 Music Before 1750 . . . . . 3 cr.
MUS-204 Music After 1750 . . . . . 3 cr.
Applied Music . . . . . 12 cr.
Private study in voice selected from: MUS-151, MUS-152, MUS-153, MUS-154; **and** MUS-351, MUS-352, MUS-353, MUS-354.
Piano . . . . . 6 cr.
MUS-112 Class Piano I; MUS-113 Class Piano II; MUS-213 Class Piano III; **or** MUS-152 Applied Music-Piano.
MUS-224 Choral Conducting . . . . . 2 cr.
SCED-MUS-303 Methods and Techniques of Teaching Music in the Secondary Schools . . . . 3 cr.

Electives: (two courses selected from Music History and Literature **or** Music Theory) . . . . . 6 cr.

Total 47 cr.

Emphasis in Instrumental Music

Required Courses:

MUS-121 Music Theory I . . . . . 3 cr.
MUS-122 Music Theory II . . . . . 3 cr.
MUS-201 Music Theory III . . . . . 3 cr.
MUS-202 Music Theory IV **or** MUS-301 Counterpoint I . . . . . 3 cr.
MUS-203 Music Before 1750 . . . . . 3 cr.
MUS-204 Music After 1750 . . . . . 3 cr.
Applied Music . . . . . 12 cr.
Private study in instrument selected from: MUS-151, MUS-152, MUS-153, MUS-154; **and** MUS-351, MUS-352, MUS-353, MUS-354.
Piano . . . . . 4 cr.
MUS-112 Class Piano I; MUS-113 Class Piano II; **or** MUS-152 Applied Music-Piano.
MUS-223 Instrumental Conducting . . . . . 2 cr.
MUS-308 Orchestration . . . . . 3 cr.
Three courses selected from: . . . . . 6 cr.
MUS-115 Instrumental Music Studies-Brass Instruments . . . . . 2 cr.
MUS-116 Instrumental Music Studies-Percussion Instruments . . . . . 2 cr.
MUS-117 Instrumental Music Studies-String Instruments . . . . . 2 cr.
MUS-118 Instrumental Music Studies-Woodwind Instruments . . . . . 2 cr.
SCED-MUS-303 Methods and Techniques of Teaching Music in the Secondary Schools . . . . 3 cr.

Total 48 cr.

Minor in Music: 23 credit hours

The student, in consultation with the chairperson of the Department of Music, selects courses from the departmental curriculum (except the course, MUS-101 The Musical Experience) according to individual interests and needs. The total program plan is subject to the approval of the chairperson.

Minor in Dance: 20 credit hours

The following Minor in Dance is offered through the Department of Music. Required courses are selected from the four following groups, one or more courses from each group to total 12 to 16 credit hours. From eight to ten credit hours of elective courses are to be selected from general dance course offerings (upon special consultation with dance faculty advisor).

Required: one or more courses from each of the four following areas: . . . . . 12-16 cr.
Electives: selected upon consultation with advisor: 8-10 cr.

Total 20-26 cr.

Modern Dance Technique

MUS-DANC-251 Modern Dance—Beginning . . . . . 1 cr.
MUS-DANC-254 Modern Dance—Intermediate . . . . 1 cr.
MUS-DANC-351 Modern Dance—Advanced . . . . . 3 cr.

General Dance Technique

MUS-DANC-255 Jazz Dance I . . . . . 2 cr.
MUS-DANC-355 Jazz Dance II . . . . . 2 cr.
MUS-DANC-256 Ballet I . . . . . 2 cr.
MUS-DANC-356 Ballet II . . . . . 2 cr.

Social Dance Forms

MUS-DANC-151 Fundamentals of Rhythms . . . . . 3 cr.
MUS-DANC-252 Folk, Round, and Square Dance . . 1 cr.
MUS-DANC-253 Social Dance and Latin American Rhythms . . . . . 1 cr.
MUS-DANC-127 Latin American Rhythms . . . . . 1 cr.
The above courses are cross-listed with the physical education department.

Independent Study in Dance Performance

These courses require intermediate/advanced level of dance technique, as evaluated by the dance faculty. In order to become a dance minor, your technical ability must be approved by the dance faculty.

MUS-DANC-203U Field Experience: Dance in Chicago I . . . . . 3 cr.
MUS-DANC-203V Field Experience: Dance in Chicago II . . . . . 3 cr.
MUS-DANC-203W Field Experience: Hispanic Dance I . . . . . 3 cr.
MUS-322 Independent Study in Music . . . . . 3 cr.

Total 20 cr.

Minors are required to file appropriate forms in the department office requesting assignment to the program. In addition to meeting all course requirements, minors must:

1. participate in one of the department ensembles

and

2. attend at least three department-sponsored recitals or concerts during each of the fall and winter trimesters, and two during the spring/summer trimester. Music minors participating in a concert program sponsored by a university performing group will receive one-half credit up to a total of no more than two full credits.

PERFORMING GROUPS

A variety of performing groups in the Department of Music are open to Northeastern students and community members who have vocal, instrumental, or choral experience. Students may register for credit and, with written approval, use a university-owned instrument. See course descriptions for complete information on the following:

Collegium Musicum
Concert Choir
Instrumental Ensembles: Brass, Keyboard, Percussion, String, Woodwind
Jazz Ensemble
Madrigal Singers
New Music Ensemble
Opera Workshop
Orchesis
Orchestra
Pep Band
University Chorus
University Concert Band
Wind Band

CONCERT SERIES

Each season, student, faculty, and guest performers are presented in the concert series of afternoon and evening programs on campus. Complete information is published in the Department of Music Concert Calendar.

MUSIC ORGANIZATIONS

The Department of Music sponsors student chapters of Music Educators National Conference, Sigma Alpha Iota, and Pi Mu Alpha Sinfonia.

COURSE OFFERINGS (MUS)

MUS-101 The Musical Experience, 3 cr. A non-technical course designed to increase the listener's understanding and enjoyment of music.

MUS-102 Music Fundamentals I, 3 cr. Development of skills in reading and writing of notation through activities and materials appropriate to the elementary classroom.

MUS-103 Music Fundamentals II, 2 cr. Further development of musical skills, including scales and chords, through activities and materials appropriate to the elementary classroom. **Prereq.:** MUS-102 or consent of instructor.

MUS-104 Music Concepts: An Introduction, 3 cr. Learning of elements of music with direct application to the development of awareness of forms and styles through lectures, discussions, readings, recordings, and attendance at musical performances. Open to all students; required for prospective majors.

MUS-105 Basic Materials in Music Theory, 2 cr. Introduction to the body of knowledge concerned with the notation and perception of pitch and rhythm, including: intervals, triads, scales, meter, and key signatures, divisions of the beat, and basic concepts of sightsinging and ear training. **Prereq.:** MUS-104 or consent of instructor.

MUS-107 Class Instrumental Instruction: Strings, Brass, Woodwinds, Percussion, 2 cr. Designed to develop skills in playing either strings, brass, woodwinds, or percussion. Instruction will include principles of tone production, basic technique skills, scales, and arpeggios. Study of solo and ensemble works will also be included. **Prereq.:** MUS-105, MUS-104, or consent of instructor.

MUS-110 Class Voice I, 2 cr. Class instruction for beginning students in voice; instruction in the fundamentals of vocal technique. **Prereq.:** consent of instructor.

MUS-111 Class Voice II, 2 cr. Further development of the skills and knowledge acquired in Class Voice I. **Prereq.:** MUS-110 or consent of instructor.

MUS-112 Class Piano I, 2 cr. Designed for the beginning piano student. Instruction in the fundamentals of reading and writing. Basic keyboard skills in major and minor keys. Outside practice required.

MUS-113 Class Piano II, 2 cr. Continuing advancement of skills introduced in Class Piano I. Expanded theoretical concepts and keyboard technique. Outside practice required. **Prereq.:** MUS-112.

MUS-115 Instrumental Music Studies — Brass Instruments, 2 cr. Introduction to the techniques and skills of playing brass instruments. Care and maintenance. Study and evaluation of the music literature available for the various brass instruments. **Prereq.:** MUS-121 or consent of instructor.

MUS-116 Instrumental Music Studies — Percussion Instruments, 2 cr. Introduction to the basic techniques of playing the various percussion instruments. The use of percussion instruments in various types of instrumental ensembles. **Prereq.:** MUS-121 or consent of instructor.

MUS-117 Instrumental Music Studies — String Instruments, 2 cr. Introduction to the techniques and skills of playing string instruments. Care and maintenance. Study and evaluation of the music literature available for the various string instruments. **Prereq.:** MUS-121 or consent of instructor.

MUS-118 Instrumental Music Studies — Woodwind Instruments, 2 cr. Introduction to the techniques and skills of playing woodwind instruments. Care and maintenance. Study and evaluation of the music literature available for the various woodwind instruments. **Prereq.:** MUS-121 or consent of instructor.

MUS-120 Class Guitar I, 2 cr. Designed to develop basic skills in playing the guitar. Students will be introduced to basic chords and chord progressions, strumming techniques, playing simple melodic line, and reading guitar tablature as well as standard musical notation. **Prereq.:** MUS-102 or consent of instructor.

MUS-121 Music Theory I, 3 cr. Writing and playing of primary triads and their inversions and the dominant seventh chord. Aural skills. **Prereq.:** MUS-104 and consent of instructor.

MUS-122 Music Theory II, 3 cr. Writing and playing of the inversions and derivations of the dominant seventh chord, or six-four chords, and of non-chord tones in harmonizations of bases and melodies, melodic writing and harmonic rhythm. Sight-singing and ear-training related to written skills. **Prereq.:** MUS-121.

MUS-124 Sight-Singing and Ear Training I, 2 cr. Designed to develop music-reading and related aural/oral skills through practice and application of sight-singing techniques and ear training procedures. **Prereq.:** MUS-121 or consent of instructor.

MUS-127 Harmony and Ear Training at the Keyboard I, 2 cr. Designed to develop skills in applying harmonic and melodic concepts and techniques at a keyboard instrument. **Prereq.:** MUS-121 and MUS-112 or consent of instructor.

MUS-128 Harmony and Ear Training at the Keyboard II, 2 cr. Designed to further develop skills in applying harmonic and melodic concepts and techniques at a keyboard instrument. **Prereq.:** MUS-127 or consent of instructor.

MUS-151 Applied Music, 1 cr. Individual study in voice or any instrument for development of performing skills and musical understanding; knowledge of the repertoire for the specific voice or instrument at each level of performing ability. **Prereq.:** consent of instructor or department chairperson.

MUS-152 Applied Music, 2 cr. (See MUS-151 for description.)

MUS-153 Applied Music, 3 cr. (See MUS-151 for description.)

MUS-154 Applied Music, 4 cr. (See MUS-151 for description.)

MUS-201 Music Theory III, 3 cr. Harmonization of basses and melodies involving seventh chords and their inversions; mixtures of major and minor and other modes; secondary dominants and subdominants; diatonic modulation; harmonic analysis. **Prereq.:** MUS-122.

MUS-202 Music Theory IV, 3 cr. Writing, using chromatic mediants, augmented-sixth chords and other altered chords; chromatic and enharmonic analysis. **Prereq.:** MUS-201.

MUS-203 Music Before 1750, 3 cr. A survey of music styles and forms as found in the works of representatative composers to 1750. **Prereq.:** MUS-104, MUS-121, or consent of instructor.

MUS-204 Music After 1750, 3 cr. A survey of music styles and forms as found in the works of representative composers after 1750. **Prereq.:** MUS-104, MUS-121, or consent of instructor.

MUS-212 Class Guitar II, 2 cr. Designed to continue the development of basic guitar skills introduced in the beginning course, Class Guitar I. Students will study more complex and varied chord formations and strumming techniques, advanced note reading of more difficult melodic lines, as well as the basics of classical guitar technique. **Prereq.:** MUS-120.

MUS-213 Class Piano III, 2 cr. Development of keyboard skills in all major and minor keys. Introduction to piano literature of diverse styles. Outside practice required. **Prereq.:** MUS-113 or consent of instructor.

MUS-214 Class Piano IV, 2 cr. Advancing keyboard fluency and skills; continuing study of piano literature at the moderately easy to moderately difficult level. Outside practice required. **Prereq.:** MUS-213 or consent of instructor.

MUS-221 Chorus, 1.5 cr. With instructor's consent, this activity is open to all students. Opportunities will be provided for school and public performance.

MUS-222 Vocal Ensemble, 1.5 cr. Opera workshop, chamber singers, and madrigal singers. With instructor's consent these activities are open to all students. Opportunities will be provided for school and public performance.

MUS-223 Instrumental Conducting, 2 cr. The techniques of conducting and score reading; rehearsal techniques and interpretation. **Prereq.:** MUS-122.

MUS-224 Choral Conducting, 2 cr. Designed to develop choral conducting techniques, the ability to read and analyze choral scores, and the knowledge of choral repertoire. **Prereq.:** MUS-122.

MUS-225 Sight-Singing and Ear Training II, 2 cr. Designed to further develop music-reading and related aural/oral skills through practice and application of sight-singing techniques and ear-training procedures. **Prereq.:** MUS-124 or consent of instructor.

MUS-231 Band, 1.5 cr. With instructor's consent, this activity is open to students who have instrumental experience. Opportunities will be provided for school and public performance. **Prereq.:** consent of instructor.

MUS-233 Orchestra, 1.5 cr. (See MUS-231 for description.)

MUS-234 Instrumental Ensemble, 1 cr. With instructor's consent, this activity is open to all students who have instrumental experience. Opportunities will be provided for school and public performance.

MUS-301 Counterpoint I, 3 cr. Writing in two and three parts in various styles and modes, study of species and modal procedures. **Prereq.:** MUS-201.

MUS-302 Counterpoint II, 3 cr. Writing in four parts; double counterpoint, canon and fugue contrapuntal analysis. **Prereq.:** MUS-301.

SCED-MUS-303 Methods and Techniques of Teaching Music in the Secondary Schools, 3 cr. Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, musical rehearsal, and performance problems in vocal and instrumental music. **Prereq.:** consent of advisor.

SCED-MUS-304 Secondary Student Teaching and Seminar in Music, 12 cr. Practical application of teaching music in the public schools at the secondary level. A student is expected to spend at least five full days per week in the classroom, either as orientation or as the classroom teacher, under the close supervision of a cooperating teacher working in cooperation with a university supervisor. This experience will be as broad as practicable but will center on the student's main interest level. Frequent conferences and a weekly two hour seminar will supplement the program. (sixteen weeks, full day) **Prereq.:** approval of the department, advanced junior standing or preferably senior standing, completion of required education courses, and SCED-MUS-303.

MUS-305 Form and Analysis I, 3 cr. Structural and stylistic features in their musical context; motif, phrase and period; binary and ternary form, theme and variations, rondo, sonata form and unique forms. **Prereq.:** MUS-201.

MUS-306 Form and Analysis II, 3 cr. Structural and stylistic features in their musical context, early to contemporary polyphonic forms, multi-movement forms, electronic music, aleatoric music. Several approaches to structural analysis will be considered. **Prereq.:** MUS-305 or consent of instructor.

MUS-307 Class Composition, 3 cr. Designed to afford students an opportunity for creative expression in music through the composition and performance of original works. **Prereq.:** consent of instructor.

MUS-308 Orchestration, 3 cr. Instrumental timbres and the capabilities of instruments; scoring for instruments in a variety of combinations, including the orchestra and instrumental-vocal combinations. **Prereq.:** MUS-122 or consent of instructor.

MUS-309 Studies in Instrumental Music, 3 cr. Studies in selected topics in instrumental literature. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-310 Studies in Vocal Music, 3 cr. Studies in selected topics in vocal literature. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-311 Studies in Keyboard Music, 3 cr. Studies in selected topics of keyboard literature, including dance types, character pieces, variations prelude, fugue, toccata, suite, and sonata. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-314 The History of Black Music in America, 3 cr. A survey of the history of Black music in America. The survey covers the following topics: 1) elements of African music; 2) slave music; 3) piano styles; 4) the stylistic periods of jazz; 5) African highlife music; and 6) black composers of the European tradition. The emphasis will be on significant forms, styles and contributions, and the sociological settings for such. **Prereq.:** junior standing.

MUS-315 Music of the Baroque Era, 3 cr. Within a historical framework, a consideration of structural, stylistic and formal aspects of the musical art of the Baroque era. **Prereq.:** MUS-122, MUS-203, MUS-204 or consent of instructor.

MUS-316 Music of the Classical Era, 3 cr. Within a historical framework, a consideration of structural stylistic and formal aspects of the musical art of the Classical era. **Prereq.:** MUS-122, MUS-203, MUS-204 or consent of instructor.

MUS-317 Music of the Romantic Era, 3 cr. Within a historical framework, a consideration of structural, stylistic and formal aspects of the musical art of the Romantic era. **Prereq.:** MUS-122, MUS-203, MUS-204 or consent of instructor.

MUS-318 Music of the Twentieth Century, 3 cr. Within a historical framework, a consideration of structural, stylistic and formal aspects of the musical art of the twentieth century. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-319 Music of America, 3 cr. Study of the development of music in America from the pre-revolutionary period to the contemporary period. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-320 Independent Study in Music, 1 cr. Individual investigation into a topic of the student's choice; staff guidance. **Prereq.:** consent of instructor.

MUS-321 Seminar in Music History, 3 cr. Intensive studies in specialized topics. **Prereq.:** consent of instructor.

MUS-322 Independent Study in Music, 3 cr. Individual investigation into a topic of the student's choice; staff guidance. **Prereq.:** consent of instructor.

MUS-323 Music of the Renaissance Era, 3 cr. Within an historical framework, a consideration of structural, stylistic, and formal aspects of the musical art of the Renaissance Era. **Prereq.:** MUS-122, MUS-203, MUS-204, or consent of instructor.

MUS-324 Independent Study in Music, 2 cr. Individual investigation into a topic of the student's choice; staff guidance. **Prereq.:** consent of instructor.

MUS-325 Performance Seminar, 2 cr. Provides opportunities for class members to perform and to become involved in a critical analysis of other performances based upon stylistic, structural, and technical factors. **Prereq.:** consent of instructor.

MUS-328 Repertoire Seminar, 2 cr. A survey of the standard repertoire for the different performance areas. Content varies according to performance area studied. **Prereq.:** ten credit hours in major performance area or consent of instructor.

MUS-329 Advanced Conducting, 2 cr. Rehearsal techniques involved in the performance of advanced orchestral and band literature; refinements of baton technique, and careful attention to interpretation of selected repertoire. **Prereq.:** MUS-223.

MUS-330 Acoustics of Music, 3 cr. A study of the physical properties of sound and their application to the sources of the art of music — voice, traditional instruments, and electronic potential. **Prereq.:** MUS-122.

MUS-331 Applied Music Pedagogy I, 3 cr. Designed to prepare the prospective teacher and serve the experienced teacher. **Prereq.:** twelve credit hours of Applied Music-Piano, **and/or** consent of instructor.

MUS-332 Applied Music Pedagogy II, 2 cr. Designed to function primarily as a practicum for the prospective or experienced teacher, class discussion, practice teaching. **Prereq.:** MUS-331 or consent of instructor.

MUS-333 Internship in Music, 3 cr. A field experience course designed by the student to meet his/her needs and interests in both the traditional and non-traditional areas of music. Internships may be served in schools, community organizations, and industry. Suggested areas for internships and information of application are available in the departmental office. **Prereq.:** consent of Department of Music Internship Committee.

MUS-351 Applied Music, 1 cr. Individual study in voice or any instrument for continued development of performing skills and musical artistry; knowledge of the repertoire for the specific voice or instrument at each level of performing ability. **Prereq.:** consent of instructor or department chairperson.

MUS-352 Applied Music, 2 cr. (See MUS-351 for description.)

MUS-353 Applied Music, 3 cr. (See MUS-351 for description.)

MUS-354 Applied Music, 4 cr. (See MUS-351 for description.)

MUS-360 Introduction to Instrument Maintenance, 2 cr. A workshop course in the basic maintenance and repair of the piano, wind instruments, and string and percussion instruments. **Prereq.:** consent of instructor.

MUS-391 Contemporary Music Eduucation in Grades Kindergarten-Three, 3 cr. Procedural methods for teaching music, including the Orff approach; a study of the child's voice; application of techniques for teaching rote, note reading and two-part songs; use of instruments to enrich vocal, reading, and listening experiences; techniques for development of performance media, such as assemblies, playlets, and programs. **Prereq.:** MUS-102 and MUS-103, or consent of instuctor.

MUS-392 Contemporary Music Education in Grades Three-Eight, 3 cr. Procedures and materials for teaching a basic music curriculum in the intermediate self-contained classroom and the upper grade general music class; an adaptation of the Orff and Kodaly approaches for the older child; techniques for voice development, classification, two-three part singing and ensembles; use of instruments to enrich vocal, reading and listening experiences; techniques for development of performance media. **Prereq.:** MUS-102, and MUS-103, or consent of the instructor.

MUS-393 Workshop in Music Education, 2 cr. Concentrated study of specific aspects of a music education curriculum included approches, skills, materials, and media, with emphasis on current trends. **Prereq.:** in-service teacher or consent of instructor.

MUS-394 Workshop in Music Education, 3 cr. see MUS-393 for description. **Prereq.:** in-service teacher or consent of instructor.

MUS-395 Instruments for the Classroom Teacher, 2 cr. This course is designed for students preparing to teach music as music specialists or as classroom teachers, to develop basic skills in working with various classroom instruments, including autoharp, guitar, Orff instruments (glockenspiels, xylophones, metallophones, etc.), non-pitched percussion instruments, recorder, and resonator bells. Students will be expected to develop basic performance skills on these instruments, create original compositions, arrange and score instrumental accompaniments for song materials. **Prereq.:** MUS-102 and MUS-103, or consent of intructor.

MUS-396 Workshop in Music, 1 cr. Concentrated study of specific aspects of music performance, music theory, or music history and literature. **Prereq.:** in-service teacher or consent of instructor.

MUS-397 Workshop in Music, 2 cr. (See MUS-396 for description.)

MUS-398 Workshop in Music, 3 cr. (See MUS-398 for description.)

MUS-DANC-127 Latin-American Dance, 1 cr. Latin-American dance skills; choreographic development of dance routines; historical and cultural aspects of Latin-American social dances.

MUS-DANC-151 Fundamentals of Rhythms, 3 cr. Includes basic axial and locomotor movements, spontaneous and planned interpretive response, knowledge of the aspects of rhythm, designing of a rhythm instrument, dramatization, marching patterns, rhythmic activities utilizing basic dance steps, and beginning folk and square dance.

MUS-DANC-203U Field Experiences: Dance in Chicago I, 3 cr.

MUS-DANC-203V Field Experiences: Dance in Chicago II, 3 cr.

MUS-DANC-203W Field Experiences: Hispanic Dance I, 3 cr.

MUS-DANC-251 Modern Dance, 1 cr. Practice through dance technique of the principles of movement as an art form that suggests ideas and conveys feelings, including axial and locomotor movements, spontaneous and planned interpretive response, and choreography.

MUS-DANC-252 Folk, Round and Square Dance, 1 cr. Developments of knowledge and skill in folk, national, and square dances, experience in square dance calling, and methods of class organization and teaching.

MUS-DANC-253 Social Dance and Latin American Rhythms, 1 cr. Practice in basic patterns and routines of ballroom dances, developing a finer sense of rhythm, greater adeptness, comprehension, and opportunity to design routines.

MUS-DANC-254 Modern Dance: Intermediate, 1 cr. Designed for students with some background in dance. Classes will have exercises to develop strength, flexibility, coordination, and balance. There will be locomotor combinations of basic skills and creative exploration of the special rhythm and dynamic elements of dance. **Prereq.:** MUS-DANC-251.

MUS-DANC-255 Jazz Dance I, 2 cr. Jazz Dance I presents the fundamental techniques of jazz dance for the student who is beginning to study dance. Students who have had some dance training will enjoy becoming familiar with jazz styling, a dramatic expression of today's sounds and feelings. Many elements of jazz are included: blues, musical comedy, hard-rock, street dancing, and dramatic styles.

MUS-DANC-256 Ballet I, 2 cr. Ballet I presents fundamentals of basic ballet techniques for the beginning student. Students are encouraged to attend performances of visiting ballet companies. Films and video-tape are used for analysis.

MUS-DANC-351 Modern Dance: Advanced, 3 cr. Designed for students approaching advanced levels of skill in modern dance. Major emphasis is placed on achievement of excellence related to the techniques of Graham, Limon, and Cunningham. Also students will attend professional dance presentations, rehearsals of these groups, and research historical backgrounds of these companies. **Prereq.:** MUS-DANC-254 or consent of instructor.

MUS-DANC-355 Jazz Dance II, 2 cr. Jazz Dance II presents the second development level of jazz dance technique. With a base in the fundamentals of jazz dance, the student is now ready to progress toward a more polished technique and eventually toward greater expression through movement. Many elements of Jazz are used: blues, musical comedy, hard-rock, street dancing, and dramatic styles. **Prereq.:** MUS-DANC-255 or consent of instruuctor.

MUS-DANC-356 Ballet II, 2 cr. Ballet II extends the knowledge of the student beyond the basic fundamentals of Ballet I. While essentially a technique course for the beginning student, Ballet II seeks to develop greater skill in performance of "school" steps and combinations. **Prereq.:** MUS-DANC-256 or consent of instructor.

PHILOSOPHY

Roger J. Chacon, Ph.D., Associate Professor
Sarah L. Hoagland, Ph.D., Associate Professor
Stanley R. Kerr, Ph.D., Associate Professor
Hugh S. Moorhead, Ph.D., Professor, Chairperson
James Rizik, Ph.D., Assistant Professor

Philosophy, broadly conceived, is a systematic inquiry into the perennial problems of human existence; in this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential ingredient of a liberal education. The development of reflection and critical thought resulting from the reading of the philosophical classics enables the student to understand and correlate the many insights afforded by other disciplines. The wide perspectives that philosophy makes possible guide the student in his search for a sound sense of values.

Thus, primary functions of the department are: (1) to contribute significantly to the liberal education of the students of the university, and (2) to provide philosophy majors with an adequate preparation to pursue advanced studies in their chosen field.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Philosophy

The major in philosophy, leading to the Bachelor of Arts degree, fully prepares the student for graduate work. Students majoring in philosophy must take 30 credit hours of work within the department including 15 credit hours of philosophy electives, nine of which must be at the 300-level.

The major must have a 3.5 grade point average in his/her philosophy courses.

Required Courses:

PHIL-222	History of Ancient Philosophy	3 cr.
PHIL-241	History of Modern Philosophy	3 cr.
PHIL-302	Logic 1	3 cr.
PHIL-332	Contemporary Philosophy	3 cr.
PHIL-383	Pro-Seminar in Philosophy	3 cr.
Nine hours of electives at the 300-level		9 cr.
	Total	24 cr.

Minor in Philosophy

The minor in philosophy takes 18 credit hours, six of which must be at the 300-level.

Required Courses:

One course in the history of philosphy	3 cr.
Two courses at the 300-level	6 cr.
Total	9 cr.

All transfer students majoring in philosophy must take a minimum of 15 credit hours of coursework in philosophy at Northeastern; minors must take a minimum of nine credit hours at Northeastern.

COURSE OFFERINGS (PHIL)

PHIL-101 Persuasion and Reason, 3 cr. An introduction to the study of informal fallacies, persuasive devices, semantic pitfalls, rational vs. emotional appeals, and the techniques used in evaluating arguments.

PHIL-102 Introduction to Philosophy, 3 cr. An introduction to the main problems of philosophy, e.g., knowledge, reality, morality, religion, and art.

PHIL-103 Philosophy and Contemporary Issues, 3 cr. An examination of the philosophical basis of selected contemporary issues, controversies, and movements; the topic or topics selected will be announced in the schedule of classes.

PHIL-105 Feminist Philosophy, 3 cr. An analysis of recent work in feminist theory in order to investigate women's situation and its foundations in culture, perception, and reality.

PHIL-202 Comparative Religion, 3 cr. A comparative study of the main tenets and features of the major religions of mankind, principally Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Mohammedanism.

PHIL-211 Philosophy of Religion, 3 cr. A philosophical scrutiny of some of the central themes in religion, e.g., the existence of God, the problem of evil, human freedom and immortality, the nature of faith, and the role of reason in theology.

PHIL-212 Topics in Social Ethics, 3 cr. Readings and discussions of essays dealing with the major moral issues of the contemporary scene, such as freedom and authority,

war and peace, drugs, suicide, and medical ethics. The topic or topics selected will be announced in the schedule of classes.

PHIL-213 Ethics, 3 cr. An introduction to some of the main problems of ethics, including the nature of morality, the meaning of ethical terms, standards for evaluating choices and actions, and the major ideas of important moral philosophers.

PHIL-215 Business Ethics, 3 cr. A philosophical introduction to the ethical content of some of the current problems confronting the business community, such as the social responsibility of business, poverty and equal rights, the ethical implications of ecology, advertising, and consumerism.

PHIL-222 History of Ancient Philosophy, 3 cr. A critical survey of the development of philosophy in the West from the pre-socratics to Plotinus.

PHIL-231 History of Medieval Philosophy, 3 cr. A critical survey of the development of philosophy in the West from the rise of Christendom to the dawn of the Renaissance.

PHIL-241 History of Modern Philosophy, 3 cr. A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.

PHIL-251 Philosophy of Art, 3 cr. An introduction to the salient problems of aesthetics, including the evaluation of art criticism, the relation of art to other areas of human experience, and a consideration of several theories of beauty, art, and aesthetic experience.

PHIL-261 African Philosophy, 3 cr. A critical survey of the central themes of African philosophy. The main areas of similarity and dissimilarity between African and Western philosophy will be discussed.

PHIL-271 Philosophy of Sexuality, 3 cr. A philosophical inquiry into the nature of sexuality, its historical and cultural milieu, with consideration of contemporary issues such as the evolution of sex, non-heterosexual relations, religious beliefs, and pornography.

PHIL-281 Philosophy and Death, 3 cr. A philosophical study of the main problems in thantology, such as man's attitudes toward death, Eastern and Western views on the survival of the soul, suicide, and the mind-body problem.

PHIL-302 Logic I, 3 cr. An introductory course in symbolic logic, dealing with the propositional calculus, quantification theory, and the logic of relations and classes. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-303 Logic II, 3 cr. A study of the theory and development of axiomatic systems, including the problems of definability, completeness, and consistency. **Prereq.:** PHIL-302 or consent of instructor.

PHIL-306 Logic III, 3 cr. A systematic inquiry into some of the philosophical problems of logic, such as the nature of propositions, the logical paradoxes, undecidability, types of logic, and the relation of logic to truth, language, and existence. **Prereq.:** PHIL-303 or consent of instructor.

PHIL-313 Ethical Theory, 3 cr. A study of theories about the meaning and justification of moral judgments. Further topics may include: good and bad, right and wrong, "Why should I be moral?", human rights, justice, punishment, freedom and responsibility, self-interest, the common good, pleasure and happiness; religion and morality; relativism, subjectivism, and scepticism. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-332 Contemporary Philosophy, 3 cr. A critical survey of the salient schools of contemporary philosophy, notably idealism, pragmatism, logical positivism, analytic philosophy, phenomenology, and existentialism. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-333 American Philosophy, 3 cr. An intensive study of the salient trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis, and phenomenology. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-334 Nineteenth-Century Philosophy, cr. An intensive study of important problems, topics, or thinkers in nineteenth-century philosophy stressing their relevance to twentieth century concerns. The topics selected will be announced in the schedule of classes. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-335 Analytic Philosophy, 3 cr. A critical survey of the development of analytic philosophy in the twentieth century. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-337 Existentialism, 3 cr. An intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, Camus, and others. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-341 Metaphysics, 3 cr. A systematic analysis of some of the main problems of metaphysics, such as existence, substance and attribute, change and permanence, essence and accident, universals and particulars, mind and body, identity, individuation, and casuality. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-345 Social and Political Philosophy, 3 cr. A systematic investigation of some of the salient issues currently discussed by social and political philosophers, such as the nature and origin of the state, political obligation, justice, human rights, authority, liberty, and the evaluation of social and political institutions. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-351 Sexism and the Philosophy of Language, 3 cr. An analytic examination of sociolinguistic investigation of sexism in English in order to facilitate discussion of the relation between language, thought, and reality.

PHIL-353 Feminism and the Philosophy of Science, 3 cr. An analysis of the challenge feminism brings to the scientific concepts of objectivity and impartiality in order to investigate the paradigm or model feminism offers.

PHIL-361 Topics in Philosophy and Contemporary Issues, 3 cr. A systematic examination of one important contemporary issue, controversy, or problem, for example, advanced feminist philosophy; the topic selected will be announced in the schedule of classes. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-363 Topics in Philosophy of Religion, 3 cr. An intensive study of an important problem, period, or thinker in the philosophy of religion. The topics selected will be announced in the schedule of classes. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-371 Theory of Knowledge, 3 cr. A systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-375 Philosophy of Science, 3 cr. An examination of some of the main problems currently discussed by philosophers of science, such as the methodology and foundations of empirical science, the meaning and verification of scientific statements, theories, laws, hypotheses, and explanation. **Prereq.:** one course in philosophy, junior standing, or consent of instructor.

PHIL-381 Independent Study in Philosophy, 3 cr. Readings, conferences, and reports on a special topic under faculty supervision. Normally open to majors of junior status or higher. **Prereq.:** consent of instructor.

PHIL-383 Pro-Seminar in Philosophy, 3 cr. An intensive study of one important philosopher, problem, school, or period; the topic selected will be announced in the schedule of classes. **Prereq.:** major in philosophy or consent of instructor.

PHYSICS

Charles Nissim-Sabat, Ph.D., Professor, Chairperson
Robert L. Gilbert, Ph.D., Professor
Surender M. Puri, Ph.D., Associate Professor
Robert M. Stehman, Ph.D., Associate Professor
Mitchel J. Sweig, Ph.D., Professor
James Tylicki, Ph.D., Associate Professor

The Department of Physics offers courses leading to the degrees of Bachelor of Science and Master of Science. In addition, the physics department offers several 100-level courses intended for non-science majors. These courses require no mathematical preparation, and a sufficient number are offered every term to accommodate differing student needs and interests.

The department endeavors to provide students with a solid foundation in both classical and modern physics together with a variety of skills which enable them to enter careers in industry, teaching or research, or to pursue further graduate study. The department places special emphasis on students acquiring as much laboratory experience as possible, together with facility in computer programing. Also, the department offers a series of PHYS-TECH courses in such areas as electronics, and materials science, that are intended to introduce students to present day applications of physics to technology.

Laboratory facilities available to students include analog and digital computers, a wide array of sophisticated electronic, nuclear and optical instruments, a Mossbauer effect apparatus, a fully equipped cryogenic laboratory, a 14" reflecting telescope, and a machine shop. Students are encouraged to undertake independent projects of their own choosing (at the present time, students are building a 300 kev accelerator and a vacuum evaporator and performing simulation studies with our analog computer.). There are some opportunities for part-time employment for qualified undergradutae and graduate students.

Newly admitted graduate students, students-at-large, and all entering freshmen and transfer students who intend to major in physics, must consult the departmental advisor or chairperson before their first registration.

UNDERGRADUATE PROGRAMS

The degree of Bachelor of Science in Physics requires 36 credit hours in physics as well as courses in mathematics and in chemistry. The department also offers a physics minor.

Required Courses:

Physics

PHYS-201	College Physics I **or** PHYS-206 Physics with Calculus I	3 cr.
PHYS-202	College Physics II **or** PHYS-207 Physics with Calculus II	3 cr.
PHYS-203	Physics I Laboratory	1 cr.
PHYS-204	Physics II Laboratory	1 cr.
PHYS-215	Physics III	3 cr.
PHYS-308	Introductory Mathematical Physics	3 cr.
PHYS-309	Fortran and Numerical Analysis for Scientists	3 cr.
PHYS-311	Mechanics I	3 cr.
PHYS-321	Electricity and Magnetism I	3 cr.
PHYS-336	Modern Physics	3 cr.
PHYS-337	Modern Physics Laboratory	2 cr.
PHYS-339	Intermediate Physics Laboratory	2 cr.
PHYS-393	Electronics	3 cr.
A 300-level Physics elective		3 cr.
	Total	36 cr.

Required Courses in a Related Field:

CHEM-211	General Chemistry I	4 cr.
CHEM-212	General Chemistry II	4 cr.
MATH-106	Pre-Calculus Mathematics	4 cr.
MATH-107	Calculus I	4 cr.
MATH-202	Calculus II	4 cr.
MATH-203	Calculus III	4 cr.
MATH-301	Ordinary Differential Equations	3 cr.
	Total	27 cr.

The department recommends that these courses be taken in the following sequence:

Freshman Year:	**Fall:** MATH-106; **Winter**: MATH-107
Sophomore Year:	**Fall:** MATH-202, PHYS-206 and PHYS-201; **Winter**: MATH-203, PHYS-207, and PHYS-204
Junior Year:	**Fall:** PHYS-308, PHYS-309, and PHYS-393; **Winter**: PHYS-311, PHYS-321, and PHYS-215
Senior Year:	**Fall:** PHYS-336, PHYS-337, and MATH-301; **Winter**: PHYS-339 and Electives (Introduction to Quantum Mechanics recommended for students who intend to go on to graduate school)

Minor In Physics

Required Courses:

PHYS-201	College Physics I **or** PHYS-206 Physics with Calculus I	3 cr.
PHYS-202	College Physics II **or** PHYS-207 Physics with Calculus II	3 cr.
PHYS-215	Physics III	3 cr.
Nine credits from 300-level physics courses		9 cr.
	Total	18 cr.

GRADUATE PROGRAM

Master of Science in Physics

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

Requirements for Admission to the Program

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

Specific: A bachelor's degree in science, mathematics, or engineering, including calculus through partial derivatives and multiple integrals and adequate preparation in physics.

Requirements for the Degree

(1) Coursework

PHYS-312	Mechanics II	3 cr.
PHYS-323	Electricity and Magnetism II	3 cr.
PHYS-336	Modern Physics	3 cr.

PHYS-400 Introduction to Quantum Mechanics . . . 3 cr.
Electives (including thesis if applicable) . . . . . 18 cr.

Total 30 cr.

(2) Thesis
A thesis may be written upon invitation by the department. The Thesis Seminar: Physics (PHYS-409) carries six credit hours applicable to the program requirements.

(3) Examination
A final comprehensive examination is required.

COURSE OFFERINGS (PHYS)

PHYS-102 Science and Social Responsibility, 3 cr. Case studies involving the social responsibility of scientsts. Various aspects of the interaction between science and society will be discussed, particularly our ability to cope with some of the consequences of present day technology.

PHYS-103 The Universe: Myth versus Fact, 3 cr. The development of knowledge about the universe from the Oriental, Greek, and Biblical versions of Creation on to modern physics, with stress on various contemporary models of how the universe originated and how it evolves.

PHYS-104 Physics and the Environment, 3 cr. Physics and its application to problems of the environment will be discussed. The effects of nuclear reactors and their need, the dumping of nuclear waste at sea and alternatives, better energy sources and energy depletion, the motion of pollutants through the environment and other related topics.

PHYS-106 The Physical World: Laboratory, 1 cr. Laboratory experiments illustrating the principles of physics. Intended for elementary education majors.

PHYS-107 A Scientist's View of Nature, 3 cr. The role of the observer in the establishment of scientific laws and the foundation and formulation of scientific theories will be explored. The course will illustrate the relation between experimental observations and theoretical concepts.

PHYS-108 Technology and Society, 3 cr. An examination of the scientific bases for recent advances in such fields as power generation, food production, health, communications and defense. The political, social and ecological ramifications of these developments and the role science and scientists as individuals may be expected to play in the solution of these problems.

PHYS-109 Elementary Mathematics for Physics and Technology, 3 cr. Statistical methods, error analysis, curve fitting, logarithmic and exponential functions, elementary trigonometry. The fundamental concepts of differential and integral calculus. **Prereq.:** Math-104 or equivalent.

PHYS-200 Introduction to College Physics, 3 cr. Basic principles of physics with particular emphasis on the interpretation of physical equations and the solution of simple numerical problems. This course is intended especially for students planning to take PHYS-201.

PHYS-201 College Physics I, 3 cr. Kinematics and dynamics of particles, Newton's force laws, kinetic and potential energy, conservation of energy, momentum and angular momentum, gravitation and heat. **Prereq.:** MATH-106 or consent of departmental adivsor.

PHYS-202 College Physics II, 3 cr. Electrostatics, Coulomb's Law, electric fields, electric potentials, currents, Ohm's Law, magnetism, magnetic fields, the forces due to moving charges, magnetism and charges in motion, induction, electromagnetic radiation, wave motion, physical optics. **Prereq.:** PHYS-201.

PHYS-203 Physics I Laboratory, 1 cr. A laboratory course covering the subject matter of Physics I, and meant to be taken concurrently. **Prereq.:** PHYS-201 or PHYS-206.

PHYS-204 Physics II Laboratory, 1 cr. A laboratory course covering the subject matter of Physics II and meant to be taken concurrently. **Prereq.:** PHYS-202 or PHYS-207.

PHYS-206 Physics with Calculus I, 3 cr. This is the first trimester of a three-trimester sequence intended for physics, chemistry, and mathematics students. Kinematics and dynamics of a particle and systems of particles, momentum, energy, angular momentum, conservation laws, applications to problems involving collisions, oscillatory motion and motion in a gravitational field, rigid body motion, temperature, heat, the laws of thermodynamics, application to thermodynamic engines, ideal gases. **Prereq.:** MATH-107 or consent of instructor.

PHYS-207 Physics with Calculus II, 3 cr. Charges, Coulomb's and Gauss's laws, conductors and dielectrics, Ohm's law, magnetic fields, Ampere's law, motion of charges in a magnetic field, Faraday's law, inductance, simple L.R.C. circuits, magnetic properties of matter, electromagnetic waves, kinematics of wave motion, reflection, refraction, interference diffraction, Doppler effect. **Prereq.:** PHYS-206.

PHYS-210 The Physics of Music and High Fidelity, 3 cr. This course is intended for students with a background in music or a strong interest in high-fidelity systems. No previous course in physics or mathematics is assumed. By means of lectures and demonstrations the following topics will be covered: principles underlying the perception of pitch, loudness, consonance, and dissonance of musical sounds. Production of sound by string, wind, and percussion instruments. Acoustics of concert halls and living rooms. Design considerations for high-fidelity systems.

PHYS-215 Physics III, 3 cr. An introduction to the physics of the twentieth century, including applications in related fields such as biology, chemistry, and earth science. Special relativity, wave nature of matter; atomic, molecular, and nuclear phenomena; solids and crystal structure. **Prereq.:** PHYS-202 or PHYS-207.

PHYS-301 Independent Study in Physics, 1 cr. Research, laboratory work, study or tutorial in a specific area of physics under faculty supervision. **Prereq.:** consent of department.

PHYS-302 Independent Study in Physics, 2 cr. (See PHYS-301 for description.)

PHYS-303 Independent Study in Physics, 3 cr. (See PHYS-301 for description.)

PHYS-308 Introductory Mathematical Physics, 3 cr. Vector and tensor analysis, matrices, and matrix algebra, ordinary differential equations with constant coefficients; Fourier series, introduction to complex variables. **Prereq.:** PHYS-207 and MATH-202 or MATH-215.

PHYS-309 Fortran and Numerical Analysis for Scientists, 3 cr. Introduction to the use of computers in solving scientific problems; Fortran programming fully described and applied to several fundamental problems. **Prereq.:** MATH-202, MATH 214, or consent of instructor.

PHYS-311 Mechanics I, 3 cr. Statics of point particles and rigid bodies, kinematics and dynamics of point particles, (including damped and forced harmonic oscillators) work and energy, linear and angular momentum, conservation laws, dynamics of two dimensional rigid bodies, introduction to special relativity. **Prereq.:** PHYS-308 and for physics majors only; PHYS-309.

PHYS-312 Mechanics II, 3 cr. Moving coordinate systems and inertial forces, dynamics of a system of particles, dynamics of a rigid body, central force-orbits. Lagrangian

mechanics, introduction to Hamilton-Jacobi theory. **Prereq.:** PHYS-311 or consent of instructor.

PHYS-321 Electricity and Magnetism I, 3 cr. Coulomb's law, electric fields and electrostatic potential. Gauss's law, Poisson's equation, capacitance, dielectric media, current density, simple circuits, magnetic fields, Lorentz force, magnetic media, induction, Ampere's law, inductance, Maxwell's equations. **Prereq.:** PHYS-308 and for physics majors only; PHYS-309.

PHYS-323 Electricity and Magnetism II, 3 cr. Maxwell's equations, vector potential, propagation of electromagnetic waves, wave guides, generation of electromagnetic waves, special relativity and the Lorentz transformation, four-vector formalism of electromagnetism. **Prereq.:** PHYS-321.

PHYS-331 Optics, 3 cr. Geometrical optics, speed of light, lenses, photometry, diffraction, resolving power, polarized light. Photons, Planck radiation law, spectra. **Prereq.:** PHYS-202 or PHYS-207 and PHYS-204.

PHYS-335 Thermodynamics and Kinetic Theory, 3 cr. Thermodynamic systems; pressure and temperature; ideal gas laws; heat, work and energy; entropy, kinetic theory. **Prereq.:** PHYS-206 and MATH-202 or consent of instructor.

PHYS-336 Modern Physics, 3 cr. Special relativity and Lorentz invariance. Review of the experimental evidence for the wave properties of particles and the particle properties of light, atomic spectra and electron spin, elementary wave mechanics, the properties of many electron atoms and the periodic table, the structure of molecules and solids, electrons in metals and in semiconductors, nuclear structure, spectra and reactions, the properties of elementary particles and their conservation laws. **Prereq.:** three 300-level physics courses.

PHYS-337 Modern Physics Lab, 2 cr. A series of experiments chosen according to each student's needs and interests in the fields of optics, electronics, and atomic, nuclear and solid state physics. **Prereq.:** to be taken with PHYS-336.

PHYS-339 Intermediate Physics Lab, 2 cr. A series of experiments in the fields of optics, electronics and atomic, solid state and nuclear physics. The experiments will be chosen according to the individual student's needs and interests. Can be taken at the most three times. **Prereq.:** junior standing.

PHYS-350 Field Experience in Physics, 3 cr. Practical experience in industrial or government physics Labs, under the joint supervision of the department and the laboratory. Six hours of field experiment per week. This course may be repeated three times. **Prereq.:** sixteen credit hours of physics courses and consent of department.

PHYS-391 Astronomy, 3 cr. The planets including earth, sun, moon, energy of stars, spectra, evolution of stars, certain special types of stars, Milky Way, and galactic systems. **Prereq.:** PHYS-201.

PHYS-393 Electronics, 3 cr. L, R, and C as impedances, frequency response, networks, transients, amplifiers, oscillators, vacuum tubes, transistors. **Prereq.:** PHYS-202 and PHYS-204.

PHYS-400 Introduction to Quantum Mechanics, 3 cr. An introduction to the physical and mathematical foundations of quantum mechanics. Observables; wave properties of matter; the Schroedinger equation. The Heisenberg formulation of quantum mechanics; commutation rules, observables, perturbation theory. The Pauli Exclusion Principle. Applications to atomic and molecular physics. **Prereq.:** graduate standing, PHYS-308, and PHYS-336.

PHYS-401 Advanced Experimental Physics, 3 cr. Series of individual experiments or one long-term project (depending upon the student's needs and interests) in the fields of atomic, nuclear, solid state and particle physics. Six hours of laboratory work per week. This course may be taken a maximum of three times but may count toward only three of the required fifteen 400-level Physics credits required for the M.S. **Prereq.:** graduate standing and consent of instructor.

PHYS-402 Atomic Physics, 3 cr. One electron atoms, Bohr atom, Schroedinger's equation, sketch of relativistic theory, Zeeman and Stark effects, the theory of radiation, central field approximations, current applications. **Prereq.:** graduate standing and PHYS-400.

PHYS-403 Solid State Physics, 3 cr. Crystal structure, cystal bonding, thermal properties of solids, dielectric properties, free electrons model of metals, band theory of solids, magnetism, current applications. **Prereq.:** graduate standing and PHYS-400.

PHYS-404 Advanced Electronics for Scientists, 3 cr. Description of and operating techniques for electronic instrumentation used in measurement and analysis of scientific data feedback control (servo) systems, operational amplifiers, analog computation, digital circuits and systems including microprocessors. **Prereq.:** graduate standing, PHYS-393, or consent of instructor.

PHYS-405 Elementary Particles, 3 cr. Theoretical and experimental advances in elementary particle physics since the prediction and discovery of the pi meson, emphasis on the symmetries of strong and weak interactions. **Prereq.:** graduate standing and PHYS-400.

PHYS-406 Statistical Mechanics, 3 cr. Transport theory, kinetic theory of gases, ensembles. Fermi-Dirac Statistics. Bose-Einstein statistics, applications to superfluids, electron gases in metals and semi-conductors, and ferromagnetism included. **Prereq.:** graduate standing, PHYS-312, PHYS-335, and PHYS-336.

PHYS-407 Relativity and Gravitation, 3 cr. Review of the historical development of special relativity, relativistic kinetics and dynamics, tensor calculus in Euclidian and Riemanian geometry, the general theory of relativity and the weak field approximations; experimental verifications; red shift, precession of the perihelion of Mercury, introduction to cosmology. **Prereq.:** graduate standing, PHYS-331, PHYS-312, PHYS-321 and PHYS-323.

PHYS-408 Independent Study in Physics, 3 cr. Research in a particular area of physics under faculty supervision. **Prereq.:** graduate standing and consent of department.

PHYS-409 Thesis Seminar: Physics, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the master of science degree in physics. **Prereq.:** acceptance to master's degree candidacy in physics and invitation by the department to do a research thesis.

PHYS-410 Electrodynamics, 3 cr. The dynamics of fields, primarily the electromagnetic field, are discussed. Topics include: Maxwell's equations (with particular reference to radiation from moving charges), momentum and energy flow in the electramegnetic field, radiation damping, covariant formulation of electrodynamics, scalar, vector, and tensor fields. **Prereq.:** graduate standing and PHYS-323.

PHYS-411 Classical Dynamics, 3 cr. A presentation of the advanced techniques of classical mechanics, including variational principles, Lagrange's and Hamilton's equations, and canonical transformations. **Prereq.:** graduate standing and PHYS-312.

PHYS-412 Nuclear Physics, 3 cr. Nuclear forces; structure of nuclei; radiation; reactions and scattering; neutrons and fission; accelerators and detectors; high energy phenomena. **Prereq.:** graduate standing PHYS-336 and PHYS-400.

PHYS-413 Topics in Theoretical Physics, 3 cr. Various advanced topics in Physics. Different topics will be considered each time the course is offered. Subjects considered in the past include General Relativity, Quantum Electronics,

Astrophysics, Atomic and molecular structure. Credit may be received for this course up to three times for the Master of Science in Physics. **Prereq.:** graduate standing and consent of instructor.

(PHYS-TECH)

PHYS-TECH-361 Materials I: Structural, Mechanical and Thermal Properties, 3 cr. An introductory course in the properties of materials for students in all areas of science and technology. Topics include structural, thermal and mechanical properties of metals, alloys, ceramics and plastics and their explanation in terms of molecular and atomic properties. Lecture 2 hours, lab 2 hours. **Prereq.:** PHYS-215 or consent of instructor.

PHYS-TECH-362 Materials II: Electronic and Optical Properties, 3 cr. A continuation of Materials I, with the primary emphasis being the electronic properties of materials and their industrial use. Topics include conductors, semiconductors, superconductors, ferromagnetism and ferroelectricity, optical and infra-red properties. Lecture 2 hours, lab 2 hours. **Prereq.:** PHYS-TECH-361 or consent of instructor.

PHYS-TECH-365 Digital Electronics, 3 cr. The course covers number systems, Boolean algebra, digital logic, switching, signal conditioning, logic gates, multivibrators, triggers, comparators, flip-flops, counters, registers, analog to digital conversion, shift registers, adders, computing configurations, input/output devices and microprocessors. **Prereq.:** PHYS-393 or consent of instructor.

PHYS-TECH-367 Transducer and Special Purpose Electronics, 3 cr. The course will cover thermostats, thermocouples, strain guages, piezoelectric effect, pressure measurement, photocells, microphones, audio systems, electromechanical devices, control systems, feedback, closed loop systems, remote sensing devices. **Prereq.:** PHYS-393 or consent of instructor.

PHYS-TECH-369 Instrumentation Electronics, 3 cr. Review of basic electronics, measuring instruments, power supplies, transistor amplifiers, feedback, oscillators, operational amplifiers, computational amplifiers and practical instrument systems, including applications of microprocessors. **Prereq.:** PHYS-393 or consent of instructor.

POLITICAL SCIENCE

Ellen Cannon, Ph.D., Assistant Professor
Shirley Castelnuovo, Ph.D., Professor
Edris Frederick, Ph.D., Professor, Chairperson
Asad Husain, Ph.D., Professor
John J. Murphy, M.A., Associate Professor
Charles Pastors, Ph.D., Associate Professor
Zahid Shariff, D.P.A., Associate Professor
Valerie Simms, Ph.D., Assistant Professor
Kusol Varophas, Ph.D., Professor
Paul Welty, Ph.D., Professor

The operating belief of the Department of Political Science is that all basic issues of society are fundamentally political. An understanding of the political life, consequently, is indispensable for any well-educated person and educated citizen. Through varied course offerings, we disseminate knowledge, encourage critical thought, and serve community needs. A major in political science is an academic program which prepares students for entry level positions in a variety of fields as well as further professional study.

Among the broad areas of political science in which courses are offered are American government, Asian studies, comparative politics, international relations, political theory, public administration, and urban politics. Within these areas, some of the major themes explored are public policy and administration, political values and change, elite-mass relationships, and political parties and groups.

In order to facilitiate the fulfillment of their educational goals, students interested in majoring in political science are urged to register as a major at the departmental office early, to meet with their advisor regularly, to check the current Schedule of Classes each trimester, and to become well acquainted with the Handbook for Political Science Majors, available in the department.

The Constitutional examination required for graduation may be satisfied by taking either of the two following courses:

PSCI-COMP-211 Comparative Political Systems . . . 3 cr.
PSCI-AMER-216 American National Government . . . 3 cr.
(These courses are also recommended to fulfill the teachers' certification requirement in American government.)

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Political Science

The Department of Political Science offers an undergraduate major in political science. Also available are concentrations of courses which fulfill the requirements for either the social science secondary education program or the social science elementary education program. In addition, the department offers undergraduate minors in political science and public administration.

Students majoring in political science must take at least 30 credit hours in the department. Courses in which students receive a grade of "D" may not be counted toward the major. The distribution of these 30 credit hours is given below:

Required Courses:

At least one introductory course selected from: . . . 3 cr.
PSCI-COMP-211 Comparative Political Systems*
PSCI-THRY-213 Concepts of Political Science*
PSCI-AMER-216 American National Government*
One 300-level course from each of the three areas of political science**, not including the area of concentration . . . . . 9 cr.
Three 300-level courses from any one area of political science—the area of concentration . . . 9 cr.
Three additional 300-level courses in political science . . . . . 9 cr.

Total 30 cr.

*These courses are not open to majors who are seniors.

**The broad areas in political science recognized by the department are American government, Asian Studies, comparative politics, international relations, political theory, public administration, and urban politics.

The Department of Political Science offers an undergraduate minor in political science and another undergraduate minor in public administration. Both of them require the completion of 18 credit hours.

Minor in Political Science

A student may develop a minor in political science to accompany a specific major. An assigned advisor will counsel a student in choosing and satisfactorily completing six appropriate courses (18 credit hours) for the minor. Possible areas of concentration for the minor include: general studies in political science (six courses covering at least three sub-fields), American government and politics, Asian studies, comparative politics, international relations, political theory, public administration, and urban studies.

Minor in Public Administration

This minor may be of interest to students in other areas of study who would like to add courses in public administration to broaden the opportunities available to them after graduation. It may also be of interest to students who are completeing the Board of Governors degree and wish to focus their attention on the governmental process in terms of public administration. A letter of certification will be furnished to students upon request, who have completed the minor satisfasctorily.

A basic course in American politics (PSCI-AMER-216 American National Government, three credit hours or PSCI-AMER-310 American Political System, three credit hours) is required for eligibility for the Public Administration minor.

The 18 credit hours in the public administration minor include:

PSCI-PA-332 Public Administration . . . . . 3 cr.
Two courses chosen from the following . . . . . 6 cr.
PSCI-AMER-311 Public Policy . . . . . 3 cr.
PSCI-PA-333 Public Organization Theory . . . . . 3 cr.
PSCI-PA-367 Government Budgeting . . . . . 3 cr.
PSCI-PA-375 Public Personnel Administration . . 3 cr.
Three courses chosen from a list of PSCI-PA courses and related courses available in the political science department . . . . . 9 cr.

Total 18 cr.

GRADUATE PROGRAM

Master of Arts in Political Science

Students have three options to choose from to fulfill the master's degree program requirements:

I. Twenty-four credit hours of coursework, a thesis for six credit hours, and an oral examination,
II. Thirty credit hours of coursework, a departmental paper, and an oral examination, or
III. Thirty-six credit hours of coursework, a written comprehensive examination, and an oral examination.

Students who have demonstrated high proficiency in various aspects of graduate studies (writing, discussion, analysis, innovativeness, etc.) will be invited by the department to write a thesis. Students should write up a thesis proposal and present it to the graduate committee of the department who will consider it. Students who opt for should present the topic of their departmental paper to the adviser of their major area of concentration for approval.

Requirements:

Students must select a major and two minor areas of concentration. The areas of concentration are:

American Government
Asian Studies
Comparative Politics
International Relations
Political Theory
Public Administration
Urban Politics

In the major area selected, the students are required to take at least three courses. In addition, they must take at least one course in each of the two minor areas.

Students must also take two 400-level seminar courses, one of which would be in their major area of concentration. However, before taking a 400-level seminar course, students are requires to take PSCI-421 Research Methods in Political Science.

An overall requirement is that majority of all the courses taken for completion of the master's program must be at the 400-level.

Further details and explanation of these requirements may be obtained by contacting the graduate coordinator.

COURSE OFFERINGS (PSCI)

PSCI-101 Introduction to Politics, 3 cr. General introduction to the study of politics. Focus is on contemporary political problems and events at the local, state, national, and international levels. Basic concepts and methods of analysis are introduced. For freshmen only.

PSCI-317 Independent Study in Political Science, 3 cr. Intensive investigation of a special area of political science or a contemporary political issue. **Prereq.:** consent of instructor.

PSCI-327 Independent Study in Political Science, 2 cr. (See PSCI-317 for description.)

PSCI-337 Independent Study in Political Science, 1 cr. (See PSCI-317 for description.)

PSCI-371 Topics in Political Science, 1 cr. Topics vary. Exploration, at advanced level of current issues and special concerns in political science. Consult the Schedule of Classes for relevant information. Recent topics have been Careers in Politics and Law, British Politics, and Guerilla Warfare. Consult the Schedule of Classes for relevant information. Topics courses are offered frequently.

PSCI-372 Topics in Political Science, 2 cr. (See PSCI-371 for decription.)

PSCI-373 Topics in Political Science, 3 cr. (See PSCI-371 for descrition.)

PSCI-374 Topics in Political Science, 4 cr. (See PSCI-371 for description.)

PSCI-417 Readings in Current Political Issues, 3 cr. Intensive reading on current issue in political science. In consulation with the instructor, students will select topics within the general issue, prepare a reading program on the topic, analyze the problems and methods involved, and present a written and/or oral discussion of the major books and articles dealing with the chosen topic. Topics vary. Consult the Schedule of Classes for relevant information. **Prereq.:** graduate standing.

PSCI-421 Research Methods in Political Science, 3 cr. Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techinques. **Prereq.:** graduate standing.

PSCI-431 Thesis Seminar—Political Science, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Political Science. **Prereq.:** acceptance to master's degree candidacy in political science.

PSCI-432 Independent Study in Political Science, 3 cr. Research and investigation into special topics and preparation of research paper(s) under individual faculty guidance. **Prereq.:** graduate standing.

PSCI-433 Independent Study in Political Science, 2 cr. (See PSCI-432 for description.)

PSCI-434 Independent Study in Political Science, 1 cr. (See PSCI-432 for description.)

(PSCI-AMER)

PSCI-AMER-216 American National Government, 3 cr. Description and analysis of national political institutions and processes. Current issues and problems of American Government. **Prereq.:** not open to majors who are seniors.

PSCI-AMER-301 Legislative Process, 3 cr. Introduction to the legislative process; problems of representation, organization of the legislature, participation in the legislative process, and legislature in action, and proposals for improved organization and performance; emphasis on legislatures at the national level. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-303 Public Opinion and Propaganda, 3 cr. Examination and analysis of public opinion as related to the political behavior of leaders and followers. Emphasis on voting behavior, opinion surveys, techniques of opinion manipulation for political purposes, and the role of opinion in policy-making. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-304 Constitutional Law: The Supreme Court's Role in American Government, 3 cr. Constitutional development, judicial review, and separation of powers; the historical and political context of contitutional law doctrines; crucial Supreme Court cases will be examined. **Prereq.:** PSCI-AMER-216 and three credit hours of American history.

PSCI-AMER-305 Constitutional Law—Civil Liberties, 3 cr. The role of the Supreme Court and its impact on the contitutional development of the due process clause, civil liberties, first amendment freedoms, and the equal protection of the laws will be traced. Particular emphasis will be placed in the assessment of the role of the Supreme Court vis-avis the states and the national government in protecting and restricting civil liberties. **Prereq.:** PSCI-AMER-216 and three credit hours of American history.

PSCI-AMER-309 Pressure Groups: Power, Participation, and Public Policy, 3 cr. Examination of the role of interest groups in political systems, with emphasis on groups in American politics—their membership, organization, activities, goals, and impact of American public policy. Special attention will be given the role of groups as representative agents and their functioning as facilitators or resistors with regard to social change. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-310 The American Political System, 3 cr. Advanced analysis of American government with emphasis on analytical models, general systems theory, current behavioral research, contemporary critiques, and the values and biases implicit in the system. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-311 Public Policy, 3 cr. Introduction to the analysis of public policy, including the policy-making institutions and processes; normative and empirical models of policy-making, and case studies of specific public policies. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-321 Pro-Seminar in the American Political Process, 3 cr. The course will investigate an in-depth feature of the American political process, an important development in the study of American politics, or the politics of a specific policy area. For example, the course might study the presidential election process, the development of voting behavior studies, or the politics of national health care. Recent topics included Politics of Higher Education, Government and Economy, President and Congress. Consult current Schedule of Classes for information. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-330 Political Parties and the Political Party System, 3 cr. The role of political party systems in American society and their impact on the electoral process, representation, and social change. **Prereq.:** PSCI-AMER-216 or consent of instructor.

PSCI-AMER-331 American Presidency and the Executive Branch, 3 cr. The role of the President and the executive branch in the American governmental system will be examined. Contemporary problems of the Presidency and the bureaucracy will be explored. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-353 Practical Politics, 3 cr. An examination of contemporary politics with emphasis on the role of politicians and the realities of political life.

PSCI-AMER-358 The Judicial Process, 3 cr. Analysis of the judical policy-making process in light of recent behavioral research into such factors as backgrounds, attitudes, and ideologies of judges; nature of the appointment process; role of pressure groups, and intra-court politics of the systems. **Prereq.:** PSCI-AMER-304, PSCI-AMER-305, or HIST-316.

PSCI-AMER-380 Courts, Judges, and Politics, 3 cr. An examination of the decision process and a consideration of the problems of social choice in judical policy-making; analysis of the impact of information, power, resources, organizational structure, and the environment on the political implications of judicial actions. Alternative models of choice and their implications for trial courts will be explored. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-381 The Politics of Law, 3 cr. Consideration of various definitions of law, the impact of law on the behavior of various actors; the political, social, and economic forces which mold law; the influence of the legal system on the various actors within it; and theoretical efforts to explain the relationships of law and society. Emphasis will be on the trial courts, the organization of the bar, the origin of litigation, and the political consequences of lower court involvement in social conflicts. **Prereq.:** PSCI-AMER-216.

PSCI-AMER-401 Seminar in American Policy-Making Process, 3 cr. Analysis of legislative, executive, administrative, and judicial policy-making process at the national government level, emphasis on current research; case studies in policy-making; and presentation of seminar papers. **Prereq.:** master's degree candidacy, PSCI-421 and six credit hours in the appropriate area of political science.

PSCI-AMER-402 Seminar in Political Behavior, 3 cr. Sociological and psychological perspectives in political science; how political attitudes and preferences are formed; comparative political cultures; social and psychological determinants of political participation and political decision-making; American voting behavior; discussion of current research in these areas; writing and presentation of seminar papers. **Prereq.:** master's degree candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

PSCI-AMER-409 State Parties and Politics, 3 cr. Focus on the role of local and state party orginizations in American state and national politics; politics of the urban machine, the organization of state party systems, and the role of the state party in presidential politics. **Prereq.:** master's candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

PSCI-AMER-422 American Political Elites, 3 cr. The nature and impact of elites in the American political system. Readings and discussion will include Plato, Marx, Michels, and various contemporary treatments of the nature of American society. Special topics will be covered on the basis of particular student's interests. **Prereq.:** graduate standing and one course in American government or consent of instructor.

(PSCI-ASIA)

PSCI-ASIA-251 Introduction to Asian Studies, 3 cr. An interdisciplinary basic course designed to introduce students to countries and peoples of Asia. **Prereq.:** not open to majors who are seniors.

PSCI-ASIA-324 Communist China: Politics and Government, 3 cr. The structure and activities of the Chinese Communist party and state communist outlook; ideologies and signifcant internal and foreign problems will be examined and analyzed. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-341 Governments in Asia, 3 cr. Comparsion of Asian political systems, including Communist China, Japan, India, Pakistan, and Southeast Asian countries. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-342 International Relations in Asia, 3 cr. The foreign policies of various Asian nations with attention given to the relations among them as well as their relations with other areas of the world. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-343 Pro-Seminar in Asian Politics, 3 cr. Concentration on significant contemporary events in the politics of Asia and the implications of those events for future developments. Topics vary; consult the Schedule of Classes for relevant information. **Prereq.:** PSCI-ASIA-211.

PSCI-ASIA-346 Political Doctrines of Asia, 3 cr. The origins of indigenous political doctrin of Asian countries, outside influences in the forms of colonialism, capitalism, socialism, and communism; the impact of these doctrines. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-348 Government and Politics in South Asia, 3 cr. Analysis of the constitution, governmental structure, and political process of India, Pakistan, the Himalayan states, and Sri Lanka. Discussion of current domestic and foreign policies. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-368 The Politics of Islam, 3 cr. Discussion of the religion of Islam and the Islamic political institutions; influence of Islamic political thought and religion on political systems currently operating in major Muslim countries. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-370 Traditional and Modern Chinese Political Theory, 3 cr. Early political theories from Confucianism, Legalism, and Taoism to the modern political ideologies of Sun Yat-Sen and Mao Tse-Tung. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-376 Japan: The Traditional Political Scene, 3 cr. The role and function of the traditional political institutions in Japan with respect to use of power by the ruling class and the development of Japan as a modern state; outside influences on the system mainly in the form of Chinese instutions. **Prereq.:** PSCI-COMP-211.

PSCI-ASIA-377 Japan: The Modern Political Scene, 3 cr. The modern Japanese political system; the relationship between the Japanese people and their institutions, including the interrelationships between the traditional and the modern. **Prereq.:** PSCI-COMP-211 and PSCI-ASIA-376.

PSCI-ASIA-403 Seminar in Contemporary Political Problems of East Asia, 3 cr. Analysis of the major political systems of the region; emphasis placed on such topics as nationalism, westernization, and the intrusion of communism in the area; discussion and presentation of seminar papers. **Prereq.:** master's degree candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

PSCI-ASIA-411 Seminar in South Asian Politics, 3 cr. South Asian politics to be examined and appraised; review of recent approches to the study of this field; students will be exposed to a substantial portion of South Asian political literature and they will also be required to participate in the discussion and to prepare and present both oral and written reports. **Prereq.:** master's candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

(PSCI-COMP)

PSCI-COMP-211 Comparative Political Systems, 3 cr. Comparison of several diverse political systems as illustrations of the range of political life and to provide a broader perspective from which to view the American political system. **Prereq.:** not open to majors who are seniors.

PSCI-COMP-312 Modern European Governments, 3 cr. Comparative study of the politics and government of several major European nations. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-322 Politics and Governments of South America, 3 cr. Examination of the various political systems on the continent of South America with comparisons of conditions and institutions of the various countries. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-323 Government in New Nations, 3 cr. Comparative analysis of political systems in the developing nations; attention centered on nations of Southeast Asia, Africa, and Latin America. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-338 Politics of Sub-Sahara Africa, 3 cr. An examination and comparison of the politics of selected African states; particular emphasis will be placed on the traditional heritage, colonial background, ideological setting, political parties, role of the military, governmental structure, and problems of nation-building. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-340 Pro-Seminar in Comparative Politics, 3 cr. Examination of a special topic in comparative politics. Topics vary; consult the Schedule of Classes for relevant information **Prereq.:** PSCI-COMP-211.

PSCI-COMP-344 Politics of the Middle East, 3 cr. The impact of physical environment, economic conditions, and the historical heritage, on the political structures presently operating in the region; analysis of the region in its world context. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-351 The Soviet Union: Government and Politics, 3 cr. The structure and operation of the Soviet Communist Party and state, focusing on local politics, economic activity,communications system, and foreign relations. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-354 Political Change in Africa, 3 cr. An examination of concepts and processes used to analyze political change with particular emphasis on traditional societies and the processes of transformation; nation-building; role of the military; ideologies. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-355 Politics and Government of Mexico, Central America, and the Caribbean, 3 cr. The political systems in Mexico, Central America, and the Caribbean; comparison of the social, economic, and political conditions of each; their strategic importance of this region to the United States. **Prereq.:** PSCI-COMP-211

PSCI-COMP-360 Canadian Government and Politics, 3 cr. Canadian political system with analysis of the constitutional development, the structure of government, political parties and pressure groups, problems regionalism and nationality, questions of foreign policy and relationship with the United States. **Prereq.:** PSCI-COMP-211.

PSCI-COMP-365 Soviet Union in International Politics, 3 cr. Analysis of the Soviet Union as a "super power" and her relations with the United States. Examination of Soviet foreign policy with particular emphasis on relations with communist and noncommunist countries; recent political events; developments in the field of weaponary, communications, regional alliances, and their role in the U.N.; prospects of world peace. **Prereq.:** PSCI-COMP-211 and PSCI-COMP-351.

PSCI-COMP-379 Law and Social Change, 3 cr. An assessment of the possibilities and limitations of law as an instrument of social change through an examination of the status of minorities and women, the social control of corporate behavior, and the politics of rights. **Prereq.:** PSCI-AMER-216.

PSCI-COMP-408 Seminar in Problems of Nation-Building, 3 cr. Attempts on the part of the developing countries to create nation-state out of diversity of races, cultures, languages and values; nature of indigenous political culture; resistence of this political culture to alien political concepts in the facilitation of nation-building; and conflict between the two political cultures to be examined in depth. **Prereq.:** master's degree candidacy, PSCI-421, and six credit hours in the appropriate area of political science.

(PSCI-IR)

PSCI-IR-302 United States Foreign Policy Since World War II, 3 cr. Description and analysis of the important changes in traditional American foreign policy that have occurred since World War II; the international responsibilities that the United States has shouldered as a world power; the political, economic, and social factors that are conditioning and limiting American foreign policy today. **Prereq.:** PSCI-AMER-216 and three credit hours of American history.

PSCI-IR-313 Contemporary International Relations, 3 cr. Basic principles and problems; emphasis on contemporary issues in international political life. **Prereq.:** PSCI-AMER-216 or PSCI-COMP-211.

PSCI-IR-314 The United Nations and the World Order, 3 cr. Origin and development of the United Nations; its problems concerning membership, representation, procedures for pacific settlement, sanctions, peace-keeping and financing; and activities of UN's specialized agencies. **Prereq.:** PSCI-AMER-216 or PSCI-COMP-211.

PSCI-IR-316 War and Peace, 3 cr. War as a social institution; causes of war and the conditions of peace; prospects and proposals for a peaceful world order. **Prereq.:** PSCI-AMER-216 or PSCI-COMP-211.

PSCI-IR-319 International Law and Organizations, 3 cr. Evolution of international law from theological statements to modern jurisprudence; ramifications of the state as the single most important international person and its multifaceted activities; case briefing as a method of studying international law. **Prereq.:** PSCI-IR-364

PSCI-IR-359 Pro-Seminar in International Relations, 3 cr. Study of specific topics or significant developments in international relations. Recent topics include Multinational Corporations, Arms Control and Disarmament, and Politics of World Minorities. Consult the Schedule of Classes for relevant information. **Prereq.:** PSCI-IR-313 or PSCI-IR-364.

PSCI-IR-364 Principles of International Relations, 3 cr. The content and method of studying international relations; classical and behavioral approaches. **Prereq.:** PSCI-AMER-216 or PSCI-COMP-211.

PSCI-IR-366 International Relations of the Middle East, 3 cr. Struggles for power and peace in this strategic region of the world; nature and frequency of interactions between the nations of the region and with the great powers. **Prereq.:** PSCI-COMP-211

PSCI-IR-378 International Organizations: Theory and Practice, 3 cr. Evolution of existing theories in the area of worldwide and region-wide cooperation among sovereign states and their potential for success or failure. Survey of writings of recognized scholars, as well as commentaries. **Prereq.:** PSCI-IR-313 or PSCI-IR-364.

PSCI-IR-406 Seminar in International Relations, 3 cr. An analysis of selected problems in international relations, such as causes of international conflict, international diplomacy, conflict resolution, and problems in international law; presentation and discussion of seminar papers. Topics vary; consult the **Schedule of Classes** for relevant information. **Prereq.:** master's degree candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

PSCI-IR-407. Political Integration in Western Europe, 3 cr. Focus on post-World War II political integration in Europe; examination of various European international and supranational organizations, with emphasis on the dynamics of political integration in the European Common Market. **Prereq.:** master's degree candidacy in political science and six credit hours in the appropriate area of political science.

PSCI-IR-412 Seminar in the Behavioral Aspects of International Relations, 3 cr. Research, seminar papers, and discussion of the socio-psychological approaches to the study of international relations; topics to be covered include nationalism in international conflict resolution, decision-making in international relations, national and international image formation, and the socio-psychological determinants of foreign policies. **Prereq.:** master's degree candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

(PSCI-PA)

PSCI-PA-320 Evaluation of Public Policy, 3 cr. Introduction to the major issues in policy analysis and program implementation; emphasis on the more recent techniques of evaluation, productivity in government, and critique of criteria of evaluation. Issues in program review, and evaluation; techniques of evaluation and analysis of public policies; impact of government programs and expenditures; fiscal implications and ordering of governmental priorities. **Prereq.:** PSCI-PA-332.

PSCI-PA-325 Topics in Public Administration: Varies, 3 cr. Exploration at advanced level of current issues and special concerns in public administration. **Prereq.:** PSCI-PA-332.

PSCI-PA-332 Public Administration, 3 cr. Introduction to the role of public bureaucracies in the political system. Normative and empirical analysis of major concepts, processes, and problem areas in the field of public administration. **Prereq.:** PSCI-AMER-216 and one other course in American government or other social science.

PSCI-PA-333 Public Organization Theroy, 3 cr. Review of theories concerning public bureaucracies, their internal functioning and societal roles; analysis of the organizational setting of work and its implications; organizational effectiveness, decision-making, leadership and policy formulation, and change in public organizations. **Prereq.:** PSCI-PA-332.

PSCI-PA-367 Government Budgeting, 3 cr. Fiscal policy and budget process; historically changing functions of budgeting — from emphasis on control to managerial effectiveness; reassertion of Congressional authority in 1974 and the new budget cycle; zero-based budgeting; impoundment, transfer payments, and grants-in-aid. **Prereq.:** PSCI-PA-332.

PSCI-PA-375 Public Personnel Administration, 3 cr. Examination of the organization and administration of the personnel function in public bureaucracies; relations of personnel management to operating departments and agencies; the scope of public personnel services; appraisal of policies and practices in selected areas of personnel management, such as selection and training, human relations, and motivation. **Prereq.:** PSCI-PA-332.

PSCI-PA-376 Collective Bargaining in Public Employment, 3 cr. Development of employee organization, collective bargaining, and public policies in the public sector; analysis of contemporary bargaining relations, procedures, problems, and consequences; analysis of several case studies. **Prereq.:** PSCI-PA-332.

PSCI-PA-382 Topics of Law Enforcement Administration, 3 cr. Relationship between different theories of organizational behavior and empirical studies of selected law enforcement organizations. Topics vary; consult the Schedule of Classes for relevant information. **Prereq.:** PSCI-AMER-216

PSCI-PA-419 Public Bureaucracies: Theory and Practice, 3 cr. Review of classic and contemporary literature on bureaucracy; analysis of the concept of bureaucracy; an examination of selected public bureaucracies; strengths and limitations of the bureaucratic form of work organization; proposed alternative forms of work organization in the public sector; problems of accountability and public control. **Prereq.:** graduate standing and PSCI-PA-332.

(PSCI-THRY)

PSCI-THRY-213 Concepts of Political Science, 3 cr. Analysis of a number of crucial political concepts, such as equality, justice, political obligation, right and rule of law. **Prereq.:** not open to majors who are seniors.

PSCI-THRY-306 Contemporary Political Philosophy, 3 cr. Contemporary problems of political philosophy will be examined through selected writings of twentieth century political philosophers. Particular emphasis will be placed on the nature of power, the breakdown of authority, political obligation, technology versus human values, revolution, the use and meaning of violence, and the concept of public interest. **Prereq.:** PSCI-THRY-213

PSCI-THRY-320 Early American Political Thought, 3 cr. Topics will include the American revolution, the writing of the constitution, the crisis of the Republic; these will be examined through the selected writings of the following theorists and activists: Franklin, Adams, Jefferson, Hamilton, Madison, Calhoun, de Toqueville, Emerson, Thoreau, Douglass, Grimke, Garrison, Fitzhugh, and Lincoln. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-326 Selected Political Theorists, 3 cr. An in-depth examination of a selected political theorist's works as well as the critical literature. Topics vary (a different theorist will be examined each semester): consult the Schedule of Classes for relevant information. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-335 Political Theory: Individual and the State, 3 cr. An analysis of the benefits derived from membership in a political community and its incumbent obligations on the citizen; the just state; the state as the instrument from the moral perfection of the individual; selected writings of Plato, Aristotle Cicero, St. Augustine, St. Thomas Aquinas, and others. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-336 Political Theory: Individual and Society, 3 cr. Analysis of the tensions between the individual and the state. Concepts of society, natural rights, political obligation, consent, the rule of law, social contract, and revolution examined through selected wirtings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mills, Marx, and others. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-339 Contemporary Political Analysis, 3 cr. Analysis of behavioralism, decision-making, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interset groups. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-363 Pro-Seminar in Political Theory, 3 cr. In depth reading and discussion of concepts and modes of analysis relevant to political theory. Topics vary; consult the Schedule of Classes for relevant information. **Prereq.:** PSCI-THRY-213.

PSCI-THRY-416 Seminar in Selected Problems in Political Theory, 3 cr. An examination of crucial problems in political theory; basis for moral values, political obligation, the nature of state, concept of human nature, theories of representation, political change, and natural rights. **Prereq.:** master's degree candidacy in political science, PSCI-421, and six credit hours in the appropriate area of political science.

(PSCI-URB)

PSCI-URB-307 The Government and Politics of Metropolitan Areas, 3 cr. An examination of the multiplicity and diversity of governments in metropolitan areas; the styles, structures, and processes of governments of suburbia; the role and functioning of special districts; fiscal and taxing structure; examination and analysis of selected areawide trends in metropolitan government and the prospects for change. **Prereq.:** PSCI-AMER-216.

PSCI-URB-308 Administering Urban Justice, 3 cr. Focus on the administration of justice below the appellate courts; decision-making strategies of police officers, local judges, lawyers, and other key actors in the local judicial process; the political analysis of local justice and the process of compliance with Supreme Court decisions. **Prereq.:** PSCI-AMER-216.

PSCI-URB-318 Urban Government Administration, 3 cr. An introductory survey of local governmental administration; powers of municipal corporation, special districts and other jurisdictions; taxation, revenue and budgeting, common administrative structures, and institutionalized forms of urban leadership and control. **Prereq.:** PSCI-AMER-216.

PSCI-URB-334 Urban Politics, 3 cr. Types of urban government and politics; ability of the governmental institutions to meet the demands and solve the needs of urban areas; community powers and control; citizen participation and decentralization of governmental services. **Prereq.:** PSCI-AMER-216.

PSCI-URB-349 Intergovernmental Relations, 3 cr. Impact on federalism policy-making and administration in the American system; focuses on the interaction between federal government and states, metropolitan areas, and cities in the development and implementation of public policy. **Prereq.:** PSCI-AMER-216.

PSCI-URB-405 Seminar in Urban Politics, 3 cr. Analysis of the politics of metropolitan areas, with emphasis on the mobilization of resources for urban problem-solving, and the political forces that impede the solution of such problems; the writing and presentation of research papers on urban politics in the Chicago metropolitan area. **Prereq.:** graduate standing and PSCI-421.

PSCI-URB-410 Seminar in Problems of Criminal Justice, 3 cr. Law and justice in America; criminal law as an instrument of social control; politics of justice; policy-making and the judicial system; courts; corrections; the philosophy of justice; comparative justice systems. Topics vary; consult the Schedule of Classes for relevant information. **Prereq.:** graduate standing and PSCI-421.

PSYCHOLOGY

Peggye Anderson, Ph.D., Assistant Professor
Bernard M. Aronov, Ph.D., Professor
Margaret E. Condon, Ph.D., Associate Professor
Hubert Dolezal, Ph.D., Associate Professor
Arnold W. Gordon, M.S., Assistant Professor
R. Bruce Kirk, Ph.D., Professor
Anthony Kopera, Ph.D., Associate Professor
Ernest A. Kurtz, Ph.D., Professor

Daniel Kuzuhara, M.A., Assistant Professor
Frank M. Loos, Ph.D., Professor
John W. Mann, Ph.D., Professor
J. Stan Martindale, Ph.D., Professor
Robert L. McFarland, Ph.D., Professor, Chairperson
William J. Pizzi, Ph.D., Professor
Dennis Raphael Ph.D., Assistant Professor
Richard J. Robertson, Ph.D., Professor
Vin Rosenthal, Ph.D., Professor
Christy C. Shervanian, Ph.D., Professor
David Temkin, A.M., Associate Professor
Dorothe R. Weinberg, Ph.D., Associate Professor
Ronald Williams, Ph.D., Professor

The Department of Psychology offers courses of study leading to the degree of Bachelor of Arts. Several different sequences of courses are offered emphasizing different areas of specialization: preparation for graduate school, paraprofessional training, or general studies to implement work in other social science areas. Psychology is a complex field, so courses must be carefully selected in consultation with a faculty advisor if the student is to achieve his/her individual educational objectives.

Students who want to supplement their classroom work should consider carefully the advantages of the field experience program. The interdisciplinary nature of psychology requires a foundation of work in other areas; those planning to take graduate work should emphasize mathematics and other sciences, but every psychology major will benefit from work in philosophy, physiology, literature, history, and other social sciences.

Since changes in programs and course offerings are currently under consideration by the faculty, **prospective majors should request a "Major in Psychology" brochure from the department office prior to declaring a major, in order to be informed of current requirements for the degree.**

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Psychology

PSYC-201 General Psychology is the four credit hour prerequisite for most courses in the department. Only courses with a grade of "C" or above are credited toward the psychology major requirements. Psychology courses used as electives must be numbered in the 200-level or above.

Required Courses:

PSYC-201 General Psychology . . . . . 4 cr.
PSYC-317 Introduction to Statistical Methods in Psychology* . . . . . 3 cr.
PSYC-318 Introduction to Experimental Psychology* 3 cr.
PSYC-325 Laboratory: Research Methods . . . . . 3 cr.
Three of the following core electives: . . . . . 9 cr.
  PSYC-215 Introduction to Humanistic Psychology 3 cr.
  PSYC-301 Developmental Psychology . . . . . 3 cr.
  PSYC-311 Psychology of Personality . . . . . 3 cr.
  PSYC-313 Social Psychology **or** PSYC-314 Industrial Psychology . . . . . 3 cr.
  PSYC-316 Physiological Psychology . . . . . 3 cr.
  PSYC-327 Psychology of Learning . . . . . 3 cr.
  PSYC-331 Psychological Tests and Measurements 3 cr.
  PSYC-335 History of Psychology . . . . . 3 cr.
Three additional electives in psychology, of three credits each . . . . . 9 cr.

Total 31 cr.

*The faculty strongly urge psychology majors to complete these core courses before beginning their senior year.

Areas of Concentration

The psychology department offers several concentrations as part of its endeavor to better qualify students in their various interest areas. A concentration is suggested as a way of using the 12 credit hours of electives in the liberal arts psychology major, which may need some additional requirements within or outside psychology. However, no one is required to take an area of concentration. If a student selects an area and successfully completes it, the coordinator will insert a special letter of expertise in his/her placement file which should, because of its specificity, increase one's chances for entry into a professional or graduate school. Currently, concentrations exist in the following areas:

1. **Adulthood and Aging** — A program to provide students and practitioners in the field of aging with basic information on the later years of the life cycle. This track provides both a foundation for graduate work in aging, and (with the right combination of required and elective courses) it gives training for employment in the field of aging: planning and implementing of programs in care facilities for the aged, counseling the aged, and serving as coordinator or director of an agency that deals with the problems of the aged.
2. **Neuropsychology** — The neuropsychology track is designed for those who have a special interest in brain research, want to prepare for graduate school in experimental psychology, or biology majors who desire training in brain-behavior relationships. The emphasis in this program is on actual research experience. This will of necessity limit the size of the program and priority will be given to students who wish to go on to graduate school and those possessing a strong background in the biological sciences. The neuropsychology program consists of two parts: a) the research experience which will be individually arranged with each member of the program, and b) a series of coursework which will prepare the student for graduate work in neuropsychology.
3. **Comparative Human Development** — A track with major emphasis upon development of personality; comparisons are constantly made between the developmental process as it occurs in the United States and the forms it assumes elsewhere. The field as a whole represents a fusion of both psychological and anthropological techniques.
4. **General Experimental Psychology** — A broadly based program for students who are planning to work for an advanced degree in psychology.
5. **Communicative Disorders** — A track designed for psychology majors who wish to enter graduate study in areas of communicative disorders, speech pathology, audiology, or speech and hearing sciences.
6. **Applied Clinical Psychology** — For students seeking training in the theory and practice related to the areas of clinical and counseling psychology, rehabilitation counseling, substance abuse treatment, and similar occupations.
7. **Industrial Psychology** — Designed for students who plan to enter industry, business, or governmental institutions to provide a broad range of psychological and organizational techniques. Those preparing for graduate education in this area will be oriented and grounded in concepts and techniques related to personnel selection, leadership, and group process plus further research training.
8. **Applied Psychology** — Social and Community — This track is for the preparation of students interested in the areas of community change, community organization, program evaluation, and social systems analysis.
9. **Child Development** — Designed for students interested in professional work with children. As this field is quite diverse, maximum flexibility is provided, e.g., students will have the option of preparing themselves for work with normal children, or with handicapped children, etc. Students will also be prepared to enter graduate training should they decide to do so. Field experience is an integral part of the program.
10. **Statistics** — Designed to help students better understand the statistics frequently used in professional publications, and those necessary for graduate work and advanced research.

NEUROSCIENCE

The psychology and biology departments co-sponsor a program of studies designed to prepare students for graduate work in the many disciplines related to neuroscience. The program is designed to meet the course needs of those persons who might go on to graduate studies in psychology, medicine, pharmacology, etc. The program emphasizes an interdisciplinary course of studies combined with actual research experience. Students who wish to consider this program are advised to contact the chairperson from the psychology or biology department as early as possible in their academic career. The student should also obtain a copy of the annual report issued by the program which details the current research projects and accomplishments of various members in the program.

FIELD EXPERIENCE

Academic credit is given for meaningful psychologically-related work at field centers such as: psychiatric hospitals, correctional facilities, drop-in centers, schools, and business. The work may involve counseling, outreach, tutoring, or research. This program serves to integrate theoretical concepts with practical experience. Training is jointly supervised by a field experience supervisor on site and a faculty person on-campus. Information about an undergraduate field experience can be obtained from the program advisor in the psychology department.

Minor in Psychology

Required Courses:

PSYC-201 General Psychology . . . . . 4 cr.
PSYC-317 Introduction to Statistical Methods in Psychology . . . . . 3 cr.
PSYC-318 Introduction to Experimental Psychology . 3 cr.
Three additional credit hour courses in the same subject area, chosen with the approval of a faculty advisor, including no more than one 200-level course . . . . . 9 cr.

Total 19 cr.

COURSE OFFERINGS (PSYC)

PSYC-101 Psychological Perspectives of Human Experience, 4 cr. Human relations studied through direct application of personal experience and interaction with other students.

PSYC-102 Topics in Contemporary Psychology, 3 cr. An introduction to the study of psychology as a dynamic and changing system of interrelated and interacting subjects. The development of skills useful for further study will be emphasized rather than concentrating on specific topic areas. Course content can therefore be varied and determined in part by the interests of the student.

PSYC-128 Psychology of Mental Health, 3 cr. Human personality from the mental health point of view.

PSYC-201 General Psychology, 4 cr. General introduction to the study of psychology as a science. A personalized system of instruction permits flexible scheduling and different rates for fulfilling requirements. Tests must be passed on approximately 25 units. Tutoring and instructional aides available. This course is a prerequisite for most psychology courses.

PSYC-203 Psychology and Social Issues, 3 cr. The contribution of the fields of psychology to the study of contemporary social issues. The relevance of psychological approaches to such areas as war and peace, automation, population problems, civil rights, etc. Emphasis on how psychological knowledge may be applied to study, understand and influence the changing world scene. **Prereq.:** PSYC-201.

PSYC-204 Simple Statistics for Research, 3 cr. Simple statistics applied to practical research designs. Selection of useful research methods with appropriate statistics for data analysis.

PSYC-212 Child Psychology, 3 cr. Basic theories, concepts, principles, and research data concerning children's growth and development, physical, intellectual, emotional, social, and linguistic aspects of development.

PSYC-214 The Development of Personality in Children, 3 cr. Growth of the child's emotional life and personality and basic development principles. Psychological difficulties in children will be studied insofar as their study sheds light on the course of normal development. **Prereq.:** PSYC-201.

PSYC-215 Introduction to Humanistic Psychology, 3 cr. Introduction to the basic principles of Third Force Psychology, and their practical application through reading and discussion of the major proponents. **Prereq.:** PSYC-201.

PSYC-301 Developmental Psychology, 3 cr. Longitudinal study of the development of behavior throughout the life span, including physiological factors and their bearing on the psychosocial adjustment of the individual in childhood, adolescence, adulthood, and later maturity. **Prereq.:** PSYC-201.

PSYC-302 Pro-Seminar in Psychology: Theory and Practice, 1 cr. Course designed primarily to cover special and timely topics in psychology. It consists of discussion, reading, and/or training of an intense nature. Under the direction of an instructor, students will select topics, prepare papers, etc.

PSYC-303 Pro-Seminar in Psychology: Theory and Practice, 2 cr. (See PSYC-302 for description.) **Prereq.:** PSYC-201.

PSYC-304 Pro-Seminar in Psychology: Theory and Practice, 3 cr. (See PSYC-302 for description.) **Prereq.:** PSYC-201.

PSYC-305 The Psychology of Creativity: A Learning Approach, 3 cr. A consideration of the nature and development of the creative processes. Approaches to the development of creativity in the learning field. **Prereq.:** EDFN-201 or PSYC-213.

PSYC-308 Theories and Principles of Gestalt Psychology, 3 cr. Study of the theory and principles of Gestalt psychology in the areas of human perception, learning, memory, performance, development and growth, and change. **Prereq.:** PSYC-201.

PSYC-309 Introduction to Culture and Personality, 3 cr. The role of culture in the development of personality; analysis of biopsychological nature of man; illustrative materials drawn from a wide variety of sources, literate and nonliterate. **Prereq.:** PSYC-201 and PSYC-214.

PSYC-310 Psychological Aspects of Disturbance in Adolescence, 3 cr. Study of the psychological dynamics of the problems and conflicts which the adolescent person may experience during this distinct phase of his/her life. **Prereq.:** PSYC-201.

PSYC-311 Psychology of Personality, 3 cr. Contemporary theories of personality development and dynamics; definitions of healthy personality; the self-structure, defense, conscience and guilt, interpersonal behavior and healthy inter-personal relationships; personality assessment. **Prereq.:** PSYC-201.

PSYC-312 Abnormal Psychology, 3 cr. Overview of psychopathology; similarities and differences between "normal" and "abnormal" groups. **Prereq.:** PSYC-201.

PSYC-313 Social Psychology, 3 cr. Basic principles and research techniques in social perception, attitude formation, group dynamics, interpersonal attraction, and social influence. **Prereq.:** PSYC-201.

PSYC-314 Industrial Psychology, 3 cr. An introductory survey course to the diverse field of industrial psychology. Surveyed fields include: personnel selection, business organizations, marketing and advertising, human factors and human engineering, work, accidents and safety, worker-supervisor relations, and executive behavior. **Prereq.:** PSYC-201.

PSYC-315 Psychological Development in Women, 3 cr. The psychological development of women through the life span with emphasis on personality, psychosexual, and cognitive development. Identity formation in women. **Prereq.:** PSYC-201.

PSYC-316 Physiological Psychology, 3 cr. Lectures on physiological research techniques; ablation, lesioning, electro-physiology, and neurochemistry. The neuron, synaptic, electrical and chemical events, sensory physiology, psychopharmacology, memory mechanisms, emotions, and vegetative functions are covered. **Prereq.:** PSYC-201.

PSYC-317 Introduction to Statistical Methods in Psychology, 3 cr. A first course in statistical methods for students in psychology and education, statistical procedures and the scientific methods in educational psychological research; elementary statistical concepts, probability and sampling, correlation methods, and tests of significance. **Prereq.:** PSYC-201 plus proficiency in high school algebra.

PSYC-318 Introduction to Experimental Psychology, 3 cr. Philosophy and methods of research in psychology, designing and conducting simple experiments, analyzing research data, and identifying difficulties in conducting good research. **Prereq.:** PSYC-201 and PSYC-204, or PSYC-317 or PSYC-317 concurrently.

PSYC-319 Independent Study in Human Personality, 3 cr. Instructor-student planned projects in selected areas of human personality. **Prereq.:** PSYC-201 and consent of instructor.

PSYC-320 Psychosexual Development, 3 cr. Study of the development of sex differences, from the acquisition of sex role identity in childhood through sex differences in adult personality, cognition, and role behavior. **Prereq.:** PSYC-201.

PSYC-321 Inferential Statistics, 3 cr. A translation of concepts from the introductory statistics course for populations, advanced correlation techniques, elementary analysis of variance, in general, sampling statistics and some relevant design techniques. **Prereq.:** PSYC-317 or consent of instructor.

PSYC-322 Advanced Experimental Psychology, 3 cr. The application of basic experimental principles to psychological research in selected areas, reaction and motor learning, verbal learning, perception, problem solving and animal learning (when space is available.) **Prereq.:** PSYC-318.

PSYC-323 Human Perception, 3 cr. Considers how our perceiving and performing systems convert information from the environment and the self to action in every day life. **Prereq.:** PSYC-201.

PSYC-325 Laboratory, Research Methods in Psychology, 3 cr. Research designs applicable to the study of different sub-disciplines within psychology, i.e., child development, personality, etc. Collection analysis, interpretation of research data, and reporting results. Multiple sections, each of which focuses on a different sub-discipline in psychology. **Prereq.:** PSYC-317, PSYC-318, and a course in appropriate sub-discipline.

PSYC-327 Psychology of Learning, 3 cr. The psychological study of the processes of learning problems — solving and memory. Major historical theories of learning to demonstration of some basic research techniques. **Prereq.:** PSYC-201.

PSYC-329 Adolescent Psychology, 3 cr. Nature of adolescent development and adjustment; physical, intellectual, emotional, and social aspects. **Prereq.:** PSYC-201.

PSYC-330 Introduction to Community Psychology, 3 cr. Designed to provide the undergraduate student with a survey of the history, theoretical foundations and areas of application of community psychology. Emphasis is on the dual nature of the field — the analysis of the behavior of communities and the description of the special role the behavioral scientist plays in the functioning community. **Prereq.:** PSYC-201.

PSYC-331 Psychological Tests and Measurements, 3 cr. Principles and methods of measurement and evaluation: elementary statistical concepts; reliability and validity; interpretation of test results; standards for psychological and educational tests; principles of test construction; use of psychological and educational tests in school testing programs; laboratory in teacher-made tests. **Prereq.:** PSYC-201.

PSYC-332 Introduction to Psychotherapy, 3 cr. An overview of various approaches to psychotherapy; psychoanalytic, client-centered, gestalt, transactional analysis, rational-emotive, behavior therapy, and the encounter group approach. Broad understandings will be emphasized, rather than professional sophistication or pat techniques. **Prereq.:** PSYC-311 or PSYC-312, or consent of instructor.

PSYC-333 Culture and Personality — The Uses of Folklore, 3 cr. Contributions of folklore to various types of psychological investigation — in particular, to the study of "national character"; practice in the analysis of emotional symbolism (as opposed to cognitive). **Prereq.:** PSYC-309 or written consent of instructor.

PSYC-334 Child Development in Cross-Cultural Perspective, 3 cr. Comparative studies of child rearing practice in varying cultural and sub-cultural milieus, including those in the United States; effects of such differences in terms of subsequent adult personality for the cultures under consideration; problems of "normal" and "abnormal" behavior. **Prereq.:** PSYC-309.

PSYC-335 History of Psychology, 3 cr. Psychology as a science, from Wundt to present day applications and implications; systems examined; theories described and evaluated; impact of modern methods of inquiry; impact of various physiological theories on modern life. **Prereq.:** PSYC-201.

PSYC-337 Humanistic Theories of Personality, 3 cr. An upper division course dealing with the theoretical approaches of the third force psychologists. **Prereq.:** PSYC-201.

PSYC-339 Seminar in the Teaching of Introductory Psychology, 3 cr. Considers and evaluates techniques, content, and organization necessary for teaching a beginning course in psychology. **Prereq.:** completion of 15 hours in psychology plus written consent of instructor.

PSYC-340 Psychoanalytic Theories of Personality, 3 cr. Systematic comparison of the central concepts of Freudian and Neo-Freudian analytic psychology, special emphasis placed upon the contributions of ego psychology, implications for learning and for normal and abnormal personality development. **Prereq.:** PSYC-311.

PSYC-341 Systems Theory in Behavioral Science I — The Feedback Concept, 3 cr. General systems and feedback theory of human behavior. The concept of environmental control via negative feedback. Reinterpretation of traditional topics in psychology in terms of feedback theory. **Prereq.:** PSYC-201.

PSYC-342 Systems Theory in Behavioral Science II — General Systems Theory of Behavioral Phenomenon, 3 cr. Further development of concepts of the previous course. Specific demonstration of feedback control in human behavior. Demonstrations of the range of applicability of the concepts at all levels of behavioral science. Problems of research and application. **Prereq.:** PSYC-341.

PSYC-345 Seminar in Drug Abuse, 3 cr. This course includes lectures, discussion, and selected readings in the area of drug abuse. The psychological, sociological, and physiological aspects of drug abuse will be covered. **Prereq.:** PSYC-201, an introductory biology course, or an introductory health education course.

PSYC-346 Introduction to Parapsychology, 3 cr. Introduction into the field of parapsychology phenomena; their relationship to and point of departure from the more traditional domains in psychology. This course centers on a thorough discussion of terms — including the more commonly known ESP AND PK subcategories of precognition, telepathy, clairvoyance and telekinesis, places these phenomena in historical perspective with respect to their occurrence and their inclusion in scientific study, and presents some of the better controlled research in the area. **Prereq.:** PSYC-201.

PSYC-347 Research Seminar in the Study of Parapsychology, 3 cr. Course encompasses laboratory and field study of parapsychological phenomena, to include original research by class members, detailed research reports, and intensive reading of journal articles, monographs, and other sources of detailed research findings. **Prereq.:** PSYC-317, PSYC-318, and PSYC-346.

PSYC-350 Theories and Methods of Group Interaction, 3 cr. Study and application of the underlying principles of several approaches to group processes; e.g., T-groups, growth (Rogerian) groups, game (Esalen) groups, rational-emotive groups, Gestalt groups, T.A. groups, etc. **Prereq.:** PSYC-201 and written consent of instructor.

PSYC-351 Senior Seminar in Psychology, 3 cr. Research and preparation of papers that will be read to and criticized by members of the seminar; provides for individual work by the student; guidance through criticism by fellow students and faculty; first-hand experience with a research program. **Prereq.:** PSYC-201, PSYC-317, PSYC-318, and written consent of instructor.

PSYC-352 Small Group Processes, 3 cr. The study of the structure and function of small groups in relation to the processes involved in the psychodynamics of group members; primary and secondary small groups are examined. **Prereq.:** PSYC-201.

PSYC-353 Advanced Group Dynamics, 3 cr. Advanced study of the various methods and theories of group interaction and their application. **Prereq.:** PSYC-352 or PSYC-350, and written consent of instructor.

PSYC-355 Psychology Undergraduate Internship I, 6 cr. Combined academic-field program where the student volunteers to work at such locations as: clinics, hospitals, halfway houses, etc. The intern receives direct supervision from the field center staff leading to the the development of pre-professional skills. In addition the intern must fulfill all requirements set by his/her psychology department advisor. **Prereq.:** an advisor of the psychology department, written consent of the internship program coordinator, and the student must be a psychology major.

PSYC-356 Psychology Undergraduate Internship II, 6 cr. Combined academic-field program where the student volunteers to work at such locations as: clinics, hospitals, halfway houses, etc. The intern receives direct supervision from the field center staff leading to the development of pre-professional skills. In addition the intern must fulfill all requirements set by his/her psychology department advisor. **Prereq.:** PSYC-355 and written consent of the internship coordinator.

PSYC-357 Independent Study in Psychology, 1 cr. Special study projects in psychology to be specifically and individually contracted with the instructor. **Prereq.:** PSYC-201 and written consent of instructor.

PSYC-358 Independent Study in Psychology, 2 cr. (See PSYC-357 for description.)

PSYC-364A Proseminar in Learning: "Co-teaching." 3 cr. A study of the teaching-learning process by co-teaching as an assistant in various courses with members of the psychology department **Prereq.:** PSYC-201 and consent of instructor.

PSYC-368 Independent Study in Psychology, 3 cr. Special study projects in psychology to be specifically and individually contracted with the instructor. **Prereq.:** PSYC-201 and written consent of instructor.

PSYC-369 Seminars in Advanced Statistics, 3 cr. Topic varies. Psychometric methods for the behavioral sciences, factor analysis for the behavioral sciences, etc. **Prereq.:** PSYC-321 or consent of instructor.

PSYC-379 Field Experiences in Psychology I, 3 cr. Volunteer work in psychology-related settings (such as psychiatric hospitals and schools) helps integrate academic work with on-the-job experience. Additional academic work is required by on campus faculty advisor. **Prereq.:** PSYC-201 and consent of instructor.

PSYC-380 Field Experiences in Psychology II, 3 cr. Advanced and specialized work. (See PSYC-379 for description.)

PSYC-381 Introduction to Neuropsychopharmacology, 3 cr. The neuronal synapse and neurotransmitter action will be discussed in detail. The physiology and basic chemistry of the better known putative neurotransmitters will be discussed. This will be followed by an overview of the major and minor tranquilizers, the antidepressants, and the hallucinogens. The better known relationships between neurochemistry, psychopharmacology, and behavior will be examined. **Prereq.:** PSYC-316.

PSYC-390 Psychology of Language and Communication, 3 cr. Communicative behavior, experimental phonetics, speech perception, statistical approach to language, individual differences, verbal behavior of children, role of learning, and the social approach. **Prereq.:** PSYC-201.

PSYC-391 Introduction to the Experimental Psychology of Speech and Communication, 3 cr. This course introduces

the student to experimental techniques in audition, experimental linguistics, psycholinguistics, and communication factors engineering.

PSYC-393 Introduction to the Measurement of Hearing, 3 cr. An introduction to audiology; the hearing mechanism and psychoacoustic techniques of hearing measurement practice in pure tone and speech reception audiometry. **Prereq.:** SPCH-PATH-270.

PSYC-395 The Psychology of Speech, Language and Thought Development in the Child, 3 cr. Readings and discussion of theories of speech, language and thought development, including those of Langer, Vygotski, Freud and Spitz, Skinner and Piaget. **Prereq.:** PSYC-212, SPCH-PATH-372, or consent of instructor.

PSYC-396 Aural Rehabilitation, 3 cr. Clinical methods of rehabilitation of the auditorily handicapped. Speech reading, auditory training, speech and language development, and conservation. Integration of educational methods with social and psychological research findings. **Prereq.:** SPCH-PATH-270 and PSYC-393.

PSYC-397 Childhood Neuroses, 3 cr. A study of the dynamics of pre-adolescent neurotic distrubances. The case study method is employed. **Prereq.:** PSYC-311.

PSYC-414 Advanced Adolescent Psychology, 3 cr. Comprehensive presentation of theory, research and service in adolescent development; focus on intellectual, social, personal, physical and emotional growth, problems of personality, adjustment, interpersonal relationships, identity and approaching adulthood. **Prereq.:** graduate standing and PSYC-329.

PSYC-415 Advanced Social Psychology, 3 cr. An in-depth examination of the major research in social psychology: laboratory, environmental, naturalistic, and systems. Current major theoretical issues will be examined and related to ongoing research. Problems of application, such as program evaluation and organizational change methods, will be demonstrated and practicum work introduced as circumstances permit. **Prereq.:** graduate standing and PSYC-313 or equivalent.

PSYC-421 Introduction to Clinical Psychology, 3 cr. Includes history of clinical psychology as a science and as a profession; the use of diagnostic tools, clinical evaluation, psychotherapy, research in clinical problems and interpretation of clinical reports in the assessment of individuals. **Prereq.:** graduate standing and PSYC-331.

PSYC-425 Group Psychotherapy I, 3 cr. Developing basic skills in group psychotherapy. **Prereq.:** graduate standing and consent of instructor.

PSYC-426 Group Psychotherapy II, 3 cr. Further development of skills in group psychotherapy. **Prereq.:** graduate standing, consent of instructor, and PSYC-425.

PSYC-436 The Therapist and the Therapeutic Process, 3 cr. Developing basic skills in group psychotherapy. **Prereq.:** graduate standing and completion of 12 credit hours in psychology, including PSYC-437

PSYC-437 Theories and Principles of Counseling, 3 cr. Theories and principles in personal and therapeutic counseling of various theoretical systems; essentials of the counseling process. **Prereq.:** graduate standing.

PSYC-442 Individual Ability Assessment, 3 cr. Training and supervised practice in the administration and scoring of various individual tests of mental ability, with emphasis on the Wechsler and Binet tests. **Prereq.:** graduate standing and PSYC-331.

(PSYC-AGED)

PSYC-AGED-221 Introduction to Gerontology, 3 cr. Introductory review of the nature of the aging population: characteristics, psychosocial aspects of aging, and an overview of ideas and interests in gerontology.

PSYC-AGED-385 Psychosocial Development and Aging, 3 cr. Exploration of behavioral development over the life span. Also study of the influence of social and environmental factors on psychosocial development throughout the life span. **Prereq.:** PSYC-201 and PSYC-AGED-221.

PSYC-AGED-386 Seminar in Aging, 3 cr. An integrated and critical evaluation of problems and issues related to aging. The course will also include critically assessing research and engaging in the practical operations for the establishment of programs for the aged. **Prereq.:** PSYC-AGED-385.

PSYC-AGED-455 Advanced Topics in Aging, 3 cr. Social and psychological theories and concepts will be used to understand the aging. Constructive intervention techniques for optimal aging will be discussed in topics such as health, sex roles, personality adjustments, and the family. Analysis of research on aging from a multidisciplinary approach. **Prereq.:** graduate standing and PSYC-385 or PSYC-386 or equivalent.

SOCIOLOGY

Samuel Betances, Ed.D., Professor
Iva Carruthers, Ph.D., Professor, Chairperson
Ronald Glick, Ph.D., Professor
Alva Maxey, Ph.D., Associate Professor
Vera Milam, M.A., Assistant Professor
Donna Iven Qureshi, Ph.D., Professor
Margaret Schmid, Ph.D., Associate Professor
Mary Ann Schwartz, Ph.D., Associate Professor
Daniel Stern, Ph.D., Professor
Eugene Taylor, M.A., Visiting Instructor
Martha Thompson, Ph.D., Assistant Professor
Edward Uliassi, Ph.D., Professor

The Department of Sociology offers courses leading to the degree of Bachelor of Arts.

Sociology is the study of human societies — their patterns and arrangements, their processes of development and change, and the interplay between these patterns and processes and the behavior of individuals and groups.

Departmental course offerings are designed to provide a scientific approach to the significant factors and processes of modern life with special emphasis on issues of race, class, and sex. The program provides a core curriculum in research and theory; a core of related courses in women's studies, urban problems, and criminal justice; a core of courses in social organization and social change, and courses in independent study and community field studies.

A major in sociology can thus provide a useful orientation for students who plan to attend graduate school or seek careers in such fields as education, criminal justice, urban planning, law, social welfare, and research in government and private organizations.

Students may choose a sociology major in a liberal arts program, a nine or 18 credit hour general social science sequence in a secondary education program, or a general social science concentration in an elementary education program designed for prospective elementary school teachers who wish to specialize in social science.

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Sociology

Required Courses:

SOC-202	Introductory Sociology	3 cr.
SOC-335	Sociological Theory	3 cr.
SOC-337	Methods of Sociological Inquiry	3 cr.
SOC-346	Social Stratification	3 cr.
Electives		18 cr.
	Total	30 Cr.

Minor in Sociology

Required Courses:

SOC-202	Introductory Sociology	3 cr.
SOC-335	Sociological Theory	3 cr.
SOC-337	Methods of Sociological Inquiry	3 cr.
Electives		9 cr.
	Total	18 cr.

COURSE OFFERINGS (SOC)

SOC-202 Introductory Sociology, 3 cr. Examines fundamental concepts involved in the functioning of human society. Socialization, culture, and principles of institutions and group behavior will be discussed as will the role of sex, race, and class.

SOC-203 Socialization Processes, 3 cr. Examination of socialization processes, considering various theories from a symbolic-interactionist perspective, in which the individual is studied as a participant in groups, with special emphasis on sex-role socialization. **Prereq.:** SOC-202.

SOC-204 Individuals, Groups and Society, 3 cr. A study of the individual and group relationship in society in terms of the various types of social collectives; primary and secondary groups, crowds and publics, collective behavior and social movements. An emphasis is placed on the symbolic nature of social interaction. **Prereq.:** SOC-202.

SOC-205 Contemporary Social Institutions, 3 cr. Analysis and interpretation of major contemporary social issues, such as war and peace, poverty, racism, sexism, power structures; critical evaluation of present and suggested programs to meet these problems. **Prereq.:** SOC-202.

SOC-206 Scoiology of Drug Abuse, 3 cr. Review of literature and current research on drug abuse. Examination of varying drug treatment approaches and proposals. **Prereq.:** SOC-202 or consent of instructor.

SOC-207 Urban Ecology, 3 cr. Urban characteristics, emphasizing the Chicago metropolitan area; analysis of geographical, ecological and sociological processes that affect patterns of city structure and function; consideration of current urban issues, such as housing, civil rights, and anti-poverty programs; field work. **Prereq.:** SOC-202 or consent of instructor.

SOC-208 Social Impact of U.S. Colonialism in Puerto Rico, 3 cr. Analysis of the social impact of the English language and other Americanizing influences on the culture and institutions of Puerto Rico, particularly the educational and economic systems; focuses on the rise of the Popular Democratic Party, the politics of Luis Munoz Marin; examines organized political movements in Puerto Rico. **Prereq.:** SOC-202 or consent of instructor.

SOC-209 Social Change, 3 cr. Introductory course that provides an interdisciplinary and cross-cultural view of selected political, economic and social processes and problems associated with social change in contemporary society; emphasis upon the institutional contexts of recent social change. **Prereq.:** SOC-202.

SOC-210 Revolution and Conflict, 3 cr. An analysis of selected major revolutions and/or revolutionary movements in developing and industrialized nations. **Prereq.:** SOC-202 or consent of instructor.

SOC-213 Sociology of Youth, 3 cr. An examination of the sociology of youth in contemporary industrial society. The "idea of youth" will be critically examined, with some cross cultural and historical material brought in for comparative purposes. Other issues touched on will be: youth cultures, "youth as class," generation gaps, class differences among youth. **Prereq.:** SOC-202

SOC-214 Sociology of Marriage and the Family, 3 cr. Focuses on the major issues involved in the current criticism of family systems with a view to predicting how present traditional forms are likely to mesh with changing trends to form courtship, marriage, and family patterns in the 1990's. Areas of study include the historical role of the family (including development of sex roles); family types; sexuality; marital interaction, divorce; single parenthood. **Prereq.:** SOC-202 or consent of instructor.

SOC-215 Sociology of Religion, 3 cr. The study of the social aspects of religious beliefs, practices and participation. The Church as a social institution and its relationship to social class, social control. Religion as a form of expressive behavior. The function of religion for the individual and for different social groups. **Prereq.:** SOC-202 or consent of instructor.

SOC-216 Contemporary American Institutions, 3 cr. An extensive examination of selected contemporary American institutions, and their interrelationships. Major emphasis is placed on the U.S. ruling class, the multinational banks and corporations, imperialism, and militarism. **Prereq.:** SOC-202.

SOC-303 Small Group Interaction, 3 cr. Analysis of social interaction in small groups; techniques of small group analysis, such as sociometry and role-playing and various forms of feedback and self-study, to be used in the group. **Prereq.:** SOC-202

SOC-304 Community Organization, 3 cr. The community viewed as a social system of human relationships; tensions in intergroup networks analyzed; programs of planned community change and citizen participation critically evaluated; field studies. **Prereq.:** SOC-202, SOC-314, or consent of instructor.

SOC-306 American Women: The Changing Image, 3 cr. Analyzes women's varying roles, statuses and life opportunities; covers the feminist movement, past and present with special emphasis on struggles over conflicting definitions of women's "nature" and potential. Course is designed to serve as an introduction to other courses in women's studies. As such, data will be drawn from several disciplines. **Prereq.:** SOC-202 or consent of instructor.

SOC-308 Sociology of the Syndicate, 3 cr. A systematic analysis of organized crime covering its history, present structure and activities, and its relationship to the U.S. ruling class and law enforcement agencies. **Prereq.:** SOC-202 or consent of instructor.

SOC-309 Sociology of Racism, 3 cr. The sociological and historical development of the theories of race and racism and the impact these theories have had in the implementation of social policy. The Black experience in America will be highlighted and special attention will be given to the institutional expressions of racism in the Western World. **Prereq.:** SOC-202 or consent of instructor.

SOC-311 Marxist Sociological Theory, 3 cr. Sociological analysis of basic Marxist concepts from the writings of Marx, Engels, Lenin and Mao. A sociological evaluation of each concept will be given, based on some of the major political movements in recent history. **Prereq.:** SOC-202, SOC-335, or consent of instructor.

SOC-312 Sociology of Health Care, 3 cr. Survey of theory and research concerning social, cultural factors in determining health and illness and description of health care organization and practice. Societal responses to health care problems. **Prereq.:** SOC-202 or consent of instructor.

SOC-313 Population and Demography, 3 cr. Population characteristics and population dynamics in a variety of cultural settings; political, economic, and sociological implications of population trends, resources and approaches in demographic analysis. **Prereq.:** SOC-202 or consent of instructor.

SOC-314 Urban Sociology, 3 cr. Population characteristics, social structure, social change, and social problems associated with urbanization and community development. Historical and cross-cultural studies of urban communities. **Prereq.:** SOC-202.

SOC-315 Puerto Ricans in U.S. Society, 3 cr. Examines the significance and consequence of the Puerto Rican experience in the U.S. Topics include: migration patterns, family and kinship, education, religion, inter-ethnic tensions (Puerto Rican and Anglo, Black and White), the sociological and psychological implications of being Puerto Rican in the U.S., Puerto Ricans as part of the larger Latino communities in the U.S. **Prereq.:** SOC-202, SOC-208, or consent of instructor.

SOC-316 Race and Ethnic Relations, 3 cr. A cross-cultural study of the patterns of interaction between racial and ethnic groups; analysis of the sources of prejudice and discrimination; examination of the relationships between race and ethnic relations and patterns of stratification. **Prereq.:** SOC-202.

SOC-324 Political Sociology, 3 cr. An examination of the historical and contemporary dynamics of American political institutions considered as forces determining "who gets what, when, where, and how" in American society. Particular emphasis upon the covert functions and operations of selected political institutions, as contrasted with those conventionally portrayed in traditional information sources including those of political science and sociology. **Prereq.:** junior or senior standing, SOC-202, or consent of instructor.

SOC-326 Sociology of Knowledge, 3 cr. Cultural and subcultural frames of reference as the basis for socially-accepted knowledge or reality constructions. Knowledge as ideology, i.e., as networks of systematically-interrelated ideas generated by distinctive cultural experiences and serving particular interests. Reinterpretation of selected bodies of social science (and sociological) knowledge as culture-bound ideology. Consideration of humanistic and scientific alternatives to knowledge as ideology. **Prereq.:** junior or senior standing or consent of instructor.

SOC-332 Education as a Social Institution, 3 cr. Analysis of education as a cultural universal; the mutual influences of other social institutions and education; factors involved in the socialization of student personality; the urgent search for relevant values and standards for liberal arts education in a period of rapid and fundamental social change. **Prereq.:** SOC-202 or consent of instructor.

SOC-333 Work and Society, 3 cr. Relations of work patterns to total societies; interaction and relationships within the work situation; the tensions and conflicts of the occupational and professional roles; socialization into occupational and professional roles. **Prereq.:** SOC-202.

SOC-334 Collective Behavior, 3 cr. Behavior in relatively unstructured situations; the analysis of behavior in crowds, mobs and disaster situations; the study of social movements, cults, fads, etc. **Prereq.:** SOC-202.

SOC-335 Sociological Theory, 3 cr. History of social thought, the various interpretations of societal patterns; the theoretical orientations of the fathers of sociology, the logic of theory construction and its relations to methods of studying societies. **Prereq.:** SOC-202.

SOC-337 Methods of Sociological Inquiry, 3 cr. Research design, construction of questionnaires and schedules, interviewing techniques, statistical interpretation and computer processing of data; study of the relation of research method to theoretical orientation. Students to participate in original research on either individual or group basis. **Prereq.:** SOC-202.

SOC-338 Sociology and Social Policy, 3 cr. Past, present and prospective uses of social research in local, national and international programs; new developments in sociological research, such as the use of social indicators to develop agenda for political action, and their policy implications; case studies of the relationships of sociology and social policy, involving both domestic and foreign-area research. **Prereq.:** SOC-202.

SOC-340 Sociology of Sexuality, 3 cr. Discussion and reading of a critical nature to examine current research and literature on human sexuality; the continuous psycho-sexual development of children, adolescents and adults; heterosexuality, homosexuality and bisexuality; the use of sex by the media; pornography; prostitution; sex and the law; institutional sexuality; population control; marital sex; the effects of class background on sexual practices. **Prereq.:** SOC-202 or consent of instructor.

SOC-341 Independent Study in Sociology, 3 cr. Research study in an area of special interest to the student involving research methodology and field studies. **Prereq.:** SOC-202, SOC-337, or consent of instructor.

SOC-342 Introduction to Social Welfare, 3 cr. Examination of the social welfare profession, functioning within a framework of social institutions, social organizations, social policies, and social standards which give identity and form to professional social work services. **Prereq.:** SOC-202 or consent of instructor.

SOC-346 Social Stratification, 3 cr. Consideration of the role of social differentiation and stratification in the formation and maintenance of social organization: an examination of the nature and consequences of various stratification systems. **Prereq.:** SOC-202, SOC-314, or consent of instructor.

SOC-351 Senior Seminar in Sociology, 3 cr. Discussion, critical review and integration of the student's work with current research. **Prereq.:** senior standing, SOC-202, SOC-335, and SOC-337 or consent of instructor.

SOC-354 Industrial Sociology, 3 cr. A study of the relationship between different levels of industrial organizations and at different levels of the same organization. A review of studies of management and unions, and the cooperation and conflict between them. **Prereq.:** SOC-202.

SOC-355 Advanced Sociological Theory, 3 cr. An analysis and evaluation of the major theories in sociology that are significant today. Among the theories that will be considered are functionalism, game theory, exchange theory, modern symbolic interactionism and the "the new sociology." **Prereq.:** SOC-202 and SOC-335.

SOC-356 Advanced Field Methods in Sociology, 3 cr. A presentation of the various sociological methods used in field studies. An emphasis is placed upon participant-observation, the life history, the case method and focused interviews. Students will acquire familiarity with various techniques through supervised field research. Prior completion of a course in statistics will be of advantage to the student. **Prereq.:** SOC-202, and SOC-337.

SOC-357D Pro-Seminar in Sociology: Sociological Research, 3 cr. Students will do original research under the guidance of the instructor.

SOC-357P Pro-Seminar in Sociology: Social Statistics, 3 cr. Basic statistical concepts and their function in sociological analysis will be examined. The course will focus mainly upon descriptive statistics (measures of central tendency, measures of dispersion, etc.) although some inferential measures will be discussed. The place of statistical analysis in the research process will be emphasized.

SOC-357Q Pro-seminar in Sociology: Topics in Medical Sociology, 3 cr. Topical seminar in issues of ethics, values, norms, and social stratification as related to health care delivery systems.

SOC-357S Pro-seminar in Sociology: Business and Society, 3 cr. This course will investigate business and industry from a sociological perspective. There have been few, if any, times in our history when the interrelationships between business and society have been more complex, more dynamic, and more significant to the future of both business and society. For the first time in our history, questions are being raised about the fundamental functions society expects its business institutions to perform. At no time in our history has there been more widespread criticism of business. Today, there are few topics more exciting and important to both business and society than the interrelations which exist between the two.

SOC-373 Community Field Studies I, 3 cr. Chicago metropolitan field investigation of community conditions, local institutions and action programs, field investigations may be broad — action programs for housing integration — or specific, such as intensive study of a particular school-community. Findings viewed in the perspective of national and local community action programs. **Prereq.:** SOC-202 and SOC-337.

SOC-374 Community Field Studies II, 3 cr. In-depth field investigations utilizing participant-observer techniques in community agencies. **Prereq.:** SOC-202 and SOC-337.

SOC-375 Government Intelligence Agencies, 3 cr. A study of the various government agencies which collect intelligence within the U.S. and in foreign countries. The kinds of intelligence gathered and the political uses to which it is put will be among the major emphasis of the course. The work of the CIA and the FBI will be critically examined. **Prereq.:** SOC-202 or consent of instructor.

SOC-376 Sociology of Working Women, 3 cr. An examination of the paid and unpaid work which typically falls to women in American society, the social characteristics of that work and the ways in which women are both led to choose and prevented from leaving that work. Covers current and past changes in the nature of "women's work." Investigates sex discrimination in various sectors of the labor force and current efforts to combat it. **Prereq.:** SOC-202, SOC-306, or consent of instructor.

SOC-401 Independent Study in Sociology, 1 cr. Under the direction of an instructor, a student will prepare a resource bibliography, read relevant sources, and discuss the materials. A research paper is required. **Prereq.:** graduate standing.

SOC-402 Independent Study in Sociology, 2 cr. (See SOC-401 for description.)

SOC-403 Independent Study in Sociology, 3 cr. (See SOC-401 for description.)

SOC-404 Seminar in Sociology, 3 cr. Analysis of major problems in sociology with emphasis on the metropolitan area and the resources and techniques for research, investigation, and problem-solving. Classroom course in which the student will also be responsible for the preparation and discussion of an extensive paper or lengthy report. **Prereq.:** admission to Master of Arts Social Science Program.

SOCIAL SCIENCE

Northeastern Illinois University offers undergraduate and graduate interdisciplinary degree programs in social science. These programs provide opportunities for interdisciplinary studies in the social sciences across departmental lines, utilizing the total resources of the university in social science and related disciplines. Undergraduate programs leading to the Bachelor of Arts degree in Social Science include the Social Science Program of the College of Arts and Sciences and, in association with the College of Education, the Elementary and Secondary Education programs in Social Science. The Graduate College has an interdisciplinary Social Science Program leading to the Master of Arts degree in Social Science.

The faculty of the interdisciplinary social science programs are assigned from the social science departments and related programs of the university. Undergraduate and graduate social science programs are administered by program coordinators assisted by faculty advisory committees representing the various social science disciplines including anthropology, economics, geography, history, political science, psychology, and sociology. These are:

Arts and Sciences program:
Edward Uliassi, Ph.D., Professor of Sociology
Elementary and Secondary Education programs:
Barbara Cropper, M.A., Associate Professor of Anthropology
Graduate program:
Gregory Singleton, Ph.D., Associate Professor of History

UNDERGRADUATE PROGRAMS

Liberal Arts Major in Social Science

The Social Science Program of the College of Arts and Sciences includes various concentrations leading to the Bachelor of Arts degree in Social Science. It also provides a minor in social science.

The major in social science provides an opportunity for interdisciplinary studies in the social sciences that cannot be conducted within the framework of existing departmental or other degree programs of the university.

Using the resources of the various social science departments and related programs of the university, the program allows the flexible design of career-related or graduate-preparatory concentrations within various fields of study that cross traditional departmental lines.

Social science concentrations are contract-based. Major contracts are designed individually by each student and the program coordinator in consultation with faculty specialists in the interdisciplinary field and within the framework of approved program requirements. Program curriculum and degree requirements are reviewed by a faculty advisory committee representing the various social science disciplines within the College of Arts and Sciences. Individually designed contracts provide access to existing university resources as necessary to achieve career-related or graduate-preparatory competencies. Such interdisciplinary contracts allow students to enroll in the appropriate courses of the various social science departments and related programs of the university, including those in anthropology, economics, geography and environmental studies, history, political science, psychology, sociology, linguistics, information science, mathematics, etc. Apart from the basic social science sequence, specific courses required for the Bachelor of Arts degree vary from student to student, depending on contract requirements.

The basic social science sequence of nine credit hours required of all majors is:

SSCI-101 Introduction to the Social Sciences . . . . . 3 cr.
SSCI-201 Introduction to Interdisciplinary Studies in the Social Sciences . . . . . 3 cr.
One of the following courses . . . . . 3 cr.
- SSCI-111 Social Science Information Resources and Research Skills: Basic Variant . . . . . 3 cr.
- SSCI-301 Foundations of Scientific Inquiry in the Social Sciences . . . . . 3 cr.
- SSCI-311 Social Science Information Resources and Research Skills; Advanced Variant . . . . . 3 cr.
- SSCI-321 Seminar in Social Science (Title Varies) 3 cr.
- SSCI-322 Independent Study in Social Science . 3 cr.

The additional 21 to 33 credit hours may be selected from the following departments or programs providing training in related disciplines; anthropology, economics, geography and environmental studies, history, political science, psychology, sociology, information science, linguistics, mathematics, or other academic units of the College of Arts and Sciences.

Specific credit requirements vary depending on contract requirements in particular fields of interdisciplinary concentration.

Interdisciplinary fields of concentration are illustrated by but not restricted to, the following;

- Population and Demographic Studies
- Mathematical Social Science
- Affirmative Action Career Specialization
- Social Systems Analysis
- Women's Studies/Social Science Bachelor of Arts Sequences (in collaboration with the Women's Studies Program).

Additional career-related or graduate-preparatory concentrations include:

- Social Research Methodology
- Educational Demography
- Social Information Systems
- Ethnic Studies
- Minority Studies
- Area Studies (e.g., Chicago Studies, regional studies outside the framework of existing programs, etc.)

Interdisciplinary concentrations are approved only when they are not encompassed by existing departmental or other degree programs.

Students may be admitted as social science majors before identifying their fields of interdisciplinary interest. Students normally identify their areas of concentration after enrolling in SSCI-101 (Introduction to the Social Sciences) and SSCI-201 (Introduction to Interdisciplinary Studies in the Social Sciences), the latter designed specifically as a counseling workshop for program majors.

Students admitted as social science majors must take SSCI-101 (Introduction to the Social Sciences) and SSCI-201 (Introduction to Interdisciplinary Studies in the Social Sciences) during the first term these courses are scheduled following their admission into the program.

The schematic summary of the Social Science Program requirements for a major in social science (apart from education sequences) is as follows:

Required Courses:

SSCI-101 Introduction to the Social Sciences . . . . . 3 cr.
SSCI-201 Introduction to Interdisciplinary Studies in the Social Sciences . . . . . 3 cr.
One of the following courses: . . . . . 3 cr.
- SSCI-111 Social Science Information Resources and Research Skills: Basic Variant . . . . . 3 cr.
- SSCI-301 Foundations of Scientific Inquiry in the Social Sciences . . . . . 3 cr.
- SSCI-311 Social Science Information Resources and Research Skills: Advanced Variant . . . . 3 cr.
- SSCI-321 Seminar in Social Science (Title Varies) 3 cr.
- SSCI-322 Independent Study in Social Science . 3 cr.

Total 9 cr.

Contract-specified requirements from the courses offered by the various social science departments and related programs of the College of Arts and Sciences, including anthropology, economics, geography and environmental studies, history, political science, psychology, sociology, information science, linguistics, mathematics, etc. . . . . 21-33 cr.

Total 30-42 cr.

Minor in Social Science

The minor in social science is designed to complement other undergraduate majors.

Eighteen credit hours are required for a minor in social science, as follows:

Required Courses:

SSCI-101 Introduction to the Social Sciences . . . . . 3 cr.
Five additional courses selected from at least three social science departments (courses selected from those offered in anthropology, economics, geography and environmental studies, history, political science, psychology, and sociology) . . 15 cr.

Total 18 cr.

Secondary Education Major in Social Science

The secondary teaching major in social science is planned to provide a broad view of several of the social sciences taught on the secondary level while allowing the student to concentrate on one of these desciplines.

The secondary teaching major in social science consists of 45 credit hours in the combined disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. Each student will take 18 credit hours in each of two of the seven disciplines, and nine credit hours in a third discipline. In this way, the student will satisfy the state of Illinois certification requirements to teach on the secondary level in three subject areas. The program is administered by the Department of Secondary Education Social Studies Interdisciplinary Committee. It is important for students entering this program to contact the elementary and secondary education program advisor as early as possible. (NOTE: Courses used to satisfy the nine credit hour behavioral and social science requirements of the university basic program may not be used to meet the major requirements of this program.)

Since the student will elect the disciplines in which he will take 18 or nine credit hours, each of the seven disciplines listed below contains an 18-hour sequence, and a nine hour sequence which will be taken by all students in this major. See page 154 for the secondary education sequence.

Social Science Secondary Major

45 credit hours in social science from among:
anthropology, economics, geography, history, political science, psychology, and sociology.

Eighteen credit hours in each of two fields . . . . . 36 cr.
Nine credit hours in one field . . . . . 9 cr.

Total 45 cr.

Offerings in each field are as follows:

Anthropology
ANTH-212 Cultural Anthropology . . . . . 3 cr.
One course in physical anthropology . . . . . 3 cr.
One course in archaeology . . . . . 3 cr.
One course in ethnology . . . . . 3 cr.
Two courses at the 300-level in anthropology . . . . . 6 cr.

Total 18 cr.

Anthropology
ANTH-212 Cultural Anthropology . . . . . 3 cr.
One course in physical anthropology . . . . . 3 cr.
One course in archaeology . . . . . 3 cr.

Total 9 cr.

Economics
ECON-215 Principles of Macroeconomics . . . . . 3 cr.
ECON-217 Principles of Microeconomics . . . . . 3 cr.
ECON-311 Consumer Economics . . . . . 3 cr.
Three courses in economics at the 300-level excluding business courses . . . . . 9 cr.

Total 18 cr.

Economics
ECON-215 Principles of Macroeconomics . . . . . 3 cr.
ECON-217 Principles of Microeconomics . . . . . 3 cr.
ECON-311 Consumer Economics . . . . . 3 cr.

Total 9 cr.

Geography
One introductory course: . . . . . 3 cr.
- G&ES-105 Geography of Contemporary Issues . . . . . 3 cr.
- G&ES-111 Comparative World Cultures . . . . . 3 cr.

Two courses in human geography: . . . . . 6 cr.
- G&ES-212 Economic Geography . . . . . 3 cr.
- G&ES-213 Cultural Geography . . . . . 3 cr.
- G&ES-317 Urban Geography . . . . . 3 cr.

Any course in regional geography; particularly:
G&ES-302 Regional Geography: Anglo-America (recommended) . . . . . 3 cr.
Two geography electives: . . . . . 6 cr.
- G&ES-305 Concepts and Processes in Geographic Education . . . . . 3 cr.
- G&ES-307 Environmental Education Seminar . . . 3 cr.
- G&ES-318 Conservation of Natural Resources . . 3 cr.
- G&ES-376 Cartography I . . . . . 3 cr.

Total 18 cr.

Geography
One introductory course: . . . . . 3 cr.
- G&ES-105 Geography of Contemporary Issues . . 3 cr.
- G&ES-111 Comparative World Cultures . . . . . 3 cr.

One course in human geography: . . . . . 3 cr.
- G&ES-212 Economic Geography . . . . . 3 cr.
- G&ES-213 Cultural Geography . . . . . 3 cr.
- G&ES-317 Urban Geography . . . . . 3 cr.

One elective course in geography: . . . . . 3 cr.

Any regional course (recommended for students preparing to teach in Chicago public schools).
- G&ES-305 Concepts and Processes in Geographic Education . . . . . 3 cr.
- G&ES-307 Environmental Education Seminar . . . 3 cr.
- G&ES-318 Conservation of Natural Resources . . 3 cr.

Total 9 cr.

History
United States history . . . . . 9 cr.
World history, including: . . . . . 9 cr.
Three credit hours in European history
Three credit hours in non-European history

Total 18 cr.

History
United States history . . . . . 3 cr.
European history . . . . . 3 cr.
Asian, Latin American, or African history . . . . . 3 cr.

Total 9 cr.

Political Science
PSCI-AMER-216 American National Government **or** PSCI-COMP-211 Comparative Political Systems . . . . . 3 cr.
Courses in American national government or urban politics at the 300-level . . . . . 6-9 cr.
Courses in comparative politics, international relations, Asian studies, political theory at the 300-level—no more than one course from any one area . . . . . 6-9 cr.

Total 18 cr.

Political Science
PSCI-AMER-216 American National Government **or** PSCI-COMP-211 Comparative Political Systems . . . . . 3 cr.
One course in American national government or urban politics . . . . . 3 cr.
One course in comparative politics, international relations, Asian studies, political theory at the 300-level . . . . . 3 cr.

Total 9 cr.

Psychology
PSYC-201 General Psychology . . . . . 4 cr.
PSYC-204 Simple Statistics for Research . . . . . 3 cr.
PSYC-335 History of Psychology . . . . . 3 cr.

Electives . . . . . 8-9 cr.
- PSYC-203 Psychology and Social Issues . . . . . 3 cr.
- PSYC-215 Introduction to Humanistic Psychology . . . . . 3 cr.
- PSYC-309 Introduction to Culture and Personality . . . . . 3 cr.
- PSYC-311 Psychology of Personality . . . . . 3 cr.
- PSYC-313 Social Psychology . . . . . 3 cr.
- PSYC-320 Psychosexual Development . . . . . 3 cr.

PSYC-339 Seminar in the Teaching of Introductory Psychology . . . . . 3 cr.
PSYC-350 Theories and Methods of Group Interaction . . . . . 3 cr.
PSYC-358 Independent Study in Psychology . . . 2 cr.

Total 18 cr.

Psychology

PSYC-201 General Psychology . . . . . 4 cr.
PSYC-204 Simple Statistics for Research **or**
PSYC-335 History of Psychology . . . . . 3 cr.

One course, selected from the following . . . . . 2-3 cr.
PSYC-203 Psychology and Social Issues . . . . . 3 cr.
or
PSYC-309 Introduction to Culture and Personality . . . . . 3 cr.
PSYC-313 Social Psychology . . . . . 3 cr.
or
PSYC-358 Independent Study in Psychology . . . 2 cr.

Total 9 cr.

Sociology

SOC-202 Introductory Sociology . . . . . 3 cr.
SOC-332 Education as a Social Institution . . . . . 3 cr.
SOC-346 Social Stratification . . . . . 3 cr.
Electives . . . . . 9 cr.

Total 18 cr.

Sociology

SOC-202 Introductory Sociology . . . . . 3 cr.
SOC-346 Social Stratification . . . . . 3 cr.
Electives . . . . . 3 cr.

Total 9 cr.

Elementary Education with a concentration in Social Science

This program is intended for students interested in preparing for a teaching career in elementary schools and specializing in social sciences.

It is important for students planning a social science area of concentration in elementary education to see the social science advisor for this program as early as possible. Since this program permits some flexibility, advisement as to the relative relevance of the various courses offered in the six applicable disciplines is imperative.

Required Courses: (NOTE: Courses used to satisfy the nine credit hour behavioral and social science requirements of the university basic program may not be used to meet the major requirement of this program.)

SSCI-325 Interdisciplinary Seminar for Elementary Social Science Teachers . . . . . 3 cr.
Nine credit hours from among the following six areas: . . . . . 9 cr.
anthropology, economics, geography, history, political science, sociology
Electives: (to be recommended by SSCI advisor) . . 18 cr.
Six courses, with selection from at least two departments and with a minimum of nine credit hours at the 300-level.

Total 30 cr.

NOTE: The appropriate elementary education sequences (see page 135) must be completed in addition to the requirements listed above.

GRADUATE PROGRAM

Master of Arts in Social Science

Faculty regularly assigned to the various social science areas (anthropology, economics, geography, history, human services, political science, psychology, and sociology) teach courses for this program and advise students.

Each student's graduate work focuses on one interdisciplinary or cross-disciplinary area of interest within the social sciences. Students are sensitized to the foundation of scientific inquiry in the social sciences and the conventions for reporting the results of such inquiry. They will acquire professional competence and credentials which have been used primarily in employment in a wide variety of social service occupations, teaching at levels from pre-school to junior college, and business.

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

Required Courses:

SSCI-414 Scope and Methods of Social Science . . . 3 cr.
(to be taken at the beginning of the program) and
either
SSCI-427 Research Seminar in Social Science . . . . 3 cr.
or
SSCI-431 Thesis Seminar: Social Science . . . . . 6 cr.
(to be taken at the end of the program)

6-9 cr.

Courses in one social science department focusing on one interdisciplinary area of interest . . . . . 15-21 cr.
Courses in one or more other social science department(s) focusing on the same interdisciplinary area of interest . . . . . 6-12 cr.
Cognate courses (non-social science courses focusing on the same interdisciplinary area of interest) . . . . . 0-6 cr.

Total 36 cr.

A final oral comprehensive examination is required.

Interdisciplinary areas of interest include, but are not limited to: Asian studies, community studies, human behavior, human development, Latin American studies, research in social science, urban politics, urban studies, and working class studies. Students are required to develop their individual and systematically organized programs carefully with the coordinator of the program and their specialist faculty advisors. Each student's program of coursework is formalized in a Contract of Study.

COURSE OFFERINGS (SSCI)

SSCI-101 Introduction to the Social Sciences, 3 cr. An introduction to the social sciences considered as scientific disciplines both related to and distinct from those of the natural sciences and the humanities. Introductory emphasis on the nature, philosophy, and methodology of the social sciences, and especially on the distinctions between scientific and ordinary knowledge in the construction of social reality. An elective open to all students and the foundation course in the interdisciplinary Social Science Program of the College of Arts and Sciences.

SSCI-111 Social Science Information Resources and Research Skills: Basic Variant, 3 cr. A basic course designed to introduce students to the nature and use of library-based social science information resources. Working under the direction of a library faculty specialist in social science information systems, each student gets (1) an introduction to available social science information resources, and (2) experience in accessing and using these resources. The course provides an introduction to information resources and investigative or research skills needed to answer questions typically presented in undergraduate studies in social science. Basic principles governing the planning and implementation of search strategies to access and use available information resources (research methodology) will be emphasized. Designed for undergraduates who are beginning their coursework in social science and have little or no previous knowledge of social science information resources or library research methods.

SSCI-201 Introduction to Interdisciplinary Studies in the Social Sciences, 3 cr. An individualized introduction to interdisciplinary studies in the social sciences for liberal arts majors in social science. Students are introduced to social science information resources and research methods, directed to National Academy of Sciences and other surveys of the social sciences, and to works describing interdisciplinary relationships in these sciences. Each student and the program advisor will identify a field of interdisciplinary interest. Working with faculty specialists serving as resource persons, the student and program advisor jointly design a program of undergraduate studies in this field. A final project on the interdisciplinary field is required. Prior enrollment in SSCI-111 (Social Science Information Resources and Research Skills: Basic Variant) is recommended. **Prereq.:** SSCI-101, admission into Social Science Program of the College of Arts and Sciences, and signed consent of program coordinator.

SSCI-301 Foundations of Scientific Inquiry in the Social Sciences, 3 cr. An examination of the foundations of scientific inquiry and their importance for the social sciences; designed for undergraduate and graduate students who already have had an undergraduate introduction to the social sciences. Selected controversies surrounding the nature, epistemology, and methodology of the sciences will be considered as they relate to the foundations of scientific knowledge in the social sciences. **Prereq.:** junior standing, senior standing, or graduate standing and signed consent of instructor.

SSCI-311 Social Science Information Resources and Research Skills: Advanced Variant, 3 cr. This course is designed to achieve three objectives: (1) to develop knowledge of social science information systems, resources, and research methodology; (2) to develop skills in accessing and using available information resources through actual practice; and (3) to complete original library research on an interdisciplinary topic in social science. This research will be completed by each student with the assistance of a library faculty specialist in social science information systems and research methodology; and on the basis of a research proposal prepared in consultation with a subject field specialist from the faculty of the College of Arts and Sciences. Concurrent enrollment in SSCI-321 (Seminar in Social Science: Title Varies), SSCI-322 (Independent Study in Social Science), or a regularly scheduled course in the interdisciplinary topic field is normally required. **Prereq.:** junior standing, senior standing, or graduate standing and signed consent of the instructor and program coordinator. Concurrent enrollment in SSCI-321, SSCI-322, or a regularly scheduled course in the interdisciplinary topic field may be required.

SSCI-321 Seminar in Social Science: Title Varies, 3 cr. Class and individualized studies in various interdisciplinary fields encompassed by the social science program. Each "title varies" variant is under the direction of a College of Arts and Sciences faculty specialist or advisor who serves as a resource person for social science majors in this field. Concurrent enrollment in SSCI-311 (Social Science Information Resources and Research Skills: Advanced Variant) is normally required. A research report is required. **Prereq.:** signed consent of instructor and program coordinator. Concurrent enrollment in SSCI-311 may be required.

SSCI-322 Independent Study in Social Science, 3 cr. Independent individual study of selected interdisciplinary topics in social science through arrangements made by a student, an appropriate faculty specialist, and the student's program advisor. Restricted to advanced undergraduate or graduate majors in social science and in related interdisciplinary fields. Concurrent enrollment in SSCI-311 (Social Science Information Resources and Research Skills: Advanced Variant) is normally required. Registration for this course, which does not appear in published class schedules, requires completion of the Request for Independent Study form. **Prereq.:** signed consent of instructor and program coordinator. Concurrent enrollment in SSCI-311 may be required.

SSCI-325 Interdisciplinary Seminar for Elementary Social Science Teachers, 3 cr. Students will investigate the interdisciplinary nature of selected problems under the guidance of a faculty member from the participating social science departments. Laboratory phase of the course will focus on development of interdisciplinary instructional materials to reflect substance and procedures from each of the social sciences. **Prereq.:** completion of 24 credit hours in social sciences.

SSCI-414 Scope and Methods of the Social Sciences, 3 cr. Distinctive research emphasis and methodological approaches of the various social sciences and related behavioral sciences; selected aspects of the philosophy of science and their implications for research. **Prereq.:** graduate standing and 18 credit hours in social science.

SSCI-415 Advanced Interdisciplinary Studies in the Social Science, 3 cr. A directed introduction to information-gathering methods and resources in the social sciences, including emphasis on the techniques for the preparation of scholarly research papers and theses. A sequence-oriented course to be taken immediately following SSCI-414. Individualized instruction. **Prereq.:** graduate standing, admission to the Master of Arts Social Science Program, and SSCI-414 or signed approval of the program coordinator.

SSCI-424 Seminar in American Studies, 3 cr. An interdisciplinary course, designed to integrate knowledge of America from the social science point of view, especially from the perspectives of history and political culture. **Prereq.:** graduate standing and 12 graduate credit hours in American history or literature.

SSCI-425 Seminar for Social Studies Teachers, 3 cr. A seminar designed to familiarize present or prospective social studies teachers with the behavioral-anthropological approach to the social studies. Learning materials (films, film strips, tapes, etc.) specifically prepared for this purpose will be used by participants to use or acquire for a current

or prospective teaching situation. **Prereq.:** graduate standing and 18 credit hours in social science.

SSCI-427 Research Seminar in General Social Science, 3 cr. Culminating course in the program, Master of Arts in Social Science. Students prepare two research papers dealing with interdisciplinary problems in the social sciences. Individualized instruction. **Prereq.:** graduate standing and completion of all other requirements for the Master of Arts in Social Science and/or consent of program coordinator.

SSCI-428 Seminar in Social Science, 3 cr. Seminar on a selected interdisciplinary topic of concern to contemporary social science. Weekly class sessions feature lecture and discussion. Extensive reading and preparation of an analytical seminar paper is required. May be repeated for credit in sections with different subtitles. **Prereq.:** graduate standing and 30 credit hours in social science, half of which is 400-level work.

SSCI-431 Thesis Seminar: Social Science, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts in Social Science. Individualized instruction. **Prereq.:** graduate standing and acceptance to master's degree candidacy in social science.

SSCI-433 Thesis Seminar: American Studies, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in the Teaching of American Studies. **Prereq.:** acceptance to master's degree candidacy in American studies.

SPEECH AND PERFORMING ARTS

James W. Barushok, Ph.D., Professor, Chairperson
Bernard J. Brommel, Ph.D., Professor
Richard Hesler, M.A., Associate Professor
David G. Jordan, Ph.D., Associate Professor
Libby A. Mages, M.A., Assistant Professor
Durward A. Redd, M.A., Associate Professor
William R. Stewart, M.A., Assistant Professor
David F. Unumb, M.A., Associate Professor
Robert J. Walker, Ph.D., Professor

The Department of Speech and Performing Arts offers courses leading to the degrees of Bachelor of Arts and Master of Arts.

Programs are designed to develop students who are discriminating in their judgment of speech arts, proficient in using them, and capable of applying speech skills to present and future problem-solving. Students preparing for teaching careers will achieve classroom effectiveness, acquire a broad orientation in the several speech arts and related disciplines, and develop specialized skills in one of the speech arts.

UNDERGRADUATE PROGRAMS

Available for undergraduates are both liberal arts and secondary school teacher preparation programs. The department recommends broad preparation in related areas for each of the programs and specifically recommends that students preparing for secondary school teaching complete a second major in English for state certification and discuss Chicago certification in English with their advisor. All transfer students are required to complete at least 15 credit hours from Northeastern's speech department.

Liberal Arts Major in Speech

Required Courses:

SPCH-COMM-101 Foundations of Communication . 3 cr.
SPCH-COMM-202 Voice and Diction . . . . . 3 cr.
Two credit hours elected from the one-hour laboratories . . . . . 2 cr.
- SPCH-COMM-205 Debate Laboratory . . . . . 1 cr.
- SPCH-COMM-206 Individual Events Laboratory . 1 cr.
- SPCH-MASS-208 Media Laboratory . . . . . 1 cr.
- SPCH-PERF-207 Interpreters Laboratory . . . . . 1 cr.
- SPCH-PERF-209 Theatre Laboratory . . . . . 1 cr.

Two selected from the following . . . . . 6 cr.
- SPCH-COMM-201 Introduction to Semantics . . 3 cr.
- SPCH-COMM-215 Group Discussion . . . . . 3 cr.
- SPCH-MASS-260 Introduction to Radio, Television, and Film . . . . . 3 cr.
- SPCH-PATH-270 Introduction to the Field of Communicative Disorders . . . . . 3 cr.
- SPCH-PERF-130 Introduction to Theatre . . . . . 3 cr.
- SPCH-PERF-255 Oral Interpretation of Literature . . . . . 3 cr.

Electives: (12 credit hours at the 300-level) . . . . . 18 cr.

Total 32 cr.

Secondary Education Major in Speech

Required Courses:

SPCH-COMM-101 Foundations of Communication . 3 cr.
SPCH-COMM-202 Voice and Diction . . . . . 3 cr.
SPCH-COMM-215 Group Discussion . . . . . 3 cr.
SPCH-PERF-130 Introduction to Theatre . . . . . 3 cr.
SPCH-PERF-255 Oral Interpretation of Literature . . . 3 cr.
Two credit hours elected from the one-hour laboratories: . . . . . 2 cr.
- SPCH-COMM-205 Debate Laboratory . . . . . 1 cr.
- SPCH-COMM-206 Individual Events Laboratory . 1 cr.
- SPCH-PERF-207 Interpreters Laboratory . . . . . 1 cr.
- SPCH-PERF-209 Theatre Laboratory . . . . . 1 cr.

Completion of either the performing arts concentration or the public address concentration . . . . . 15 cr.

Performing Arts:
- SPCH-PERF-240 Stagecraft . . . . . 3 cr.
- SPCH-PERF-245 Acting I . . . . . 3 cr.
- SPCH-PERF-331 History of Theatre to 1600 **or**
- SPCH-PERF-332 History of Theatre: 1600-1900 . . 3 cr.
- SPCH-PERF-345 Directing . . . . . 3 cr.
- One additional performing arts elective . . . . . 3 cr.

Public Address:
- SPCH-COMM-210 Public Speaking . . . . . 3 cr.
- SPCH-COMM-211 Argumentation and Debate . . 3 cr.
- SPCH-COMM-310 Persuasion . . . . . 3 cr.
- SPCH-ED-391 Directing Forensics . . . . . 3 cr.
- One additional speech elective . . . . . 3 cr.

Total 32 cr.

NOTE: See page 154 for the secondary education sequence.

Minor in Speech

SPCH-COMM-101 Foundations of Communication . 3 cr.
SPCH-COMM-202 Voice and Diction . . . . . 3 cr.
Two courses selected from the following . . . . . 6 cr.
- SPCH-COMM-201 Introduction to Semantics . . 3 cr.
- SPCH-COMM-215 Group Discussion . . . . . 3 cr.
- SPCH-MASS-260 Introduction to Radio, Television and Film . . . . . 3 cr.
- SPCH-PATH-270 Introduction to the Field of Communicative Disorders . . . . . 3 cr.
- SPCH-PERF-130 Introduction to Theatre . . . . . 3 cr.
- SPCH-PERF-255 Oral Interpretation of Literature . . . . . 3 cr.

Electives in speech or performing arts . . . . . 6 cr.

Total 18 cr.

GRADUATE PROGRAM

Master of 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, for students interested in positions other than teaching, or as a preparation for further graduate study.

Requirements for Admission to the Program

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

Specific: Students must present 15 credit hours in speech and the performing arts that may serve as prerequisites for advanced courses.

Requirements for the Degree

An organized program of coursework totaling 30 credit hours will be selected in consultation with a faculty advisor. Coursework in cognate areas supplementary to research in speech and performing arts may be accepted in the plan of work up to a limit of six credit hours.

Required courses:

SPCH-COMM-401 Introduction to Graduate Study in Speech . . . . . 3 cr.
Electives selected from 400-level courses in the speech and performing arts department . . . . . 15 cr.
Electives selected from courses in the speech and performing arts department at either the 400 or 300-level . . . . . 12 cr.

Total 30 cr.

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.

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 SPCH-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 credit hours 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 coursework 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.

COURSE OFFERINGS (SPCH)

SPCH-499 Thesis Seminar: Speech, 6 cr. Guidance of student's conducting research and writing a thesis to fulfill requirements for the master's degree in the field of Speech and the Performing Arts. **Prereq.:** acceptance to master's degree candidacy in speech and approval of graduate advisor.

(SPCH-COMM)

SPCH-COMM-101 Foundations of Communication, 3 cr. The development of skills common to all forms of oral communication with emphasis on public speaking. Students will study organization, delivery, sources of materials, and language usage. Some attention to interviewing and interpersonal communication skills.

SPCH-COMM-201 Introduction to Semantics, 3 cr. The study of words and symbols and the way people respond to them. A pragmatic examination of the way in which language, thought, and behavior interrelate.

SPCH-COMM-202 Voice and Diction, 3 cr. Emphasis on improving voice quality, volume, projection, rate, articulation, and pronunciation.

SPCH-COMM-203 Articulation and Pronunciation, 3 cr. An advanced diction course dealing with the precise production of oral American English in everyday and formal speech with emphasis on a high accuracy in general enunciation. **Prereq.:** SPCH-COMM-202 or consent of instructor.

SPCH-COMM-205 Debate Laboratory, 1 cr. Investigation and analysis of the current intercollegiate debate proposition. Instruction in basic techniques of public policy analysis.

SPCH-COMM-206 Individual Events Laboratory, 1 cr. Open to all students who wish to participate in intercollegiate forensic events including public speaking, interpretation, and model United Nations experiences.

SPCH-COMM-210 Public Speaking, 3 cr. A second-semester follow-up to SPCH-COMM-101 with additional experiences in various types of public speaking. Students will videotape selected talks. Instruction also in speech criticism. **Prereq.:** SPCH-COMM-101.

SPCH-COMM-211 Argument Theory and Practice, 3 cr. A study of the structure of argument, fallacies of reasoning, and evidence. Practice in argumentation in interpersonal, small group, and public settings. **Prereq.:** SPCH-COMM-101 or SPCH-COMM-215.

SPCH-COMM-212 Parliamentary Procedure, 1 cr. The theory and practice of methods by which groups transact business, conduct meetings, dispose of motions, and draw up constitutions and by-laws.

SPCH-COMM-213 Interpersonal Communication, 3 cr. A study of how humans interact through the use of verbal and non-verbal symbols. Through participation and involvement, the student explores communication as a process and examines messages, meanings, feedback, non-verbal elements, attention, listening, barriers and breakdowns as they affect his communication.

SPCH-COMM-214 Business and Professional Communication, 3 cr. The development of oral communication skills necessary for students entering organizations and businesses. Small group problem-solving and information-sharing discussion techniques; listening; superior-subordinate communication; interview skills; informative briefing skills; persuasive proposal skills.

SPCH-COMM-215 Group Discussion, 3 cr. An in-depth study of discussion as a tool of group problem-solving. Extensive participation in small-group experience.

SPCH-COMM-301 Experiences in Non-Verbal Communication, 3 cr. Experiencing, analyzing, and evaluating nonverbal messages in experimental communication situations. **Prereq.:** consent of instructor.

SPCH-COMM-306 Studies in Speech, 3 cr. Group study of a selected topic in the field of speech under the guidance of a staff member who specializes in the topic. **Prereq.:** consent of instructor.

SPCH-COMM-308 Independent Study in Speech, 3 cr. Individual investigation into a topic of the student's choice under the guidance of a staff member who specializes in the topic. **Prereq.:** consent of instructor.

SPCH-COMM-310 Persuasion, 3 cr. Theories and practices of modern persuasion; practice in making and judging persuasive messages. Analysis and evaluation of persuasive messages in society from the used car lot to the grocery store. **Prereq.:** SPCH-COMM-101 or equivalent.

SPCH-COMM-314 Communication Behavior in Organizations, 3 cr. Evaluation of organizational communication climate and information flow-network analysis. Implementation of field research methodology to assess the "communication health" of an organization.

SPCH-COMM-315 Group Leadership, 3 cr. Theory and practice of the social-emotional and task-related aspects of small group leadership. Reading of standard works from the field of group dynamics. **Prereq.:** SPCH-COMM-215.

SPCH-COMM-320 Classical Rhetoric, 3 cr. Rhetorical theories from Greece and Rome emphasizing Plato, Aristotle, Cicero, and Quintilian. **Prereq.:** junior standing or consent of instructor.

SPCH-COMM-322 Modern Rhetoric, 3 cr. Rhetorical theories from the Middle Ages to modern times, emphasizing the study of works by outstanding rhetoricians. **Prereq.:** junior standing or consent of instructor.

SPCH-COMM-323 Controversy and Reaction in the British Tradition, 3 cr. A study of major intellectual and moral trends in British public and parliamentary debate from mid-nineteenth century to the present day. Concentration on imperialism, parliamentary reform, economic and social change, and religious and political liberty.

SPCH-COMM-324 Rebels and Reformers in American Thought, 3 cr. A study of the speakers who through public communication had an impact on the course of American history from the colonial period to the present.
Students will examine speakers such as Jonathan Edwards, Patrick Henry, Wendell Phillips, Robert Ingersoll, Angelina Grimke, William Lloyd Harrison, Carry Nation, Eugene V. Debs, Harry Truman, Martin Luther King, and Jimmy Carter.

SPCH-COMM-401 Introduction to Graduate Study in Speech, 3 cr. Problems, methods and resources involved in graduate study and research in all areas of speech. **Prereq.:** graduate standing and 12 credit hours in speech.

SPCH-COMM-404 Communication Theory, 3 cr. An analysis of communication theories and models to determine the nature and role of communication as a behaviorial process in interpersonal relations, in groups, and in mass media. **Prereq.:** graduate standing, six upper division credit hours in speech or language arts, or consent of instructor.

SPCH-COMM-418 Seminar-Research Problems in Group Communication, 3 cr. Review of research scholarship in group communication, completion of original research study. **Prereq.:** graduate standing and six graduate credit hours in speech.

SPCH-COMM-428 Seminar-Research Problems in the Psychology of Communication, 3 cr. Review of research scholarship in the psychology of communication to include a study of the nature of attention, emotion, motivation, and psycholinguistics. **Prereq.:** graduate standing and six graduate credit hours in speech.

SPCH-COMM-434 Independent Study in Group Communication, 3 cr. Selected topics in theory and practice of speech communication. **Prereq.:** graduate standing and consent of instructor.

(SPCH-ED)

SPCH-ED-490 Specialized Problems in Speaking and Listening, 3 cr. Selected topics in methods and materials related to speaking and listening; instructional problems, type of programs, trends in instruction, sources, resources and research; individual projects to adapt resources and methodology to a particular school and classroom needs, such as problems of teaching speaking and listening in the inner city. **Prereq.:** graduate standing.

SPCH-ED-492 The Teaching of College Speech, 3 cr. A study of the tasks of the college speech teacher; philosophy, objectives, materials and methods of instruction, speech curriculums and departmental operations; and professional interrelationships in the community. **Prereq.:** graduate standing and six credit hours in speech.

SPCH-ED-498 Seminar-Research Problems in Speech Education, 3 cr. Review of recent scholarship in speech communication at various levels of instruction; emphasis on methodology and the completion of original research study. **Prereq.:** graduate standing and SPCH-401.

(SPCH-MASS)

SPCH-MASS-208 Media Laboratory, 1 cr. Participation in various phases of production and management for either on-campus or off-campus radio, television, or film activities. **Prereq.:** written consent of instructor.

SPCH-MASS-260 Introduction to Radio, Television and Film, 3 cr. Analysis of the media, modes, materials, and techniques used for various program types, with special consideration of their utilization and artistry. Study tours, demonstrations and studio portable television production.

SPCH-MASS-265 Mass Media I, 3 cr. Development and problems of the mass media; the history, regulation, social and economic implications of the public arts which stress American systems related to their cultural content and function.

SPCH-MASS-360 Advanced Television, 3 cr. Conception and execution of a variety of programs; closed and open circuit; technical production emphasized within forms of the documentary, instructional, and dramatic. **Prereq.:** SPCH-MASS-260.

SPCH-MASS-362 Film As An Art Form, 3 cr. The film as an art form of intellectual significance; emphasis upon the analysis of film classics in terms of substance, form, techniques, and media.

SPCH-MASS-363 Documentary Film, 3 cr. An historical survey of the international non-fiction film, including creative films, anthropological films, and television journalistic documentaries.

SPCH-MASS-365 Mass Media II, 3 cr. Advanced study of the socio-psychology impact of mass media upon contemporary society. **Prereq.:** SPCH-MASS-365.

(SPCH-PATH)

SPCH-PATH-270 Introduction to the Field of Communicative Disorders, 3 cr. An introduction to the survey of the field of speech pathology, audiology, and speech science.

SPCH-PATH-371 Speech and Hearing: The Physical Structural Determinants, 3 cr. A study of the anatomical structure-functions of the speech and hearing mechanisms in acts of respiration, phonation, resonance, articulation, auditory perception and language formulation. **Prereq.:** SPCH-PATH-270.

SPCH-PATH-372 Speech and Hearing: Developmental Determinants, 3 cr. An introductory course which traces the speech, hearing, thought and communication functions from development and integration in infancy through decline and disintegration in old age. The implications of development and decline for speech and language pathology. **Prereq.:** SPCH-PATH-270.

SPCH-PATH-373 Speech and Hearing: Social-Psychological Determinants, 3 cr. A consideration of the normal social and psychological structures which underlie the functions of speech, hearing and communication. The influence of social and psychological pathology on speech and language as well as a study of the somatopsychology of individuals with normal and pathological speech and hearing. **Prereq.:** SPCH-PATH-270.

(SPCH-PERF)

SPCH-PERF-130 Introduction to Theatre, 3 cr. A survey of the components of the theatrical experience and the function of the various contributors to the preparation of the theatrical production. Attendance at selected theatrical productions is required.

SPCH-PERF-207 Interpreters' Laboratory, 1 cr. Participation in oral interpretation activities at local, regional, or national levels. **Prereq.:** SPCH-PERF-255 or written consent of instructor.

SPCH-PERF-209 Theatre Laboratory, 1 cr. Open to all students who participate in a departmental stage offering. **Prereq.:** a cumulative grade point average of 3.00 or better (except 1st trimester freshmen).

SPCH-PERF-240 Stagecraft, 3 cr. Principles of theatre arts applied to lighting, scenery, costumes, properties, make-up, and business, with emphasis on production values. Students will assist in theatre production and attend public performances.

SPCH-PERF-245 Acting I, 3 cr. The basic skills of acting including the actor's internal preparation for playing a role and the development of his external technique for projecting the role to his audience.

SPCH-PERF-246 Acting II, 3 cr. Refinement of skills developed in Acting I with emphasis placed on the use of improvisation to develop and project characters from standard plays. **Prereq.:** SPCH-PERF-245 or equivalent.

SPCH-PERF-249 Make-up, 1 cr. Fundamentals of stage and television make-up for straight and character roles. Emphasis on the application of make-up; historical periods and uses of masks will also be considered.

SPCH-PERF-255 Oral Interpretation of Literature, 3 cr. Development of intellectual and emotional responsiveness to prose, poetry, and drama, and the ability to communicate this responsiveness to others.

SPCH-PERF-309 Independent Study in Theatre Arts, 3 cr. Individual investigation into a topic of the student's choice; staff guidance. **Prereq.:** consent of instructor.

SPCH-PERF-331 History of Theatre to 1600, 3 cr. A chronological survey of the development of theatre and drama of the Western World from the early Greek festivals to the Elizabethan Theatre.

SPCH-PERF-332 History of Theatre: 1600-1900, 3 cr. A chronological survey of the development of theatre and drama of the Western World from the Renaissance to the Twentieth Century.

SPCH-PERF-333 Contemporary Theatre, 3 cr. A survey of theatre and drama of the Twentieth Century. **Prereq.:** SPCH-PERF-130.

SPCH-PERF-334 Drama, 3 cr. An in-depth study of the major works of a single dramatist or movement, the relationship of those works to the period in which they were produced, and their place in history of dramatic literature. **Prereq.:** SPCH-PERF-130.

SPCH-PERF-335 History and Theory of the Dance, 3 cr. Major emphasis upon Western dance but accompanied by frequent comparisons with other traditions; extensive use of illustrative films; the role of dance music; training in elementary dance movement notation, with stress upon importance of acquiring a degree of literacy in this field as prerequisite to serious study of any form of dance.

SPCH-PERF-336 American Musical Theatre, 3 cr. A survey of the development of the American musical theatre with consideration of the problems inherent in the production of musicals.

SPCH-PERF-340 Scenic Design, 3 cr. Development of artistic potential in scenic design through the use of sketches and models and practical experience in scene painting. **Prereq.:** SPCH-PERF-240 or consent of instructor.

SPCH-PERF-342 Stage Lighting, 3 cr. Theoretical and practical exposure to lighting for the stage; application of knowledge gained in the classroom, in laboratory periods, and on stage in preparation for major and experimental productions. **Prereq.:** SPCH-PERF-240 or consent of instructor.

SPCH-PERF-343 Costume Design, 3 cr. History of costumes from the Egyptians to the present day; concentration on the design and adaptation of costume for theatrical productions.

SPCH-PERF-347 Playwriting, 3 cr. A study of the art of drama with practice in the writing of plays for dramatic production. An attempt will be made to provide laboratory productions of worthy student works. **Prereq.:** consent of instructor.

SPCH-PERF-352 Interpretation of Poetry, 3 cr. Literary analysis and oral performance of lyric, narrative, dramatic poetry, and other presentational forms. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-353 Interpretation of Prose, 3 cr. Literary analysis and oral performance of both fiction and non-fiction, including novels, short stories, essays, letters, diaries, travel literature, and biographies. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-354 Interpretation of Drama, 3 cr. Literary analysis and performance of plays. Emphasis upon the solo reader performing a variety of roles. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-355 Advanced Oral Interpretation, 3 cr. Literary analysis of poetry and prose; presentation of individual and multiple reading projects. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-357 Oral Interpretation of Shakespeare, 3 cr. Selected comedies, tragedies and histories, tracing the development of the dramatist; emphasis on special performance techniques to illuminate a thorough study of the plays through oral readings. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-359 Ensemble Interpretation, 3 cr. Theory and practice of oral interpretation by groups including choric readings, reader's theatre, and chamber theatre. **Prereq.:** SPCH-PERF-255.

SPCH-PERF-393 Creative Dramatics, 3 cr. The development of leadership in creative dramatics to serve the needs of children from grades one through twelve.

SPCH-PERF-423 Independent Study in Performing Arts, 3 cr. Selected topics in methods and materials for dramatic activities. **Prereq.:** graduate standing and consent of instructor.

SPCH-PERF-430 Dramatic Theory, 3 cr. An analysis of major theories of dramatic writing and dramatic production from Aristotle to Antonin Artaud and their influence upon theatre and drama. **Prereq.:** graduate standing and nine credit hours in performing arts or dramatic literature at the graduate or undergraduate levels.

SPCH-PERF-431 Comparative Performing Arts, 3 cr. The comparison and contrast of the various performing arts areas such as ballet, opera, drama, film and television through the study of specific works as treated in each of the areas. Attendance at performances required. **Prereq.:** graduate standing and nine credit hours in performing arts.

SPCH-PERF-438 Seminar-Research Problems in Performing Arts, 3 cr. Review of recent scholarship in the performing arts; completion of original research study. **Prereq.:** graduate standing and six graduate credit hours in speech.

SPCH-PERF-448 Theatre Management, 3 cr. Managerial policies and practices in educational and community theatres with emphasis upon common problems and their solution. **Prereq.:** graduate standing, nine credit hours in performing arts, or consent of instructor.

SPCH-PERF-458 Seminar-Research in Interpretative Arts, 3 cr. Review of research scholarship in the interpretative arts; completion of original study. **Prereq.:** graduate standing and six graduate credit hours in speech.

COLLEGE OF EDUCATION

Ahmed A. Fareed, Ph.D., Professor, Dean
A. Alyce Claerbaut, M.A., Assistant to the Dean

The College of Education prepares beginning teachers and other school specialists; seeks out and selects students who possess the abilities and characteristics necessary to teach and guide students in those developmental tasks for which American schools take responsibility; provides leadership and assistance in improving educational programs of public and private schools and other educational agencies; and develops, designs, and conducts innovative and experimenting teacher education.

To realize these goals, the College of Education takes an all-university approach to the education of teachers. Its program of teacher education is predicated on a well-rounded general education in the liberal arts then further developed through professional courses, school-community laboratory experiences, and the culminating program in student teaching.

All graduates preparing to teach must meet the course requirements of Chicago and Illinois teacher certification boards.

The college offers courses of study in Early Childhood Education, Counselor Education, Elementary Education, Educational Foundations, Inner City Studies Education, Instructional Media, Physical Education, Reading, Secondary Education, and Special Education.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Illinois Office of Education and the Illinois State Teachers Certification Board recognized Northeastern Illinois University and its College of Education (7-10-69). Programs approved are: Elementary Education (7-10-69); the Secondary Education programs in Art (7-10-69), Biology (7-10-69), Chemistry (7-10-69), Earth Science (7-10-69), English (7-19-69), French (7-10-69), Geography (7-10-69), History (7-10-69), Linguistics (7-10-69), Mathematics (7-10-69), Music (7-10-69), Physical Education (1-30-70), Physics (7-10-69), Social Studies (1-30-70), Spanish (7-10-69), and Speech and the Performing Arts (7-10-69), Special Education T.M.H. (7-10-69), E.M.H. (7-10-69), Socially Maladjusted (7-10-69), Emotionally Disturbed (7-10-69), Culturally Disturbed (7-10-69), and Learning Disabilities (7-10-69); and School Service Personnel in Guidance (7-10-69).

Advisement

The University Counseling Center advises freshmen and sophomore students (those with less than 60 credit hours) who plan to prepare for admission to teacher education and have not delcared a major. The faculty of teacher education programs cooperate with these counselors. Students who have declared a major in the College of Education should seek advisement from the appropriate department.

University students who do not intend to graduate from the College of Education but are interested in taking education courses are invited to do so without any obligation to apply for admission to the college.

ADMISSIONS

Admission to the College of Education involves a formal process apart from and in addition to admission to the university. Application forms are available in the office of the dean, College of Education. Each trimester, applications are reviewed by the Admission, Retention, and Appeals Committee, College of Education. This committee is made up of seven faculty members representing each of the undergraduate departments in the college and two student representatives. The office of the dean also has a representative on the committee.

Minimum requirements for admission to the College of Education include:

a. Satisfactory completion of 45 to 60 credit hours of coursework at the time of application.

b. A 3.25 or higher cumulative grade point average for all courses completed at the time the application is reviewed.

c. Competence in oral and written English as evidenced by a grade of "C" or higher in appropriate courses or successful demonstration of such competence on proficiency examinations offered by the College of Education. The passing standard is exclusive of dialectal and/or foreign influences that do not interfere with classroom communication.

d. Evidence of competence in the student's major discipline in the form of a written recommendation from the department;

e. Evidence of specific behavior indicating that impairment of physical or mental health will be likely to interfere with satisfactory performance as a future teacher may be considered as constituting a basis for denying admission.

Although not a requirement, evidence of work or experience with children over a sustained period of time would be an advantage.

Upon request, all students should be available for personal interviews related to admission to the College of Education.

Students may be requested and should be willing to take examinations or submit to other testing procedures appropriate to the particular teaching program and discipline in which they are enrolled, in order to assess their potentiality for teacher preparation.

Although a student may satisfy admission requirements and be admitted to the College of Education, graduation from the program is not necessarily assured. Unless the professional criteria and achievement standards are maintained, a student may be asked to withdraw or be placed on probation. All graduates in education must have applied and been admitted to the College of Education. In addition, all program requirements from the academic department must be met.

Transfer students may be admitted to teacher education programs in the College of Education only after completion of a minimum of 12 credit hours at Northeastern Illinois University. All other requirements for admission applicable to non-transfer students apply to transfer students.

Academic Standing

Students not doing satisfactory academic work are placed on probation.

Schedules may be reduced to 12 credit hours. When students are not able to improve the quality of their work, in spite of reduced schedule and other assistance, so that they have a reasonable chance of being graduated, withdrawal is requested. Students asked to withdraw may, after a given period of time, apply for readmission.

Reinstatement or Readmission

A student who has withdrawn while in good standing will be automatically reinstated on application to the dean if the period of withdrawal has not exceeded four years.

A student who has withdrawn while on probation or who has been asked to withdraw because of unsatisfactory academic work may be readmitted by action of the Admission, Retention, and Appeals Committee of the College of Education upon evidence of a change in scholastic behavior which indicates greater readiness to resume his studies adequately.

Graduation Requirements

To be eligible for graduation with entitlement for certification through the College of Education, all students must be admitted to the college; maintain the admission criteria; successfully complete the required courses in professional education and all requirements of their academic program; and pass the United States and Illinois Constitution examination. In addition, students in **early childhood** and **elementary education** must complete one course each in (1) art, (2) music (3) health education, (4) physical education "activity," (5) American history or government, (6) mathematics, and (7) English. **Secondary education** students must complete one course each in (1) English, (2) American history or government, (3) health education and (4) physical education "activity."

City of Chicago, State of Illinois Certification

Individuals with degrees who wish to take coursework in order to meet certification requirements for the city of Chicago and/or the state of Illinois are advised to consult the **Teacher Certification Manual for Unclassified Graduate Students.** This manual is available from the office of the dean, College of Education, Room 4-044 (Classroom Building).

Non-Teaching Majors in the College of Education

The College of Education offers various degree programs that do not lead to certification. These innovative programs lend breadth and scope to the definition of education as they lead to career alternatives which place the educator outside the traditional classroom setting. Such programs include Early Childhood (non-teaching), Educational Studies Major, Inner City Studies, and Leisure Studies. In order to graduate, non-teaching majors must complete all the requirements for their academic programs as well as file an application for admission to the College of Education.

Minor Programs in the College of Education

The College of Education offers minor programs that enhance the learning experiences of its students. These include the preschool minor and hospital play minor offered by the Department of Early Childhood Education; the educational studies minor offered by the Department of Educational Foundations; minors in physical education, driver education, and health education offered by the Department of Health, Physical Education, Recreation, and Athletics; the inner city careers minor offered by the Department of Inner City Studies; the minor in instructional media offered through the Program of Instructional Media; and the reading minor offered by the Department of Reading.

DEPARTMENTS/PROGRAMS

COUNSELOR EDUCATION

Mary Bowers, Ph.D., Professor
Edward Brogly, Ph.D., Professor
James Fruehling, Ph.D., Associate Professor, Chairperson
Noah Inbody, Ed.D., Associate Professor
Elizabeth Langley, Ph.D., Professor
Alice Murata, Ph.D., Professor
Eldridge Scales, Ed.D., Professor
Francis X. Vogel, Ph.D., Professor
William Walsh, Ph.D., Professor

The primary objective of the Department of Counselor Education is to prepare specialists in guidance and counseling at the graduate level. In addition to the didactic courses, laboratory and practicum experiences prompt the personal and professional development of prospective counselors. (NOTE: Students should take the courses in the order they are listed.)

GRADUATE PROGRAMS

Master of Arts in Guidance and Counseling
Requirements for Admission to the Program

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

Departmental Academic Requirements:

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.

A minimum of 36 credit hours of prescribed coursework including six credit hours of practicum.

Completion of the comprehensive examination with a passing grade.

All requirements and stipulations prescribed by the Graduate College must be maintained.

Specific:
Elementary and Secondary School Sequences:

1. Applicants must hold an updated standard state or current permanent Chicago teaching certificate. A Chicago certificate dating back beyond three years must be accompanied by a letter signed by the principal of the school in which the applicant is employed. The letter must state that the applicant is assigned and 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.
3. Applicants for the elementary sequence must have satisfactorily completed one course in educational psychology and one course in reading methods or equivalent.
4. 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 chairperson of the Department of Counselor Education.

Vocational Sequence:

1. Applicants must have one year of appropriate full-time work experience.
2. Applicants must have satisfactorily completed six credit 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 Chairperson of the Department of Counselor Education.

Community and Family Sequence:

1. Applicants must have one year of appropriate full-time work experience.
2. Applicants must have satisfactorily completed six credit hours in psychology appropriate to the vocational objective.
3. One letter of recommendation from an employer.

Elementary Sequence

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

Required Courses:

COUN-313	Principles and Techniques of Guidance	3 cr.
*SPED-304	Psychology of Exceptional Children	3 cr.
COUN-421	Evaluation Techniques for Counselors	3 cr.
**PSYC-311	Psychology of Personality	3 cr.
COUN-464	Frameworks for Counseling and Personnel Work	3 cr.
	Total	15 cr.

*See Department of Special Education
**See Department of Psychology

Required Advanced Courses: (Candidacy — a prerequisite)

COUN-456 Community Resources and the Schools . 3 cr.
COUN-461 Research Seminar in Guidance and Counseling . . . . . 3 cr.
COUN-462 Practicum I: Guidance and Counseling . 3 cr.
COUN-463 Practicum II: Guidance and Counseling . 3 cr.

Total 12 cr.

Electives:
An additional nine credit hours to be selected in consultation with a department advisor. (See elective section for choices.

Secondary Sequence

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

Required Courses:

COUN-313 Principles and Techniques of Guidance . 3 cr.
**PSYC-329 Adolescent Psychology . . . . . 3 cr.
COUN-421 Evaluation Techniques for Counselors . . 3 cr.
**PSYC-311 Psychology of Personality . . . . . 3 cr.
COUN-464 Frameworks for Counseling and Personnel Work . . . . . 3 cr.

Total 15 cr.

Required Advanced Courses:
(Candidacy — a prerequisite)

COUN-457 Information and Resources for Secondary School Guidance . . . . . 3 cr.
COUN-461 Research Seminar in Guidance and Counseling . . . . . 3 cr.
COUN-462 Practicum I: Guidance and Counseling . 3 cr.
COUN-463 Practicum II: Guidance and Counseling . 3 cr.

Total 12 cr.

**See Department of Psychology

Electives:
An additional nine credit hours to be selected in consultation with a departmental advisor. (See elective section for choices.)

Vocational Sequence

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.

Required Courses:

**PSYC-311 Psychology of Personality . . . . . 3 cr.
COUN-313 Principles and Techniques of Guidance . 3 cr.
COUN-421 Evaluation Techniques for Counselors . . 3 cr.
COUN-464 Frameworks for Counseling and Personnel Work . . . . . 3 cr.
COUN-465 Techniques for Counseling and Personnel Work . . . . . 3 cr.

Total 15 cr.

Required Advanced Courses:
(Candidacy—a prerequisite)

COUN-467 Vocational Theory and Occupational Information . . . . . 3 cr.
COUN-461 Research Seminar in Guidance and Counseling . . . . . 3 cr.
COUN-471 Practicum I: Guidance and Counseling, Vocational Sequence . . . . . 3 cr.
COUN-472 Practicum II: Guidance and Counseling, Vocational Sequence . . . . . 3 cr.

Total 12 cr.

**See Department of Psychology

Electives:
An additional nine credit hours to be selected in consultation with a department advisor. (See elective section for choices.)

Community and Family Sequence

This sequence is intended for those students seeking employment in mental health centers, rehabilitation agencies, hospitals, community agencies, and counseling centers. The completion of this sequence does not qualify an individual for certification as an elementary or secondary school counselor.

Required Courses:

COUN-313 Principles and Techniques of Guidance . 3 cr.
COUN-421 Evaluation Techniques for Counselors . . 3 cr.
COUN-464 Frameworks for Counseling and Personnel Work . . . . . 3 cr.
COUN-465 Techniques for Counseling and Personnel Work . . . . . 3 cr.

Total 15 cr.

Required Advanced Courses:
(Candidacy—a prerequisite)

COUN-473 Introduction to Family Counseling . . . . 3 cr.
COUN-461 Research Seminar in Guidance and Counseling . . . . . 3 cr.
COUN-471 Practicum I: Guidance and Counseling . 3 cr.
COUN-472 Practicum II: Guidance and Counseling . 3 cr.

Total 12 cr.

Electives:
An additional nine credit hours to be selected in consultation with a department advisor. (See elective section for choices)

Electives:

**PSYC-436 The Therapist and the Therapeutic Process . . . . . 3 cr.
COUN-321 Diagnosis and Treatment of Reading Difficulties . . . . . 3 cr.
COUN-413 Group Procedures in Counseling and Preschool Work . . . . . 3 cr.
COUN-458 The School Guidance Program . . . . . 3 cr.
COUN-465 Techniques for Counseling and Personnel Work . . . . . 3 cr.
COUN-468 Seminar in Guidance and Personnel Work . . . . . 3 cr.

A - Advanced Group Leadership
B - Advanced Counseling
C - Advanced Evaluation Technique
D - Introduction to Family Counseling
E - Grief Counseling
F - Case Studies Techniques
G - Advanced Research
H - Student Personnel Work in Higher Education
I - Advanced Methods in Marriage and Family Counseling
J - Alcoholism Counseling
K - Counseling the Gifted
L - Alcoholism Counseling II

COUN-473 Introduction to Family Counseling . . . . 3 cr.
COUN-475 Community Counseling . . . . . 3 cr.
**See Department of Psychology

Special Requirements

Practicum Requirement for Elementary Sequence and Secondary Sequence

In an effort to provide relevant experiences for degree students in guidance and counseling, the practicum requirement is in a setting appropriate to the student's vocational objective. This gives the student worthwhile experience and provides a service to the institution where the student is placed. The practicum requirement calls for a greater commitment and involvement from both the student and from the institution in which the student is placed.

The practicum requires that the student be available for placement by the Department of Counselor Education during the regular school day, five days a week, in an institution other than the one at which the student is regularly employed. Students are advised that practicum placements are arranged by the Department of Counselor Education and this requirement may be fulfilled in the fall trimester, winter trimester or spring—summer trimester. A priority system is currently in effect for the July-August placement of school counselors. Availability of staffing and facilities within institutions (other than Northeastern) are important considerations in practicum placement.

An on-the-job practicum is available for individuals employed as counselors in their institutions. The department must be advised of the student's intent to register for practicum six months in advance.

Practicum Requirement for the Vocational and Community and Family Sequence

In an effort to provide relevant experiences for degree students in guidance and counseling, the practicum requirement is in a setting appropriate to the student's vocational objective. This gives the student worthwhile experience and provides a service to the institution where the student is placed. The practicum requirement calls for a greater commitment and involvement from both the student and from the institution in which the student is placed.

Students are advised that practicum placement are arranged by the Department of Counselor Education and this requirement may be fulfilled in the fall trimester, winter trimester or spring—summer trimester. Availability of staffing and facilities within institutions (other than Northeastern) are important considerations in practicum placement.

An on-the-job practicum is available for individuals employed as counselors in their institutions. The department must be advised of the student's intent to register for practicum six months in advance.

Advisement

Due to the nature of the program, students should consult a faculty member in the department and complete a program sheet prior to registering for any courses. Students planning to enter the graduate program are also strongly advised to consult a department faculty member. This will ensure the student's following a program which will fulfill degree requirement and state and city certification requirements.

Research Requirement

A master's paper is required. The paper will be accomplished through the research seminar.

Comprehensive Examination

All candidates will be required to pass a comprehensive examination in the semester following the one in which all course requirements for the degree have been completed.

COURSE OFFERINGS (COUN)

COUN-313 Principles and Techniques of Guidance, 3 cr. Definition, education, and the social scene in which guidance operates; features of guidance services, emphasizing group and individual counseling techniques and services.

COUN-321 Diagnosis and Treatment of Reading Difficulties, 3 cr. Survey of standard diagnostic procedures; identification of slow readers through diagnosis, group and individual testing and information techniques; procedures and techniques for correcting reading problems in elementary and secondary schools. **Prereq.:** ELED-306 or consent of instructor.

COUN-413 Group Procedures in Counseling and Personnel Work, 3 cr. Psychological aspects of groups and leadership are introduced; group discussion, group guidance, and group counseling purposes, procedures, roles, and methods to be examined; group participants to interact in role playing and group communication. **Prereq.:** graduate standing, COUN-313, COUN-464, and COUN-465.

COUN-421 Evaluation Techniques for Counselors, 3 cr. Principles of test construction, basic statistical treatments, and study of commonly used standardized tests and other evaluative procedures. A laboratory experience in the administration and interpretation of tests is an integral part of this course. Student will be expected to do extensive readings and become familiar with recognized authorities in the field. **Prereq.:** graduate standing.

COUN-456 Community Resources and the Schools, 3 cr. Educational, personal, family, social, and vocational services available for elementary school children. **Prereq.:** acceptance to master's degree candidacy in guidance and counseling—elementary school level.

COUN-457 Information and Resources for Secondary School Guidance, 3 cr. Guidance and counseling strategies which facilitate the career development of secondary school students are considered. Specific topics are: the role of the counselor in career education, theories of vocational development, decision making models and processes, guidance techniques to facilitate career exploration and choices, and educational and occupational information sources. **Prereq.:** acceptance to master's degree candidacy in guidance and counseling—secondary school level.

COUN-458 The School Guidance Program, 3 cr. Comprehensive overview of the organization, administration, and supervision of guidance in the elementary and secondary school. **Prereq.:** admission to master's degree program in guidance and counseling, COUN-313, or consent of program advisor.

COUN-461 Research Seminar in Guidance and Counseling, 3 cr. Designed to acquaint the student with research findings and appropriate research techniques in the areas of guidance and counseling; critical evaluation of research emphasized. **Prereq.:** master's degree candidacy in guidance and counseling; of all course requirements except practicum.

COUN-462 Practicum I: Guidance and Counseling, 3 cr. Introductory supervised professional experiences in guidance and counseling in appropriate setting; seminar discussion. **Prereq.:** master's degree candidacy in guidance and counseling and approval of department chairperson.

COUN-463 Practicum II: Guidance and Counseling, 3 cr. Advanced supervised professional experiences in guidance and counseling in appropriate setting; seminar discussion. **Prereq.:** master's degree candidacy in guidance and counseling and approval of department chairperson.

COUN-464 Frameworks for Counseling and Personnel Work, 3 cr. An introduction to the various approaches to interpersonal relationships appropriate for guidance counselor trainees. Students will be introduced to the various approaches, given an opportunity to explore several of them in-depth, and then will be expected to develop their own personal approach. Originality will be emphasized. **Prereq.:** graduate standing and six hours in psychology.

COUN-465 Techniques for Counseling and Personnel Work, 3 cr. Laboratory experiences to prepare professional personnel engaged in helping relationships; emphasis upon the acquisition of verbal and non-verbal interaction techniques. Principal competencies include relationship techniques, information gathering, and problem-solving skills. **Prereq.:** graduate standing, COUN-313, and COUN-464.

COUN-466 Independent Study in Guidance and Personnel Work, 3 cr. Intensive guided study in selected area of guidance and personnel work. Consultation with instructor prior to registration is mandatory. **Prereq.:** graduate standing and consent of instructor.

COUN-467 Vocational Theory and Occupational Information, 3 cr. A critical examination of existing theories of vocational development, the meaning of work, occupational trends, and educational-occupational-social information and their application to the guidance and counseling process. Research pertaining to vocational development, information services, the world of work, and career education will be explored and analyzed. **Prereq.:** master's degree candidacy in guidance and counseling, COUN-464, COUN-313, or consent of instructor.

COUN-468 Seminar in Guidance and Personnel Work, 3 cr. Detailed analysis of major problems and current trends and issues. Presentation and discussion of seminar papers. Topics chosen according to interests of the students. Possible topics include role and function of the agency counselor, approaches to career development, approaches to staff development, counseling the minority student, and legal and ethical issues in counseling. **Prereq.:** master's degree candidacy in guidance and counseling or consent of instructor.

COUN-469 Independent Study in Guidance and Personnel Work, 1 cr. Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory. **Prereq.:** graduate standing and consent of instructor.

COUN-470 Independent Study in Guidance and Personnel Work, 2 cr. (See COUN-469 for description.)

COUN-471 Practicum I—Guidance and Counseling, Vocational Sequence, 3 cr. Introductory supervised professional experiences in guidance and counseling in appropriate setting; seminar discussion. Appropriate settings include: (1) mental health clinics, (2) vocational agencies, (3) correctional agencies, (4) junior colleges, (5) community counseling centers, (6) vocational or trade schools, and (7) senior colleges. **Prereq.:** master's degree candidacy in guidance and counseling and approval of department chairperson.

COUN-472 Practicum II—Guidance and Counseling, Vocational Sequence, 3 cr. A continuation of supervised professional experiences in an appropriate setting; seminar discussion. Appropriate settings include: (1) mental health clinics, (2) vocational agencies, (3) correctional agencies, (4) junior colleges, (5) community counseling centers, (6) vocational or trade schools, and (7) senior colleges. **Prereq.:** master's degree candidacy in guidance and counseling and approval of department chairperson.

COUN-473 Introduction to Family Counseling, 3 cr. An introduction to the major theories and techniques of family counseling. Lectures, student research, and role playing are utilized as presentation formats. **Prereq.:** graduate standing, COUN-413, COUN-464, and COUN-465.

COUN-475 Community Counseling, 3 cr. Addressed to the complex counseling needs of the special populations within the urban community. Study of the operating procedures and counseling strategies used by various public and private agencies, the legal ramifications of counseling, and the location and use of information necessary for counseling in urban settings. **Prereq.:** graduate standing, COUN-313, and COUN-464.

EARLY CHILDHOOD EDUCATION

Mary Louise Burger, Ed.D., Professor
Murrell Duster, M.Ed., Instructor
Peri P. Georgiou, Ed.D., Associate Professor
M. Ann Hirst, Ph.D., Professor
Margrethe G. Isaac, Ph.D., Associate Professor, Chairperson
Claire M. Jacobs, Ed.D., Professor
Sandra Styer, Ph.D., Assistant Professor
Gussie M. Ware, Ed.D., Associate Professor

The Department of Early Childhood Education offers courses of study leading to the degree of Bachelor of Arts. A major program in early childhood education, 30 credit hours, includes a core of three courses (nine credit hours) and 21 credit hours of electives selected from four blocks of specified courses. Students wishing to become certified as elementary teachers must satisfactorily complete an additional sequence of 37 credit hours of professional education courses. It is possible, also, to select electives that will develop another area of specialization in preschool education, hospital play education, special education, bilingual education, art, music, psychology, linguistics, or other allied fields. Minor programs in preschool education (21 credit hours) and hospital play education (24 credit hours) are offered by the department.

In addition to successful completion of the required courses in the professional sequence and requirements for the early childhood major, students seeking entitlement for certification upon graduation must also pass the United States and Illinois Constitution examinations and complete one course each in (1) art, (2) music, (3) health education, (4) physical education "activity," (5) American history or government, (6) mathematics, and (7) English.

UNDERGRADUATE PROGRAMS

Bachelor of Arts Degree in Early Childhood Education

Required Core Courses:

ECED-311 Educational Strategies for Teachers of Young Children . . . . . 3 cr.
ECED-318 Programs and Techniques for Teachers Promoting Cognitive and Perceptual Growth in Young Children . . . . . 3 cr.
ECED-326 Principles of Preschool Education . . . . . 3 cr.

Total 9 cr.

Each of these core courses requires a minimum of three hours per week of clinical experience with children in school settings.

Electives: 21 credit hours selected in consultation with advisor from Blocks A, B, C, and D.

Block A: Select three courses:

ECED-304 Orientation to Early Childhood Education . . . . . 3 cr.
ECED-309 Current Trends in Preschool and Kindergarten Education . . . . . 3 cr.
ECED-313 Language Development and Educational Implications . . . . . 3 cr.
ECED-317 Modern Concepts of Play in the Learning Process . . . . . 3 cr.
ECED-322 Critical Analysis of Preschool Education . . 3 cr.
ECED-325 Literature for Young Children . . . . . 3 cr.
ECED-336 Non-Sexist Strategies for Parents and Teachers of Young Children . . . . . 3 cr.
ECED-337 Creative and Cognitive Value of Puppetry with Young Children . . . . . 3 cr.
MATH-103 Mathematics for the Primary Grades . . . 3 cr.

Block B: Sections 1 and 2: Select one course in each section:

1) ECED-307 Creative Movement, Music, and Games 3 cr.
MUS-391 Contemporary Music Education in Grades Kindergarten-Three . . . . . 3 cr.
2) ECED-308 Creative Activities for Early Childhood . 3 cr.
ART-380 Contemporary Art Education in Kindergarten-Primary Grades . . . . . 3 cr.

Block C: Select one course:

ECED-312 Teaching Strategies with Multi-Cultural Groups . . . . . 3 cr.
ECED-314 Health and the Preschool Child . . . . . 3 cr.
ECED-316 Parent-Teacher Interaction . . . . . 3 cr.

Block D: Select any course in early childhood education except those with two asterisks.

Additional related electives in early childhood education:

ECED-303 Instructional Materials in Early Childhood Education . . . . . 4 cr.
ECED-310 Independent Study in Early Childhood Education . . . . . 3 cr.
**ECED-319 Practicum in Early Childhood Alternative Settings . . . . . 3 cr.
**ECED-320 Practicum in Early Childhood Alternative Settings . . . . . 6 cr.
ECED-324 Problems of the Beginning Teacher . . . . 3 cr.
ECED-327 Techniques of Group Dynamics and Pupil Supervision for the Young Child . . . . . 3 cr.
**ECED-328 Field Experience in Theraplay . . . . . 3 cr.
**ECED-330 Laboratory Experiences in Early Childhood Education: Preschool . . . . . 3 cr.
**ECED-331 Laboratory Experiences in Early Childhood Education: Kindergarten . . . . . 3 cr.
**ECED-332 Laboratory Experiences in Early Childhood Education: Primary Grades . . . . . 3 cr.
ECED-333 Alternatives for Dealing with Children . . 3 cr.
ECED-334 Dealing with Children and Their Families under Stress . . . . . 3 cr.
**ECED-335 Internship in Early Childhood Alternative Settings . . . . . 12 cr.
ECED-338 Developmental Assessment of Preschool Children . . . . . 3 cr.
ECED-339 Methods of Developing Cognitive Readiness in the Young Child . . . . . 3 cr.

***Professional Preparation:**
No professional courses may be taken for Block D.

PSYC-212 Child Psychology **or** EDFN-216 Education and Individual Differences . . . . . 3 cr.
EDFN-215 Philosophical and Historical Foundations of Public Education . . . . . 4 cr.
ECED-305 Language Arts in the Primary Grades . . . 3 cr.
ECED-306 Teaching Reading in the Primary Grades . . . . . 3 cr.
ELED-301 Curriculum in the Elementary School **or** ECED-323 Curriculum and Instruction in Early Childhood Education . . . . . 3 cr.
ECED-315 Practicum in Methods of Teaching Science, Mathematics and Social Studies with Pre-Practice—Preschool through Grade 3 . . . . . 9 cr.
ECED-329 Student Teaching and Seminar—Preschool through Grade 3 . . . . . 12 cr.

Total 37 cr.

*All students wishing Chicago certification must take an additional two credit hours of reading.

Requirements:

To be admitted into ECED-315 Practicum in Methods of Teaching Science, Mathematics, and Social Studies with Pre-Practice—Preschool through Grade 3, a student must:

1. have completed the major and professional preparation except for ECED-315 and ECED-329 Student Teaching and Seminar—Preschool through Grade 3,
2. have passed all courses in the major and in professional preparation with a grade of "C" or better,
3. have a cumulative grade-point average of 3.25 or better,
4. have passed a speech proficiency test,
5. have proof of freedom from tuberculosis, and
6. have been admitted to the College of Education.

Minor in Preschool Education

A minor in preschool education, 21 credit hours, includes a core of four required courses (15 credit hours) and two elective courses (six credit hours).

Prerequisite:

PSYC-212 Child Psychology **or** EDFN-216 Education and Individual Differences

Required Core Courses:

ECED-304 Orientation to Early Childhood Education . . . . . 3 cr.
ECED-314 Health and the Preschool Child . . . . . 3 cr.

ECED-316 Parent-Teacher Interaction . . . . . 3 cr.
ECED-320 Practicum in Early Childhood Alternative Settings: Preschool . . . . . 6 cr.

Total 15 cr.

Electives . . . . . 6 cr.
Select two courses:
ECED-303 Instructional Materials in Early Childhood Education . . . . . 4 cr.
ECED-308 Creative Activities for Early Childhood . . . . . 3 cr.
ECED-313 Language Development and Educational Implications . . . . . 3 cr.
ECED-317 Modern Concepts of Play in the Learning Process . . . . . 3 cr.
ECED-322 Critical Analysis of Preschool Education . . . . . 3 cr.
ECED-325 Literature for Young Children . . . . . 3 cr.
ECED-326 Principles of Preschool Education . . . 3 cr.

Minor in Hospital Play Education

Although the minor program interfaces well with a major in early childhood education, students from other departments who have sufficient background or take additional specific coursework will be accepted in the program. Before starting professional preparation, students are expected to have completed child psychology and three courses in child development and have had 100 hours of supervised field experience with normal children.

The early childhood education required core and laboratory courses meets this requirement. The department will evaluate equivalent experience documented by majors from other departments.

A minor in Hospital Play Education, 24 credit hours, consists of four required courses.

Prerequisite:
PSYC-212 Child Psychology **or** EDFN-216 Education and Individual Differences

Required Courses:
ECED-317 Modern Concepts of Play in the Learning Process . . . . . 3 cr.
ECED-334 Dealing with Children and Their Families Under Stress . . . . . 3 cr.
ECED-320 Practicum in Early Childhood Alternative Settings: Hospitals . . . . . 6 cr.
ECED-335 Internship in Early Childhood Alternative Settings: Hospitals . . . . . 12 cr.

Total 24 cr.

Students who are majoring in early childhood education may also wish to minor in either preschool education or hospital play education. Courses applied to the early childhood education major may not be applied to toward these minors. Majors in early childhood education should consult with their advisors as to the appropriate elective courses to take in lieu of any one or more elective courses that the students may have completed in the major sequence of courses.

COURSE OFFERINGS (ECED)

ECED-202 Literature for young children, 3 cr. Preparation for effective teaching of literature in preschool, kindergarten and primary grades; wide readings of books for young children; guided pratice in story selection and story telling; classroom methods in the management of creative expression based on literary experience; guidance of individual reading; investigation of children's interests; classroom methods in the presentation of poems including choral reading; acquaintance with outstanding authors and illustrators of children's books; appropriate book lists and indexes.

ECED-301 Principles and Methods of Kindergarten-Primary Education I—Language Arts, 3 cr. The major techniques for organization of instruction and criteria for evaluating educational outcomes; areas covered in an integrated kindergarten-primary curriculum with special emphasis on language experiences. (Not open to UNI degree candidates).

ECED-302 Principles and Methods of Kindergarten-Primary Education II—Social Studies, Science, Mathematics, 3 cr. Techinques of teaching including the use of the research results in improving instruction; special emphasis on social studies, science, and mathematics; utilization of community resources and home-school cooperation. (Not open to UNI degree candidates).

ECED-303 Instructional Materials in Early Childhood Education, 4 cr. Uses a problem-solving approach to the development, utilization, and evaluation of instructional methods for use with young children. Emphasis is upon construction of instructional materials in content areas for utilization in specific classrooms and/or learning centers.

ECED-304 Orientation to Early Childhood Education, 3 cr. Designed to introduce the students to the developmental characteristics of young children (from preschool through third grade); to past and present educational programs for young children in public, private, and parochial schools; to the professional responsibilities of teachers of young children; to the profession of teaching.

ECED-305 Language Arts in the Primary Grades, 3 cr. The funtion of language in the life of the child; the relationship of language to other areas of learning; the content, activities, and classroom environment which foster language growth; the skills necessary for implementing this program; observation of kindergarten-primary children. **Prereq.:** ECED-311 and completetion of/or concurrent registration in ECED-318 or ECED-326 and PSYC-212 or EDFN-216.

ECED-306 Teaching Reading in the Primary Grades, 3 cr. Methods, techniques, and materials for the early stages of the teaching of reading; the nature of the reading process; the place of reading in the total development of the child. The developmental reading program with emphasis on "reading to learn"; refinement of techniques and enlargement of interests with attention to study skills and many types of non-verbal reading and interpretive skills. **Prereq.:** ECED-305, ECED-311. and completion of/or concurrent registration in final core course and PSYC-212 or EDFN-216.

ECED-307 Creative Movement, Music and Games, 3 cr. Lecture-lab course giving consideration to the value, content and anticipated outcome underlying creative rhythmic movement, music and game activities for young children; initiating experiences in creative expression that reflects studies in other areas; developing techniques that cultivate the natural bodily expression of children; making and using a variety of percussion and melody instruments and providing accompaniments for various activities. Consideration is also given to the social and developmental needs of children through games and group activities; developing techniques for evaluating progress. **Prereq.:** a basic course in music fundamentals.

ECED-308 Creative Activities for Early Childhood, 3 cr. A multi-sensory approach utilizing laboratory experiences and focusing upon music, art, dance, and drama for the young child. Incorporating the creation, construction, and use of

the many materials, instruments, and activities which enrich the program for early childhood (ages 3 to 8). **Prereq.:** a basic course in art fundamentals.

ECED-309 Current Trends in Preschool and Kindergarten Education, 3 cr. An in-depth study and evaluation of modern school practices in preschool and kindergarten education in conjunction with the study of current research in child development. **Prereq.:** a methods course in language arts or teaching experiences.

ECED-310 Independent Study in Early Childhood Education, 3 cr. Intensive individual study in one or more of the various fields of emphasis in early childhood education under faculty guidance. **Prereq.:** consent of instructor.

ECED-311 Educational Strategies for Teachers of Young Children, 3 cr. Emphasis will be upon the relationship and effect the young child's phyusical, emotional, intellectual, social, and aesthetic experiences have upon his maturation and learning. Applications of principles and theories which define and explain these growth learning factors will be investigated and supported by direct observation and be investigated and supported by direct observation and interaction with children in schools and other settings. A mimimum of three hours per week of volunteer work with children in a school setting is required. **Prereq.:** PSYC-212 or EDEN-216.

ECED-312 Teaching Strategies with Multi-Cultural Groups, 3 cr. Explores the variety of cultural values of American ethnic groups that children bring to the city classrooms and the teacher's role in enhancing each child's learning experiences. Observations and visitations to be arranged. **Prereq.:** PSYC-212 or EDEN-216.

ECED-313 Language Development and Educational Implications, 3 cr. Studies language growth and development of young children with particular emphasis upon programs and techniques designed to facilitate acquisition of language skills. The relationship of language development and both cognitive and social-emotional growth is explored. Attention is directed primarily toward verbal behavior but non-verbal communication is also considered. Basic language development inventories are reviewed. **Prereq.:** PSYC-212 or EDFN-216 or equivalent.

ECED-314 Health and the Preschool Child, 3 cr. A study of the effects and specific contributions that nutrition and health care, received in early childhood, have upon the growth factors and learning experiences of children. Early nutrition education as reflected in school programs, community resources, and other safety, first-aid, and immunization programs will be examined as well as state licensing.

ECED-315 Practicum in Methods of Teaching Science, Mathematics and Social Studies with Pre-Practice—Preschool Through Grade 3, 9 cr. Supervised methods and pre-practice course combining methods of teaching science, mathematics and social studies with practical experiences with young children in a variety of preschool through primary classroom settings. Students will be assigned to observe kindergarten-primary children and teachers. Emphasis is upon gradual introduction into asuming teaching responsibilities commencing with micro-teaching and culminating in the development and teaching of units of work under actual classroom conditions. Guidance and supervision by college counselor and by critic teachers and principals of cooperating schools. **Prereq.:** completion of all required courses in professional education and approval of department chairperson.

ECED-316 Parent-Teacher Interaction, 3 cr. A study in developing necessary strategies and techniques in involving parents in the total education of their children. Emphasis will be placed upon developing the art of listening, observing, and evaluating situations needed to effect cooperation and understanding between the family and school. This will be achieved through field experiences, attendance at various school board and related meetings, and parent-teacher conferences, with follow-up discussions and seminars.

ECED-317 Modern Concepts of Play in the Learning Process, 3 cr. An exploration of the importance of play in the learning process and the types of play activities which will most effectively promote the physical growth and development of young children. Provision is made for the study of play, space, materials; and facilities found in a variety of school and non-school settings and for the study of the relationship between play and the emotional and social needs of the child. **Prereq.:** PSYC-212 or EDFN-216.

ECED-318 Programs and Techniques for Teachers Promoting Cognitive and Perceptual Growth In Young Children, 3 cr. An in-depth study of the recent trends and modifications in research on the cognitive and perceptual development of young children. These intellectual areas will be measured through the use of language solving problems. Implications for the teacher and applications to the classroom setting will be stressed. Careful observation of children in a variety of settings will be made within the limits of available resources. A minimum of three hours per week of volunteer experience with children in school settings. **Prereq.:** PSYC-212 or EDFN-216 and ECED-311.

ECED-319 Practicum in Early Childhood Alternative Settings, 3 cr. Practical experiences with young children in a variety of community settings. Students will be assigned to observe children in settings such as social agencies, museums and libraries. Emphasis is upon gradual introduction into assuming responsibilities culminating in the development and ability to work with children in these settings. Guidance and supervision by university supervisors and community workers. **Prereq.:** completetion of 12 credit hours in early childhood education.

ECED-320 Practicum in Early Childhood Alternative Settings, 6 cr. Practical experiences with young children in a variety of community settings. Students will be assigned to observe children in settings such as preschools or hospitals. Emphasis is upon gradual introduction into assuming responsibilities culminating in the development and ability to work with children in these settings. Guidance and supervision by university supervisors and community workers.
Preschool: completion of the preschool education minor; Hospital: ECED-307, ECED-308, ECED-317, three courses in child development, and 100 hours of supervised field experience with normal children.

ECED-322 Critical Analysis of Preschool Education, 3 cr. A critical and comparative evaluation of preschool educational methods, types of day care centers, their philosophies and responses to preschool children. Via field observation, film, readings and discussions, emphasis will focus upon the learning experiences the preschool may provide the child 3 to 5 years of age. Group visitations required.
ECED-326.

ECED-323 Curriculum and Instruction in Early Childhood Education, 3 cr. Focuses upon various curricular patterns involved in programs designed to encourage individual progression in all areas of skill development by young children. Analysis and interpretation of teaching-learning situations as observed or recorded in classrooms, preschool through third grade. Particular attention is paid to (1) identification and use of behavioral objectives, (2) application of knowledge of learning theory, human growth, group dynamics, and instructional methodology to curriculum problems, and

(3) evaluation of curriculum patterns. **Prereq.:** ECED-311, PSYC-212, or EDFN-216.

ECED-324 Problems of the Beginning Teacher, 3 cr. Self-analysis and self-evaluation of practicum experiences with a view toward improving student teacher competency. At the conclusion of student teaching experience, time would be devoted to evaluation of the total experience as well as consideration of professional problems of beginning teachers. **Prereq.:** concurrent registration in student teaching or teaching experience.

ECED-325 Literature for Young Children, 3 cr. Preparation for effective teaching of literature in preschool, kindergarten and primary grades; wide readings of books for young children; guided practice in story selection and storytelling; classroom methods in the management of creative expression based on literary experience; guidance of individual reading; investigation of children's interests; classroom methods in the presentation of poems including choral reading; acquaintance with outstanding authors and illustrators of children's books; appropriate book lists and indexes.

ECED-326 Principles of Preschool Education, 3 cr. A study of the basic learning principles, curriculum, and direct methods, derived from historical perspectives, which preschools provide for the young child of 3 to 5 years. Through guided activities, emphasis will be placed upon the importance of child development theories and their influence upon children's learning experiences. A minimum of three hours per week of volunteer experience with children in school settings. **Prereq.:** ECED-311.

ECED-327 Techniques of Group Dynamics and Pupil Supervision for the Young Child, 3 cr. Relates important findings about group dynamics and pupil supervision techniques to actual classroom situations involving the young child aged 3-9. Emphasis will be placed upon developing effect and constructive practices to present adjustment problems and solve organizational difficulties which may occur. **Prereq.:** EDFN-216 or PSYC-212.

ECED-328 Field Experience in Theraplay TM, 3 cr. Theraplay TM (a technique which is uniquely appropriate for dealing with the kinds of problems faced by the classroom teacher) giving experience working directly with children in preschool settings under the supervision of qualified personnel. Must register concurrently for Alternatives for Dealing with Children. Must have three hours (block of time) available twice a week. **Prereq.:** junior standing, PSYC-212, or EDFN-216.

ECED-329 Student Teaching and Seminar—Preschool through Grade 3, 12 cr. Combined elementary school field work both mornings and afternoons with critiques. This course is designed to continue to induct students gradually into the many activities and responsibilities of the preschool and the elementary classroom teacher. Guidance and supervision under a university supervisor with weekly two hour seminar. (sixteen weeks, full day) **Prereq.:** completion of required professional education courses and approval of director of student teaching and department chairperson.

ECED-330 Laboratory Experiences in Early Childhood Education: Preschool, 3 cr. Extended field and laboratory experiences in a variety of teaching/learning activities with young children in both private and public preschool centers. The guided experiences are integrated with courses in early childhood education which are taken concurrently with this field experience. Supervision by university instructor, conferences with students. **Prereq.:** early childhood education courses must be taken concurrently.

ECED-331 Laboratory Experiences in Early Childhood Education: Kindergarten, 3 cr. Extended field and laboratory experiences in a variety of teaching/learning activities with young children in private and public kindergarten classrooms. The guided experiences are integrated with courses in early childhood education which are taken concurrently with this field experience. Supervision by university instructor; conferences with students. **Prereq.:** early childhood education courses must be taken concurrently.

ECED-332 Laboratory Experiences in Early Childhood Education: Primary Grades, 3 cr. Extended field and laboratory experiences in a variety of teaching/learning activities with young children in both private and public primary grade classrooms. The guided experiences are integrated with courses in early childhood education which are taken concurrently with this field experience. Supervision by university instructor; conferences with student. **Prereq.:** early childhood education courses must be taken concurrently.

ECED-333 Alternatives for Dealing with Children, 3 cr. Theory and practice of Theraplay TM, (a technique uniquely appropriate for dealing with the kinds of problems faced by the classroom teacher) incorporating intensive teacher, parent and child interactions to encourage effective learning in young children. Development of activities using play and Theraplay TM techniques for working with children who are potential discipline problems. Must be concurrently enrolled for Field Experiences in Theraplay TM. **Prereq.:** junior standing, PSYC-212, or EDFN-216.

ECED-334 Dealing with Children and Their Families Under Stress, 3 cr. Focuses upon the problems of the child and his family which interfere with normal development. Designed to help students assist young children, their siblings and parents cope with stressful situations in both schools and alternative settings, including hospitals, clinics, and preschools. **Prereq.:** PSYC-212 or equivalent.

ECED-335A Internship in Early Childhood Alternative Settings: Preschool, 12 cr. Students will be assigned to work with children under the direct supervision of teachers in preschools, either nursery schools or day care centers, on an intensive basis. They will be expected to assume total responsibility for working with children, functioning as interns. Supervision will be by university supervisors and teachers. **Prereq.:** satisfactory completion of ECED-320 and on-the-job performance acceptable to the cooperating agency as well as the department of early childhood education.

ECED-335B Internship in Early Childhood Alternative Settings: Hospital, 12 cr. Students will be assigned to work under the direct supervision of play therapists with children in hospitals and clinics. During this full-time field experience, students will be expected to assume total responsibility for intensive work with children in this setting, functioning as hospital play specialists. Guidance and supervision will be by university supervisors and professionals in hospital. **Prereq.:** satisfactory completion of ECED-320 and on-the-job performance acceptable to the cooperating agency as well as the consent of the department of early childhood education.

ECED-336 Non-Sexist Strategies for Parents and Teachers of Young Children, 3 cr. Principles of effective parenting and child growth and development will be examined with emphasis upon the young child (birth-eight years). Sex-role development will be studied. The influence of the family upon the development of sex-role stereotypes will be explored as well as the impact of our society in such areas as children's literature, toys, games and play experiences, television and other media, and the school curriculum.

ECED-337 The Creative and Cognitive Value of Puppetry With Young Children, 3 cr. This course focuses upon the creative use of puppetry with young children and its application to classroom learning, problem-solving, language development, and self-concept. It is designed with a practical hands-on approach geared to the needs of the teacher

or caregiver of young children from preschool through age eight. Implications for use may be within a planned preschool program or of interest to teacher aides, parents, librarians, or teachers in special programs. **Prereq.:** PSYC-212 or equivalent or at least two years experience with young children.

ECED-338 Developmental Assessment of Preschool Children, 3 cr. Focuses on the diagnosis and assessment of developing needs of the young child from birth through age five; special emphasis on measuring, physical, emotional, mental and social growth to determine intervention needs. Specific programs to facilitate normal development will be planned. **Prereq.:** ECED-311 and ECED-318.

ECED-339 Methods of Developing Cognitive Readiness in the Young Child 3 cr. A methods course designed to present specific techniques to stimulate skill development and cognitive readiness in quantitative, auditory, visual, and language components of learning. Includes activities designed to promote concept formation and learning from infancy until the child is ready to experience formal instruction of the primary school. **Prereq.:** ECED-311 and ECED-318.

ECED-401 Improvement of Instruction in Early Childhood Education, 3 cr. A practical experience for teachers and administrators to study topics pertinent to early childhood education. Such topics might include strategies for working with student teachers, planning for individual progressions, resource unit development, self instructional materials for primary learning centers, or any other problems applicable to a specific school situation. **Prereq.:** graduate standing, nine credit hours in professional courses, including curriculum and either child psychology or educational psychology.

ECED-402 Application of Learning Theories to Early Childhood Education, 3 cr. A review of various theories of children's mental development with implications for classroom teaching techniques. Topics to be included in this course are questioning techniques and the design of materials that provide an environment favorable to active thinking. **Prereq.:** graduate standing, ECED-318, EDFN-201,or EDFN-401, or equivalent.

ECED-403 Early Childhood Assessment, 3 cr. Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow. **Prereq.:** graduate standing, SPED-303, PSYC-212, or equivalent.

ECED-404 Organizing and Directing of Early Childhood Centers, 3 cr. Explores and evaluates practices in organizing and administering early childhood centers. Areas of study include housing, equipping, staffing, and financing. Policies related to health and safety, admission, grouping, recording, reporting, teacher development and school and community relations are developed. Opportunity is provided for the study of problems and issues in specific types of schools such as the cooperative nursery school, the day care centers, the private nursery school, Head Start programs, Follow Through programs, Inclusive Child Development Centers—pre-kindergarten through third grade in urban and suburban communities. **Prereq.:** graduate standing, PSYC-212 or EDFN-212, plus six additional credits in early childhood education.

ECED-405 Perspectives in Early Childhood Education, 3 cr. Students will study in depth a limited number of early childhood educational ideas, past and present, and look at ways they are being implemented in classrooms. Emphasis will be on understanding the commonality among early childhood education theorists. **Prereq.:** graduate standing and nine credit hours in early childhood education.

ECED-406 Perspectives on Parenting, 3 cr. Designed to train the early childhood teacher to teach parenting skills to parents. Reviews patterns of growth from birth focused on flexible parent-child communication designed to promote optimal development and stimulate growth. Provides a critical analysis and overview of several of the materials available for parent education and develop guidelines for evaluating them. **Prereq.:** graduate standing, PSYC-212, or equivalent.

(ECED-SCI)

ECED-SCI-314 Science Methods for Teaching Young Children, 3 cr. Methods of teaching and interpretation of the content and structure of those areas of the natural sciences generally included in the preschool to primary grades will be covered. Laboratory experiences will be provided. Recent developments in science learning for young children will be introduced. Lecture 2 hours, lab 3 hours. **Prereq.:** six credit hours in science with courses from two different departments.

EDUCATIONAL FOUNDATIONS

Daniel R. Bock, Ed.D., Professor
Vernon Braun, Ed.D., Assistant Professor
Richard H. Brewer, Ph.D., Professor
Jean B. Carlson, Ph.D., Professor, Chairperson
Barbara Cook, J.D., Assistant Professor
Peter Denner, M.S., Instructor
Phyllis Goldblatt, Ph.D., Associate Professor
Nancy Green, Ph.D., Associate Professor
Gene A. Kramer, M.S., Assistant Professor
William Lienemann, Ed.D., Professor
Jeffery A. Messerer, Ph.D., Visiting Lecturer
Jerry B. Olson, Ph.D., Associate Professor
Richard O. Poorman, Ph.D., Professor
Mitchell Vogel, M.A., Associate Professor
Marvin Willerman, Ed.D., Professor
Dennis C. Zuelke, Ph.D., Assistant Professor

The Department of Educational Foundations, representing the academic disciplines of philosophy, psychology, history, anthropology, economics, political science, and sociology, serves as a bridge between the College of Arts and Sciences and the College of Education, by teaching these basic disciplines as they apply to the field of education. The department is a member of the Cooperative Master of Arts in Educational Administration and Supervision with Chicago State University and Governors State University (through which the degree is awarded) and offers the state of Illinois General Administrative Certificate. The educational foundations department serves six major functions:

1. Provides three basic introductory undergraduate courses in the foundations area: history, philosophy, psychology, and sociology of education as these apply to schools and educational practices. These are: Philosophical and Historical Foundations of Public Education, Education and Individual Differences, and Psychological Foundations of Teaching and Learning, which are the prerequisites for the rest of the professional sequence in the College of Education. In addition, electives are offered to supplement student understanding of the educational process.
2. Provides programs for students desiring a masters degree in administration and supervision with concentra-

tions in administration, supervision, chief business official and community college administration; certification in administration, supervision, and school business official for those students possessing a master of arts degree.

3. Provides advanced courses for students in other degree programs.
4. Provides opportunity for students not in the College of Education to broaden their understanding of educational processes and view the possibility of education as a future career or to help prepare or improve themselves as citizens and parents or educators in other fields.
5. Provides a minor in educational studies.
6. Provides courses in quantitative analysis and program evaluation.

Foundations Sequence

The sequence in educational foundations provides the basic foundation in the following four areas:

1. Philosophy of Education
2. History of Education
3. Developmental Psychology as applied to school age children and adolescents
4. Psychology of the teaching process

The course titles are:

EDFN-215 Philosophical and Historical Foundations of Public Education . . . . . 4 cr.
EDFN-216 Education and Individual Differences . . . 3 cr.
EDFN-201 Psychological Foundations of Teaching and Learning . . . . . 3 cr.

Minor in Educational Studies

The minor in educational studies is designed for liberal arts and sciences majors who do not plan to become certified teachers and those in the College of Education who would like to acquire deeper insight into the nature of the educational process.

The area of specialization for each student within the minor will depend upon his/her particular needs and career interests. The following areas of emphasis are offered to illustrate possible foci for the minor.

Professional Preparation for:
Potential Instructors in Higher Education
Youth and Adult Community Programs
Religious Education
Correctional Education
Community Educational Leadership
Multi-cultural Education
Educational Policy Studies
Human Relations Skills for Service Personnel
Labor, Business, or Government Education Programs
Quantitative Analysis in Education
Educational Program Evaluation
Educational Psychology

1. The minor requires nine credit hours in one or more of the following areas as related to education: anthropology, history, philosophy, psychology, sociology, and/or program evaluation and quantitative analysis. This foundation will introduce students to basic theories, concepts, and underlying principles of educational practice. Courses will be selected by students in consultation with an advisor in the Department of Educational Foundations. 9 cr.
2. As a part of the minor, all students will be required to take EDFN-312 Seminar in Current Educational Literature, 3 cr. This course will allow the students to focus on the current literature in their area of interest. 3 cr.
3. Students will also be required to take EDFN-203 Lab in the Foundations of Education, 2 cr. This lab will allow students to explore on-going activities in their area of interest through field experience. 2 cr.
4. Students will be required to take four to six additional credit hours of course electives related to their area of interest. These courses will be selected by the student in consultation with their advisor in the Department of Educational Foundations. 4-6 cr.

GRADUATE PROGRAM

Master of Arts in Educational Administration and Supervision

Northeastern Illinois University, Chicago State University, and Governors State University cooperatively offer the master's degree program with the degree being awarded by Chicago State University.

When a candidate has been admitted to the master of arts degree program, he/she must elect one of the following four sequences: administration, supervision, school business official or community college. Upon satisfactory completion of the degree program, the student will have met the requirements for obtaining the Illinois State certificate in his/her area of specialization as well as the masters degree.

The program requires the completion of 33 credit hours. The candidate must obtain at least three credit hours in each of five core areas to acquire 15 of these credit hours. The core areas are: (1) administrative and organizational theory; (2) supervision of instruction; (3) human relations skills; (4) life styles and learning; and (5) school-community relations. Other requirements include competency in the area of educational research, 3-6 credit hours in a cognate area, six credit hours of practicum and the remainder in selected electives.

To assure the opportunity for students to take advantage of a variety of resources available at the three universities, one must complete at least 15 credit hours (but no more than 18) of work at Chicago State University, and the remaining 15-18 credit hours can be taken either at Northeastern Illinois University or Governors State University or both. The required and elective courses will be offered at the different campuses to provide for student convenience.

Eligibility and Admission

Requirements for eligibility for the Master of Arts Degree Program:

1. Bachelor's degree from an accredited institution of higher learning.
2. Two years of verified full-time teaching experience in schools recognized by the Illinois Office of Education for admission to the Administration or Supervision concentrations and two years of verified school business management experience for the Chief School Business Official concentration. Students in the community college sequence do not need the two-year teaching experience.
3. G.P.A. of 3.0 (on a 4.0 scale) in the final 60 credit hours of undergraduate study. Students with a lower G.P.A. may be accepted conditionally.

4. Written recommendations from two school officials. As much as nine credit hours of acceptable graduate credit may be transferred into this program.

Certification Only Program

For those candidates who already possess a masters degree and are interested in certification only, the following minimal programs are provided for each of the three state certificates.

1) General Administrative Program for Candidates Who Possess Masters Degrees

The candidate must complete 21 credit hours of graduate level coursework as follows:

a. Either EDFN-421 Administration and Organization of Public Education at Northeastern Illinois University or C&I-481 Foundations of School Administration at Chicago State University.
b. Either EDFN-424 Problems in School Supervision at Northeastern Illinois University, C&I-482 Public School Supervision at Chicago State University, or HLD-954 Supervision of Classroom Teaching at Governors State University.
c. Either EDFN-422 Administration and Supervision of the Elementary School or EDFN 423 Administration and Supervision of the Secondary School at Northeastern Illinois University or C&I-484 Elementary School Administration or C&I-485 Secondary School Administration at Chicago State University.
d. Six credit hours of field practicum. The courses are EDFN-434 and EDFN-435 at Northeastern Illinois University, C&I-467 at Chicago State University, and HLD-9911 at Governors State University.
e. Six credit hours of electives to be selected by the student with the consent of the advisor.

2) General Supervisory Program for Candidates Who Possess Masters Degrees

The candidate must complete 18 credit hours of graduate level coursework as follows:

a. Either EDFN-421 Administration and Organization of Public Education at Northeastern Illinois University or C&I-481 Foundations of Educational Administration at Chicago State University.
b. Either EDFN-424 Problems in School Supervision at Northeastern Illinois University, C&I-482 Public School Supervision at Chicago State University, or HLD-954 Supervision of Classroom Teaching at Governors State University.
c. Either ELED-414 Principles of Curriculum Development at Northeastern Illinois University, C&I-352 Principles of Curriculum Construction at Chicago State University, or EAS-574 Curriculum Development at Governors State University.
d. Either EDFN-429 Research Seminar in Educational Administration at Northeastern Illinois University, C&I-397 Research Methods in Education at Chicago State University, or HLD-540 Research Methodology at Governors State University.
e. Six credit hours of field practicum. The course numbers are EDFN-434 and EDFN-435 at Northeastern Illinois University, C&I-467 at Chicago State University, and HLD-9911 at Governors State University.

3) Chief School Business Official Program for Candidates Who Possess a Masters Degree

The candidate must complete 21 credit hours of graduate level coursework as follows:

a. Either EDFN-432 School Business and Finance at Northeastern Illinois University or C&I-382 Public School Finance at Chicago State University.
b. Either EDFN-438 Collective Negotiations at Northeastern Illinois University, C&I-384 Collective Negotiations at Chicago State University, or BPS-927 Collective Bargaining at Governors State University.
c. Either EDFN-421 Administration and Organization of Public Education at Northeastern Illinois University or C&I-481 Foundations of School Administration at Chicago State University.
d. Six credit hours of field practicum. The course numbers are EDFN-434 and EDFN 435 at Northeastern Illinois University, C&I-467 at Chicago State University, and HLD-9911 at Governors State University.
e. Six credit hours of approved electives in business management.

Requirements for Eligibility for the Certification Only Program

1. A masters degree from an accredited institution of higher learning.
2. Two years of verified full-time teaching experience in schools recognized by the Illinois Office of Education for admission to the program in administration or supervision and two years of verified school business management experience for the Chief School Business Official program.
3. Written recommendations from two school officials.
4. Student must provide evidence of successful completion of Illinois and United States Constitution examinations.

Request for Application Materials

To obtain an application for either program write to one of the following universities:

The Office of the Graduate Division
Chicago State University
95th and Martin L. King Drive
Chicago, Illinois 60628

Office of Admissions and Records
Governors State University
Park Forest South, Illinois 60466

or

The Office of the Graduate College
Northeastern Illinois University
5500 N. St. Louis
Chicago, Illinois 60625

COURSE OFFERINGS (EDFN)

EDFN-201 Psychological Foundations of Teaching and Learning, 3 cr. Study and application to the teaching situation of theories and principles of learning (affective behavioral and cognitive), motivation, and classroom management. Also attention to instructional objectives, evaluation of learning, and introduction to statistical analysis of scores. Application emphasized. Classroom observation required. **Prereq.:** EDFN-216.

EDFN-202 Laboratory in the Foundations of Education, 1 cr. Students will be guided toward appropriate experiences in a concrete setting that will increase their understanding

and utilization of concepts developed in the foundations courses. Chicago metropolitan area schools and other educational institutions will be used as the laboratory. **Prereq.:** to be taken concurrently with or immediately after EDFN-201, EDFN-205, EDFN-215, or EDFN-216, and consent of instructor.

EDFN-203 Laboratory in the Foundations of Education, 2 cr. (See EDFN-202 for description.)

EDFN-204 Laboratory in the Foundations of Education, 3 cr. (See EDFN-202 for description.)

EDFN-205 Social Foundations of Education, 3 cr. The American school viewed as a key social institution exercising influence and, in turn, being influenced by the total American culture. The institutional organization, both formal and informal within the school and classroom, is studied. Its interrelations with other basic institutions are examined. Present day educational problems resulting from social conditions are studied. Directed visits to schools and community agencies offer opportunities to relate foundational theory to educational practice. One half-day a week will be spent participating in a school program.

EDFN-212 American Public Education—History of Education, 2 cr. Education in the American social order from a critical and historical perspective, an assessment of factors and ideas influencing the development of education in a changing American society: the colonial beginnings, the early national period, the common school movement, the progressive era, the role of the school today as an outgrowth of these, and other historical antecedents. **Prereq.:** consent of instructor for UNI undergraduates; open to all others.

EDFN-213 Philosophy of Education, 2 cr. An exploration of the views of selected philosophers concerning education, an examination of the relationships between philosophy and education, attempts to relate philosophical positions to various classroom practices, and enabling students to formulate personal philosophies of education. **Prereq.:** consent of instructor for UNI undergraduates; open to all others.

EDFN-215 Philosophical and Historical Foundations of Public Education, 4 cr. The exploration of alternate views of the aims of public education in America; the study of the historic settings in which the system grew and was forged. Identification of the major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.

EDFN-216 Education and Individual Differences, 3 cr. Consideration of principles of human development as factors in the learning situation. Emphasis on understanding and assessment: (1) understanding the child and adolescent as an individual with different abilities, attitudes, interests, emotional responses, and accomplishments as a result of genetic, maturational, and environmental factors, and (2) techniques for assessment of these differences in order to aid student development. Special attention will be given to the concepts of intelligence, self image, effects of class and ethnic differences, and learning styles. Classroom observations will be required as field experience.

EDFN-301 History and Philosophy of Religious Education, 3 cr. An overview of religious belief and practice, the role and different kinds of religious education in America. Attention is given to the development of religiously oriented schools along with recent trends in parochial education.

EDFN-312 Seminar in Current Educational Literature, 3 cr. An examination of current educational literature; included would be recent research findings, important views of educational critics, newly developed theories of learning and education, and innovative practices in educational institutions.

EDFN-313 Problems, Issues, and Practices in Education, 3 cr. An in-depth examination of some of the salient issues confronting contemporary American education. Topics selected are varied so as to be of particular interest to classroom teachers, other educational professionals, and laymen.

EDFN-314 Social Issues in Educational Settings, 3 cr. An in-depth examination of particular educational issues from viewpoints of the social science disciplines. Titles include Legal Aspects of Education; The Sociology of the Classroom; Education as Cultural Imperialism: Education and Social Reconstruction; Desegregation and Education; Problems of Educational Finance; Separation of Church and State: the effects on the Schools; Education and Social Class; The University in a Changing Society; Professional Organizations and the Schools; The Politics of Education; Sexism in Education; Accountability and the Schools; Multicultural Education; and Education in New China. **Prereq.:** minimum junior standing or consent of instructor.

EDFN-315 Psychological Issues in Educational Settings, 3 cr. In-depth analysis of particular areas of psychological knowledge related to the interface between psychology and education such as self concept, psychoanalyses, moral development, affect, motivation, effective thinking, interpersonal skills, individualization, classroom diagnosis or teacher effectiveness, role, and problems of teachers. Stress will be placed on both theoretical and practical approaches to help teachers toward self understanding and provide opportunities for development of students' cognitive, affective, moral, and behavioral strengths. Required field observation of classroom environments will facilitate application of psycho-social theories and principles. **Prereq.:** EDFN-201 or EDFN-216 or consent of instructor.

EDFN-321 Group Dynamics in Educational Settings, 3 cr. Fundamental group dynamics principles as they affect classroom behavior; developing skills in observing, recording, and analyzing group phenomena in educational settings, providing skills in using peer group influences to create supportive environments. Course topics include: communication, leadership, norms, sub-groups and cliques, ability grouping, small group projects, peer teaching, and group approaches to discipline problems. Reading and discussion of group dynamics literature, observation and analysis of classrooms. Group investigations of specific topics and practice in group leadership skills.

EDFN-322 Introductory Statistical Analysis in Education, 3 cr. An introduction to statistical analysis with specific focus on methods employed in educational research and evaluation. Topics include descriptive statistics, correlational techniques, elementary probability theory, and elementary parametric and non-parametric statistical tests of hypotheses. Emphasis is placed on theoretical foundations, computational skills, and computer utilization. **Prereq.:** twelve credit hours in professional education.

EDFN-401 Learning Theories and Educational Practice, 3 cr. Study of both behavioral and cognitive learning theories, their illustration in the classroom, and review of recent research. Classroom observations required. **Prereq.:** graduate standing, 12 credit hours in professional education, or consent of instructor.

EDFN-410 Education as a Social Institution, 3 cr. The mutual influence of social institutions and education; innovating and maintaining functions of the school within American society; factors involved in the socialization of the student. Particular attention is given to these aspects as they pertain to education in an urban setting. Laboratory experiences are expected. **Prereq.:** graduate standing.

EDFN-411 Comparative Education, 3 cr. Examination of cross-cultural/cross-national educational systems comparing

and contrasting educational goals of disparate national groups. Identification of common problems which determine the kind and quality of education in a given society or culture, such as economic development, technological development, religious dominance, political climate, and social differences. Interpreting cross-national data such as school leaving age, levels of education, wealth and occupation, and employment rates. Guest lecturers who have had experience with education in other societies are invited. **Prereq.:** graduate standing, 12 credit hours in professional education, or consent of instuctor.

EDFN-412 Selected Concepts in the Philosophy of Education, 3 cr. Analysis of the ideas of important contributors to educational theory. The course will be an in-depth study of a particular theorist or school of philosophy (such as existentialism, Dewey, Rousseau, McLuhan, or revolutionary philosophers). Inquiry will focus on such themes as the writer's views of the nature of man, means and ends in education, views of the nature of reality, and knowledge and applications of these concepts to teaching. **Prereq.:** graduate standing.

EDFN-413 Human Relations in Educational Settings, 3 cr. Study of basic concepts and principles of interpersonal relationships and dynamics of groups. Emphasis on theory and application. Students will learn to observe and assess interpersonal and group dynamics and learn effective interaction skills in role playing situations. Designed for teacher, supervisors, administrators, school service personnel, and community leaders. **Prereq.:** graduate standing.

EDFN-416 Cultural Pluralism and the Schools, 3 cr. The study of multi/cultural groups: differences and commonalities. Special emphasis on the investigation and evaluation of various concepts and models of cultural and subcultural relationships and the historical development of schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context. **Prereq.:** graduate standing, 12 credit hours in professional education, or consent of instructor.

EDFN-417 Educational Theorists, 3 cr. An in-depth examination of a particular theorist or theoretical view (such as motivational, client-centered, behaviorist, cognitive, new left, Freudian, Piaget, Dewey or Erikson) with applications to classroom situations. Observations of schools or learning situations modelled after the particular perspective will probe the implementation of the theorist's ideas at all levels of education. Consideration will be given to the present impact of each theorist and implications for the future. **Prereq.:** graduate standing, 12 credit hours in professional education, or consent of instructor.

EDFN-418 Seminar in Development and Learning, 3 cr. An in-depth study of theory and research in educational settings on developmental characteristics related to capacity to learn. Individual students will focus on the age that interests them; observations will be used to illustrate theory and research. Emphasis will be placed on the ways knowledge about development enhances learning. **Prereq.:** graduate standing, twelve hours in professional education, or consent of instructor.

EDFN-419 Adolescent Development and Educational Practice, 3 hrs. An in-depth study of the theory and research related to adolescent behavior and development. The cognitive-intellectual, personal-social, and physical-motor areas are considered. Observation in secondary level classrooms required. **Prereq.:** twelve credit hours of professional education or consent of instructor.

EDFN-421 Administration and Organization of Public Education, 3 cr. Introduction to the study of educational administration with emphasis upon the nature of the administrative process and administrative theory; an overview of the structure and operation of public education at the local, state, and federal levels. **Prereq.:** graduate standing.

EDFN-422 Administration and Supervision of the Elementary School, 3 cr. An examination of the elementary school with emphasis upon the role of the principal and his relationship with personnel; administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs; students to have an opportunity to solve problems with simulated material. **Prereq.:** graduate standing and EDFN-421.

EDFN-423 Administration and Supervision of the Secondary School, 3 cr. An examination of the secondary school with emphasis upon the role of the principal with the professional staff and community. The nature of supervision and the leadership function are related to the principal's role in developing educational tasks and processes in secondary school administration by using case studies and simulated material. **Prereq.:** graduate standing and EDFN-421.

EDFN-424 Problems in School Supervision, 3 cr. A survey of the strategies and tactics for improving educational programs; factors determining effectiveness and efficiency in schools; human and technical skills in supervision; communication processes; forces for curriculum change; and assessment of teaching effectiveness are examined. **Prereq.:** graduate standing and EDFN-421.

EDFN-428 Seminar in Educational Administration, 3 cr. An in-depth analysis of selected topics and problems in educational administration; administrative behavior, theory, and contributions of behavioral science to administration; nature, components, and characteristics of the school as an organization and their implications for practitioners in education. **Prereq.:** graduate standing, EDFN-422, or EDFN-423.

EDFN-429 Research Seminar in Administration, 3 cr. Considerable emphasis is placed on formulating testable hypotheses with proper research and statistical design; a critical interpretation and analysis of administrative research is conducted with particular reference to the public schools. **Prereq.:** graduate standing and nine credit hours in administration.

EDFN-431 School-Community Relations, 3 cr. An examination of the role of the school in the modern community, community power structure and resources, and the principles of school-community relations in the context of social change. Included is an evaluation of communication media between school and community. **Prereq.:** graduate standing and EDFN-421.

EDFN-432 School Business and Finance, 3 cr. The functions and processes of school business administration; budgetary processes, salary, transportation, contracts, liabilities, and managing facilities and organizational and governmental structures relevant to public school finance. Students will have an opportunity to solve problems in simulated situations. **Prereq.:** graduate standing and EDFN-421.

EDFN-433 School Law for Teachers and Administrators, 3 cr. A survey of the legal principles and their application to the school; legal rights, privileges, responsibilities, immunities, and authority of school board members, administrators, teachers, and students. **Prereq.:** graduate standing and twelve credit hours of education.

EDFN-434 Administration Practicum I, 3 cr. The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with roles in educational administration and supervision. Each student will participate in three of the following administrative areas: school organization, instruction, management, community relations, pupil personnel services, and school climate studies. Group seminars, a log describing on-going activities, and an annotated bibliography

related to practicum activities are required. **Prereq.:** EDFN-421, EDFN-422, or EDFN-423, EDFN-424, or equivalent courses from the other cooperative universities, and consent of coordinator.

EDFN-435 Administration Practicum II, 3 cr. The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with roles in educational administration and supervision. Each student will participate in a wide range of activities related to school organization, instruction, management, community relations, pupil personnel services, and school climate studies. Group seminars, a log describing on-going activities, and an annotated bibliography related to practicum activities are required. **Prereq.:** EDFN-434 or taken concurrently with EDFN-434 or equivalent courses from the other cooperative universities, and consent of coordinator.

EDFN-436 Administration of School Personnel, 3 cr. Provides a general understanding of the personnel functions in education. Decision-making and problem-solving in school personnel administration and supervision will be emphasized. Functions of recruiting, assignment, development, coordination, compensation, appraisal negotiations, in-service education, motivation, and dismissal are included. **Prereq.:** graduate standing and EDFN-421.

EDFN-437 Independent Study in Educational Administration, 3 cr. In-depth examination of special areas in educational administration. **Prereq.:** graduate standing, consent of instructor, and six credit hours in educational administration.

EDFN-438 Collective Negotiations, 3 cr. The development and establishment of collective bargaining within the educational enterprise: the public and private sectors; in elementary-secondary education and colleges and universities; historical, sociological, and legal perspectives; some consideration and evaluations of various issues (including tactics and process), concepts, and current problems. Required for certificate for chief school business officer. **Prereq.:** graduate standing and EDFN-421 or consent of instructor.

EDFN-450 Advanced Statistical Analysis in Education, 3 cr. The study of the statistical analysis of educational data. An extension of correlation techniques, including partial and multiple correlation. Additional topics include an examination of various complex analyses of variance and nonparametric procedures as used in educational research and evaluation. Emphasis is placed on theoretical foundations, computational skills, and computer utilization. **Prereq.:** graduate standing and EDFN-322.

EDFN-451 Models and Techniques of Evaluating Educational Programs, 3 cr. The study of educational evaluation as an inquiry process. Models for planning evaluation studies and application examples. Additional topics include evaluation criteria, guidelines for writing evaluation reports, computer applications, and evaluation in educational and training programs in other settings. **Prereq.:** graduate standing and nine credit hours in professional education.

EDFN-452 Methodology of Evaluating Educational Programs, 3 cr. The study of methods for structuring, obtaining, and processing evaluative information. Emphasis is placed on application and problems in evaluation methods of inquiry. Topics include evaluation design, instrumentation, computer utilization, and evaluation in educational and training programs. **Prereq.:** graduate standing, EDFN-322, and EDFN-451.

EDFN-453 Seminar in Educational Foundations, 1 cr. A seminar course designed to provide opportunities for experienced teachers to update their knowledge of educational theory and its relevance to the classroom. **Prereq.:** graduate standing or valid teaching certificate.

EDFN-454 Seminar in Educational Foundations, 2 cr. (See EDFN-453 for description)

EDFN-455 Seminar in Educational Foundations, 3 cr. (See EDFN-453 for description)

EDFN-460 Administration and Supervision in Special Education (cross listed with SPED-470), 3 cr. Introduction to special education administration including legal and financial aspects, staff and community relations, mainstreaming, facilities, and curricular design; students will have an opportunity to solve problems using case studies and simulated materials. **Prereq.:** graduate standing, EDFN-421, and SPED-410.

EDUCATIONAL STUDIES

James Lockwood, Ph.D., Professor, Coordinator

The Bachelor of Arts in Educational Studies is designed to prepare students for careers in non-school settings where preparation as an educator has been identified as desirable. Such settings would include business, industry, recreation centers, hospitals, unions, and community, state, and federal agencies. Core courses in the program are designed to develop knowledge and competence in teaching/learning processes and the awareness of the requirements of various environments in which training and program development take place.

The Educational Studies Program differs from traditional teacher preparation programs and does not lead to teacher certification. The emphasis will be on working with the adult learner in non-school organizations and on establishing effective instructional systems for specific objectives as defined by the purposes of organizations.

UNDERGRADUATE PROGRAMS

Required Courses:

EDST-201 The Role of Educators in Non-School Settings . . . . . 3 cr.
EDST-301 Teaching/Learning Process in Non-School Settings . . . . . 3 cr.
EDST-310 Instructional Techniques and Technology for Use in Non-School Settings . . . . . 3 cr.
EDST-320 Dynamics of Working with Groups and Individuals in Non-School Settings . . . . . 3 cr.
EDST-329 Internship and Seminar for Educators in Non-School Settings . . . . . 9 cr.

Total 21 cr.

Educational Studies Electives . . . . . 12 cr.

Each student, in consultation with the program coordinator and/or advisor, will select 12 additional credit hours of work. The selection of courses will be guided by the student's career objectives and focus on competencies relevant to these objectives. The electives will amplify and extend the core courses.

Total 33 cr.

Additional Area of Concentration . . . . . 18-33 cr.

Students will be encouraged to either take a second major in an area such as business, human services, recreation, computer science, or special education, or will be required to complete at least 18 credit hours of concentrated study in a relevant area. The student selecting the latter option will choose these hours in consultation with his/her advisor.

Additional Electives

Students with weaknesses in any area such as communication skills will be required to take coursework as part of their electives to develop these skills.

Minor in Educational Studies

See information included in the educational foundations department listings.

COURSE OFFERINGS (EDST)

EDST-201 The Role of Educators in Non-School Settings, 3 cr. Course enables students to explore their apptitudes and interests in relation to the roles of educators in non-school settings and to familiarize themselves with the overall purposes of organizations and the role of educators within such organizations.

EDST-301 Teaching/Learning Process in Non-School Settings, 3 cr. The study of the range and types of desired educational outcomes as related to characteristics of adult learners, and principles of learning and instruction.

EDST-310 Instructional Techniques and Technology for Use in Non-School Settings, 3 cr. The study of the instructional techniques and technology appropriate for use in the training of personnel in business, industry, and social service organizations. An emphasis will be placed on techniques that incorporate the use of media and are appropriate for use in training adults.

EDST-320 Dynamics of Working with Groups and Individuals in Non-School Settings, 3 cr. The study of effective interpersonal and group behavior in organizations. Understanding the importance of such behaviors for the achievement of learning outcomes and the development of skill in the use of such behaviors will be emphasized.

EDST-329 Internship and Seminar for Educators in Non-School Settings, 9 cr. The internship and seminar will be the culminating activity for the educational studies major. The students will intern in non-school sites and participate in weekly seminars. Internships will be in business and industry, community, state and federal agencies, rehabilitation and recreation centers, and professional associations. The purpose will be to synthesize what the student has learned in the classroom with practice in the field.

ELEMENTARY EDUCATION

Edmund S. Cavanaugh, M.A., Assistant Professor, Chairperson
John Etten, Ed.D., Professor
Mary Anne Fowler, Ed.D., Associate Professor
Ethel J. Greene, Ed.D., Professor
George Grimes, Ed.D., Associate Professor
M. Lucille Grogan, Ph.D., Associate Professor
Charles Howard, M.A., Assistant Professor
John Komai, M.S.Ed., Assistant Professor
Maria Korkatsch, M.Ed., Assistant Professor
Alfred Lazow, Ed.D., Professor
Anne Lembesis, Ed.D., Professor
Margaret Lindman, Ed.D., Professor
Betty J. Paden, Ed.D., Professor
Leonard Setze, Ed.D., Professor
Rodolfo Vilaro, M.A., Assistant Professor
Vivian A. Walkosz, Ed.D., Associate Professor

The professional long-range objective in the Department of Elementary Education is to prepare autonomously thinking, self-directing, and socially responsible teachers for the elementary schools. Our professional sequence (36 credit hours) is reinforced with an area of concentration. All students, while enrolled in their professional education courses in elementary education, are required to pursue concurrently an area of concentration in one of the following (the number of credit hours in the area varies from 23 to 36):

- Art
- Language Arts
  - English
  - Foreign Language
  - Linguistics
  - Speech and Performing Arts
- Mathematics
- Music
- Natural Sciences
- Physical Education
- Social Sciences
- Spanish
- Special Education
  - Learning Disabilities
  - Mental Retardation
  - Social Maladjustment

All students following the professional elementary sequence must complete 100 hours of clinical laboratory experience prior to student teaching, effective September, 1979, to be eligible for state of Illinois teacher certification. Students taking educational foundations department courses EDFN-201 and EDFN-216 (a prerequisite for EDFN-201) fulfill 20 hours of this requirement. The additional 80 hours comes typically from ELED-332 Laboratory in Elementary Education II. When enrolled in this latter course, the student is placed in a cooperating public or private elementary school to serve approximately six hours weekly in a 16-week trimester and 12 hours weekly in an 8-week term. Students are expected to attend seminars bi-weekly. Registration for laboratory courses must be completed, in part, in the office of the department chairperson where necessary approval is requested so school placements may be arranged.

Sequence:

Required professional education courses for students in elementary education:

EDFN-201 Psychological Foundations of Teaching and Learning . . . . . 3 cr.
EDFN-215 Philosophical and Historical Foundations of Public Education . . . . . 4 cr.
ELED-301 Curriculum of the Elementary School . . . 3 cr.
ELED-303 Methods of Teaching Mathematics—Elementary School . . . . . 2 cr.

Select either (a) or (b)

(a) ELED-304 Methods of Teaching Social Studies—Elementary School . . . . . 2 cr.
(b) ELED-305 Methods of Teaching Science—Elementary School . . . . . 3 cr.

Select either (c) or (d)

(c) ELED-315 Teaching in the Inner City Elementary School . . . . . 3 cr.
(d) ELED-320 Teaching the Slow-Learning and Gifted Child . . . . . 3 cr.

*ELED-318 Methods of Teaching Reading and Language Arts . . . . . 5 cr.
(Taken concurrently with ELED-332 A or B)
ELED-332A Laboratory in Elementary Education II: Reading . . . . . 2 cr.
or

ELED-332B Laboratory in Elementary Education II: Language Arts . . . . . 2 cr.
ELED-329 Student Teaching and Seminar in the Elementary School (Grades 3-8) . . . . . 12 cr.

*NOTE: A combination of ELED-302 Methods of Teaching Language Arts, 3 cr., and ELED-306 Methods of Teaching Reading, 3 cr., may be substituted for ELED-318.

Total 36-38 cr.

The above program is also required of undergraduate transfer students. Graduates of accredited universities wishing to enroll for student teaching in elementary education at Northeastern are required to complete the entire professional sequence. All students must request an adviser in elementary education. (Please secure a copy of **Guidebook for Students in Elementary Education** from the secretary of the Department of Elementary Education.)

In addition to successful completion of the required courses in the professional sequence and requirements for the academic program, students seeking entitlement for certification upon graduation must also pass the United States and Illinois Constitution examinations and complete one course each in (1) art, (2) music, (3) health education, (4) physical education "activity," (5) American history or government, (6) mathematics, and (7) English.

Under the aegis of the Department of Elementary Education, a Bachelor of Arts degree in Bilingual/Bicultural Studies is offered. This degree is reserved for students who are proficient in written and spoken English and Spanish. Each candidate must pass a test indicating fluency in both languages; however, students who do not meet the language qualifications may in some cases be permitted to begin the program while taking simultaneously appropriate qualifying language courses. This degree is designed to prepare qualified teachers who can function effectively in bilingual/bicultural (Spanish/English) classrooms. A complete outline of courses is given in the guidebook.

UNDERGRADUATE PROGRAM

Major in Bilingual/Bicultural Studies

Required Courses: 30 credit hours

Music

MUS-392 Contemporary Music, Grades 3-8 . . . . . 3 cr.

Foreign Language and History

(Take two of following three)

FL-SPAN-104 Current Cultural Impact of the Latin American on the U.S. . . . . 3 cr.
FL-SPAN-364 The Spanish Americans of Chicago: Their Contributions and Struggles . . . . . 3 cr.
HIST-353 Latin American History Since 1825 . . . . . 3 cr.

Linguistics

LING-304 Teaching English as a Second Language (TESL) . . . . . 3 cr.

Anthropology

ANTH-308 People of Central America, Mexico, and the Caribbean . . . . . 3 cr.

Geography

G&ES-302 Regional Geography . . . . . 3 cr.

Sociology

SOC-316 Race and Ethnic Relations . . . . . 3 cr.

Education

ELED-332 Laboratory and/or Field Study B/B . . . . . 2 cr.
ELED-338 Bilingualism and Education B/B . . . . . 3 cr.

Physical Education

HPER-PESV-127 Latin American Dance . . . . . 1 cr.

Elective

Three credit hours to be chosen in consultation with director . . . . . 3 cr.

NOTE: Questions regarding the above may be addressed to the coordinator of the Bilingual/Bicultural Studies Program.

Professional Bilingual/Bicultural Educational Sequence

EDFN-201 Psychological Foundations of Teaching and Learning . . . . . 3 cr.
EDFN-215 Philosophical and Historical Foundations of Public Education . . . . . 4 cr.
ELED-301 Curriculum of the Elementary School B/B . . . . . 3 cr.
ELED-303 Methods of Teaching Mathematics—Elementary School B/B . . . . . 2 cr.

Select either (a) or (b)

(a) ELED-304 Methods of Teaching Social Studies —Elementary School B/B . . . . . 2 cr.
(b) ELED-305 Methods of Teaching Science—Elementary School B/B . . . . . 3 cr.

Select either (c) or (d)

(c) ELED-315 Teaching in the Inner City Elementary School B/B . . . . . 3 cr.
(d) ELED-320 Teaching the Slow-Learning and Gifted Child B/B . . . . . 3 cr.

*ELED-318 Methods of Teaching Reading and Language Arts B/B . . . . . 5 cr.
(Taken concurrently with ELED-332)
ELED-332 Laboratory in Elementary Education II B/B . . . . . 2 cr.
ELED-329 Student Teaching and Seminar in the Elementary School (Grades 3-8) B/B . . . . . 12 cr.

*NOTE: A combination of ELED-302 Methods of Teaching Language Arts B/B, 3 cr., and ELED-306 Methods of Teaching Reading B/B, 3 cr., may be substituted for ELED-318 B/B.

Electives:

ELED-334 Laboratory in Elementary Education IV (Barrio Education) B/B . . . . . 4 cr.
ELED-339 Methods of Teaching Spanish Language Arts—Elementary School B/B . . . . . 3 cr.

NOTE: Questions regarding the above may be addressed to the coordinator of the Bilingual/Bicultural Studies Program.

COURSE OFFERINGS (ELED)

ELED-301 Curriculum of the Elementary School, 3 cr. Interpreting and improving the elementary curriculum, specific relationships between the nature of the learner and the learning processes. Preparation of daily lesson plans and units. **Prereq.:** EDFN-201 or PSYC-213 or PSYC-212 and EDFN-215.

ELED-302 Methods of Teaching Language Arts—Elementary School, 3 cr. Materials and techniques for the teaching of writing, speaking and listening; the function of language in the life of the child, the relationship of language in other areas of learning. **Prereq.:** ELED-301.

ELED-303 Methods of Teaching Mathematics—Elementary School, 2 cr. Development of meanings that lead children to effective communication with number concepts and to clearer quantitative thinking; methods and techniques of teaching number systems. **Prereq.:** ELED-301.

ELED-304 Methods of Teaching Social Studies —Elementary School, 2 cr. Guiding students toward a concept of "man on the land;" discussion of the nature of each of the social studies areas most commonly taught in the elementary school, together with demonstrations and suggestions for teaching so that the social studies may contribute to a wholesome pattern of education; attention given to the need for developing critical thinking and to the exploration of problems associated with the methods of research. **Prereq.:** ELED-301.

ELED-305 Methods of Teaching Science—Elementary School, 3 cr. Development of scientific thinking, understanding basic scientific thinking, understanding basic scientific principles, teaching materials, laboratory equipment, and other multi-sensory aids for science education. **Prereq.:** ELED-301.

ELED-306 Methods of Teaching Reading—Elementary School, 3 cr. Information concerning the various methods for teaching reading, acquaintance with recent research and controversial issues. Emphasis will be given to methods of teaching fundamental reading skills. **Prereq.:** EDFN-215 and ELED-301.

ELED-307 Independent Study in Selected Problems in Elementary Education, 1 cr. An in-depth study designed for individual students who wish to pursue independently interests in specific areas of elementary education and teaching methodology through readings, investigations, field experiences, reports, and conferences under the guidance of department faculty. **Prereq.:** consent of instructor.

ELED-308 Independent Study in Selected Problems in Elementary Education, 2 cr. (See ELED-307 for description.)

ELED-309 Independent Study in Selected Problems in Elementary Education, 3 cr. (See ELED-307 for description.)

ELED-315 Teaching in the Inner City Elementary School, 3 cr. Educational problems inherent in the inner city milieu, exploration of developmental learning concerns as applicable in various ethnic groups; study of socio-economic conditions as relating to educational achievements. **Prereq.:** EDFN-201 or PSYC-213 or PSYC-212 and EDFN-215.

ELED-318 Methods of Teaching Readings and Language Arts, 5 cr. Material techniques for the teaching of listening, speaking, writing, and reading skills. The function and interrelationship of the child's language and the four language arts areas. Acquaintance with current methods, recent research, and controversial issues in each of the language arts. A requirement of the course will be tutoring small groups of children in the schools. **Prereq.:** ELED-301.

ELED-319 Classroom Organization and Management, 3 cr. Designed for the beginning teacher; exploration of the various methods by which the classroom may be organized and brought to a level of discipline necessary for effective teaching examination of such topics as organizing for instruction, teacher-pupil rapport, class discussion, importance of motivation, and techniques of discipline.

ELED-320 Teaching the Slow-Learning and Gifted Child in the Elementary School, 3 cr. Exploration of needs and problems of gifted and talented as well as moderately disabled learners in the regular elementary school classroom. Review of selected literature of relevant school and classroom organizations, teaching strategies and case studies. **Prereq.:** EDFN-201 and EDFN-215.

ELED-329 Student Teaching and Seminar, Grades 3-8, 12 cr. Combined elementary school field work both mornings and afternoons with college based critiques. This course is designed to continue to induct students gradually into the many activities and responsibilities of the elementary classroom teacher. Guidance and supervision under a university supervisor with weekly two hour seminar. (Sixteen weeks, full day) **Prereq.:** completion of required professional education courses and approval of director of student teaching.

ELED-332 Laboratory in Elementary Education II, 2 cr. Guided experiences with elementary school children and materials in schools or similar field locations and with the utilization of materials in laboratory situations. Course successfully completed may not be repeated in one specific area. **Prereq.:** written consent of department chairperson.

ELED-333 Laboratory in Elementary Education III, 3 cr. (See ELED-332 for description.)

ELED-334 Laboratory in Elementary Education IV, 4 cr. (See ELED-332 for description.)

ELED-403 Problems in Elementary Mathematics Instruction, 3 cr. Develops an understanding of principles and techniques of instruction in elementary school mathematics. Students will be expected to investigate research as it relates to the improvement of instruction in mathematics. **Prereq.:** graduate standing.

ELED-405 Problems in Elementary Social Studies Instruction, 3 cr. Develops an understanding of principles and techniques of instruction in elementary school social studies. Students will be expected to investigate research as it relates to the improvement of instruction in social studies. **Prereq.:** graduate standing.

ELED-406 Research Skills for the Classroom Teacher, 3 cr. Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building. **Prereq.:** graduate standing.

ELED-414 Principles of Curriculum Development, 3 cr. Fundamental criteria for curriculum planning and the principal types of curriculum patterns as they apply to various subject-matter disciplines; emphasis focused on the student's subject area of speculation and its applicability to the improvement of the curriculum in the classroom and in the school; study of selection and organization of learning experiences, as well as objectives and evaluation. **Prereq.:** graduate standing.

ELED-418 Classroom Problems in the Teaching-Learning Process, 3 cr. The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, in instructional methods, in educational decisions, and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research. **Prereq.:** graduate standing.

ELED-419 Problems in Elementary Language Arts Instruction, 3 cr. Development of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts. **Prereq.:** graduate standing.

ELED-421 Seminar in Elementary Education, 3 cr. Timely seminars designed to afford opportunity for in-service elementary teachers to share in the scholarly interests of department staff, visiting faculty, and guest lecturers in current specialized areas of elementary curriculum and teaching. **Prereq.:** graduate standing.

ELED-422 Problems in Elementary Science Instruction, 3 cr. Develops an understanding of principles and techniques of instruction in elementary school science. Students will be expected to investigate research as it relates to the

improvement of instruction in science. **Prereq.:** graduate standing.

ELED-423 Extern Seminar in Elementary Education, 3 cr. Offered separately: 1) for beginning teachers and 2) to experienced teachers. A series of in-service seminars for elementary school teachers. The content of each seminar will be planned by the students to meet their needs. Resource people will assist in working toward solutions to the many practical problems confronting individual teachers or staff. The course may be repeated once. **Prereq.:** graduate standing.

Note: The Bilingual/Bicultural courses are the same as those for ELED with the following additions:

ELED-333 Laboratory in Elementary Education III B/B (ASPIRA-M.A.C.E.), 3 cr.

ELED-334 Laboratory in Elementary Education IV B/B (BARRIO EDUCATION), 3 cr.

ELED-338 Bilingualism and Education B/B, 3 cr. Bilingualism and education in different parts of the world; its sudden importance in the United States as a method of teaching the Spanish-speaking child in the metropolitan areas to become self-directing in a culture different from his own. Emphasis will be placed upon the educational problems of large ethnic groups in urban centers, such as Puerto Ricans, Mexicans, and Cubans. **Prereq.:** admission to bilingual/bicultural education program.

ELED-339 Methods of Teaching Spanish Language Arts in the Elementary School B/B, 3 cr. Exploratory and systematic approach to the study of the language arts in the Spanish language and its implications in the methodology of the bilingual/bicultural classroom. Analyzes all major components stressing current trends, issues, and innovations. **Prereq.:** admission into bilingual/bicultural education program.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

Ronald Bulbulian, M.S., Assistant Professor
Daniel Creely, Ed.S., Assistant Professor
Ronald Faloona, M.P.E.H., Assistant Professor, Athletic Coordinator
Betty Guzik, M.P.E.H., Assistant Professor, Assistant Athletic Coordinator
Frank Hostetler, H.S.D., Professor
Marjorie Jennings, B.A., Educational Project Associate, Coordinator of Motorcycle Safety Program
Violet Johnson, M.Ed., Assistant Professor
Raymond Kasper, M.S., Assistant Professor
George Lesmes, Ph.D., Associate Professor, Human Performance Laboratory Coordinator
Dale McCormack, M.S., Educational Project Associate, Assistant Coordinator, Motorcycle Safety Program
Betty Meyer, M.A., Associate Professor
Edward B. Mueller, M.A., Professor, Chairperson
Dolores Petty, M.A., Associate Professor
Eleonor Prueske, Ph.D., Professor
Anthony Schimpf, M.S.Ed., Assistant Professor
Joan Siegel, M.S., Instructor, Intramurals and Recreation Coordinator
John Waechter, P.E.D., Professor, Academic Coordinator

The Department of Health, Physical Education, Recreation, and Athletics offers courses of study leading to the degree of Bachelor of Arts in Secondary Physical Education, in Elementary Education Physical Education, in Leisure Studies, and Master of Science in Exercise Physiology/Cardiac Rehabilitation. The department offers minor programs in physical education, health, and driver education. In addition several areas of concentration are provided for use with the Educational Studies Major.

All undergraduates, with their advisor's consent, may choose major courses in physical education as electives credited toward graduation (HLED, PEMA, PEMT, PEDR, LEST prefixes).

Serving the entire university community, the department is concerned with educating students in health, physical education, and recreation along with developing their physical well-being and wise use of leisure time. Extracurricular programs for men and women include intramurals, special events, and intercollegiate athletics. Schedules for the pool, gymnasium, and tennis courts allow and encourage students to participate in recreational activities and numerous physical education areas in order to develop skills for present and future leisure time activities that will contribute to self-confidence, proper mental and physical well-being, tension release, and socialization.

Adaptive programs are outlined (with physician's approval) for the student with medical problems.

UNDERGRADUATE PROGRAMS

Major in Physical Education

Students interested in a physical education major must make an appointment with the department advisor as soon as possible, because an individual academic plan is developed for each major student. The Professional Standards Committee of the department reviews faculty recommendations on students requiring special attention and meets with the student to discuss, recognize, and remedy any weaknesses.

The physical education major consists of 38-48 credit hours. The department requires a 3.7 average in major courses for admission to the course/courses immediately preceding student teaching.

Major in Elementary Physical Education

Elementary physical education majors are certified by entitlement as grades 3-8 classroom teachers as well as physical education specialists. They are encouraged to complete one or more minor programs. The program includes the 36-38 credit hour elementary education professional education program, four credit hours in anatomy and physiology, a 38 credit hour physical education major program, and in excess of 100 hours of clinical experience in schools prior to student teaching.

Elementary Majors

HPER-HLED-101 Standard First Aid and Personal Safety . . . . . 1 cr.
HPER-PEMA-131 Beginning Gymnastics . . . . . 1 cr.
HPER-PEMA-151 Fundamentals of Rhythms . . . . . 3 cr.
HPER-PEMA-181 Fundamentals of Swimming (Exempt by proficiency) . . . . . 1 cr.
HPER-PEMA-191 Beginning Stunts, Tumbling, and Trampoline . . . . . 1 cr.
HPER-PEMA-271 Track and Field . . . . . 1 cr.
HPER-PEMA-281 Advanced Lifesaving . . . . . 1 cr.
HPER-PEMA-293 Movement Education (New Course) . . . . . 2 cr.
HPER-PEMA-341 Foundations of Physical Education for Elementary Schools (Taken just prior to student teaching) . . . . . 3 cr.
HPER-PEMT-201 Principles and Methods in Physical Education . . . . . 3 cr.
HPER-PEMT-204 Physiology of Exercise . . . . . 3 cr.
HPER-PEMT-301 Physical Education Seminar (Taken while student teaching) . . . . . 2 cr.
HPER-PEMT-302 Kinesiology (prerequisite: BIOL-ZOOL-202 Anatomy and Physiology) . . . . . 3 cr.

Select one of the following: . . . . . 3 cr.
HPER-PEMT-202 Tests and Measurements in Physical Education . . . . . 3 cr.
HPER-PEMT-303 Adapted Physical Education and Recreation . . . . . 3 cr.

Select two of the following: . . . . . 2 cr.
HPER-PEMA-152 Judo and Self-Defense . . . . . 1 cr.
HPER-PEMA-153 Foil Fencing . . . . . 1 cr.
HPER-PEMA-161 Badminton . . . . . 1 cr.
HPER-PEMA-162 Bowling . . . . . 1 cr.
HPER-PEMA-163 Golf . . . . . 1 cr.
HPER-PEMA-164 Archery . . . . . 1 cr.
HPER-PEMA-165 Tennis . . . . . 1 cr.
HPER-PEMA-203 Weight Training . . . . . 2 cr.
HPER-PEMA-277 Foundations of Wrestling . . . . 1 cr.

Select two of the following: . . . . . 2 cr.
HPER-PEMA-171 Softball . . . . . 1 cr.
HPER-PEMA-172 Basketball . . . . . 1 cr.
HPER-PEMA-173 Volleyball . . . . . 1 cr.
HPER-PEMA-273 Flag Football . . . . . 1 cr.
HPER-PEMA-276 Soccer, Speedball, and Football . . . . . 1 cr.

Major Hours 32 cr.
Electives 6 cr.
Total 38 cr.

Major in Secondary Physical Education

Secondary physical education majors are certified by entitlement. They are encouraged to complete one or more minor programs; i.e., driver education and/or health. The program includes the 25 credit hour secondary education professional program, four credit hours of anatomy and physiology, and a 48 credit hour physical education major program. During the fall semester of the senior year, the secondary physical education major registers for the BLOCK PROGRAM. Major and professional study courses are taken on-campus during the morning hours. Majors are involved with programs at cooperating schools from noon until 5:00 p.m. (subject to schedule of cooperating school). Six weeks are spent in a suburban high school and six weeks in a Chicago high school. Secondary student teaching is scheduled only during the winter term.

Secondary Majors

HPER-PEHL-101 Standard First Aid and Personal Safety . . . . . 1 cr.
HPER-PEMA-131 Beginning Gymnastics . . . . . 1 cr.
HPER-PEMA-151 Fundamentals of Rhythms . . . . . 3 cr.
HPER-PEMA-181 Foundamentals of Swimming (Exempt by proficiency) . . . . . 1 cr.
HPER-PEMA-191 Beginning Stunts, Tumbling, and Trampoline . . . . . 1 cr.
HPER-PEMA-252 Folk, Round and Square Dance . . . 1 cr.
HPER-PEMA-271 Track and Field . . . . . 1 cr.
HPER-PEMA-281 Advanced Lifesaving . . . . . 1 cr.
HPER-PEMA-292 Advanced Tumbling, Gymnastics and Trampoline . . . . . 1 cr.
HPER-PEMA-381 Water Safety Instructor . . . . . 2 cr.
HPER-PEMT-204 Physiology of Exercise . . . . . 3 cr.
HPER-PEMT-302 Kinesiology (prerequisite: BIOL-ZOOL-202 Anatomy and Physiology) . . . . 3 cr.

Select one of the following: . . . . . 3 cr.
HPER-PEMT-202 Tests and Measurements in Physical Education . . . . . 3 cr.
HPER-PEMT-303 Adapted Physical Education and Recreation . . . . . 3 cr.

Select two of the following: . . . . . 2 cr.
HPER-PEMA-152 Judo and Self-Defense . . . . . 1 cr.
HPER-PEMA-153 Foil Fencing . . . . . 1 cr.
HPER-PEMA-161 Badminton . . . . . 1 cr.
HPER-PEMA-162 Bowling . . . . . 1 cr.
HPER-PEMA-163 Golf . . . . . 1 cr.
HPER-PEMA-164 Archery . . . . . 1 cr.
HPER-PEMA-165 Tennis . . . . . 1 cr.
HPER-PEMA-203 Weight Training . . . . . 2 cr.
HPER-PEMA-277 Foundations of Wrestling . . . . 1 cr.

Courses blocked in September: . . . . . 12 cr.
HPER-PEMA-344 Foundations of Physical Education for Secondary Schools . . . . . 3 cr.
HPER-PEMT-311 Coaching and Team Management-High School . . . . . 3 cr.
HPER-PEMT-321 Intramurals-High School . . . . 3 cr.
HPER-PEMT-344 Organization of High School Classes . . . . . 3 cr.

Select two of the following: . . . . . 2 cr.
HPER-PEMA-171 Softball . . . . . 1 cr.
HPER-PEMA-172 Basketball . . . . . 1 cr.
HPER-PEMA-173 Volleyball . . . . . 1 cr.
HPER-PEMA-273 Flag Football . . . . . 1 cr.
HPER-PEMA-276 Soccer, Speedball, and Football . . . . . 1 cr.

Major Hours 38 cr.
Electives 10 cr.
Total 48 cr.

Major in Leisure Studies

Students interested in the leisure studies major must make an appointment with the department advisor as soon as possible, because an individual academic plan is developed for each major student.

The Leisure Studies Program is a multidisciplinary, problem-oriented program, designed to give students knowledge of various aspects of contemporary leisure, and various working approaches to solutions of leisure problems. In the Leisure Studies Program, students will be trained to become leaders and administrators in the area of recreation and learn to supervise and conduct recreational programs. The leisure studies major offers valuable professional preparation for work with municipal parks and recreation agencies, youth service agencies, senior citizen agencies, industrial

recreation, therapeutic recreation, church recreation, and campus intramural and recreational programs. The program also prepares the student for graduate study in the field of recreation and leisure studies.

Leisure Studies Core

Leisure Studies

HPER-LEST-201 Principles and Practices of Recreation and Leisure . . . . . 3 cr.
HPER-LEST-202 Camp and Outdoor Recreation . . . . 3 cr.
HPER-LEST-203 History and Philosophy of Leisure . . 3 cr.
HPER-LEST-301 Leisure, Culture, and Society . . . . . 3 cr.
HPER-LEST-302 Leisure Economics . . . . . 3 cr.
HPER-PEMT-303 Adapted Physical Education and Recreation . . . . . 3 cr.

Total 18 cr.

Administration and Management

B&MG-MNGT-320 Introduction to Management . . . 3 cr.
ECON-215 Principles of Macroeconomics . . . . . 3 cr.
ECON-217 Principles of Microeconomics . . . . . 3 cr.
PSCI-AMER-216 American National Government . . . 3 cr.
PSCI-PA-332 Public Administration . . . . . 3 cr.

Total 15 cr.

Area of Concentration . . . . . 12 cr.

HPER-LEST-320 Leisure Studies Internship and Seminar . . . . . 12 cr.
Electives . . . . . 33 cr.

Leisure Studies Major Course Requirements

Basic Program . . . . . 30 cr.
Leisure Studies Core Requirements . . . . . 33 cr.
Leisure Studies Area of Concentration . . . . . 12 cr.
Internship and Seminar . . . . . 12 cr.
Free Electives . . . . . 33 cr.

120 cr.

The following are approved minor programs conducted by the physical education department. Courses used in a minor program cannot be used for major requirements, or in the basic program.

Minor in Driver Education: 18 cr.

Required Courses:

HPER-PEDR-301 General Safety and Traffic Education . . . . . 3 cr.
HPER-PEDR-302 Basic Driver Education . . . . . 3 cr.
HPER-PEDR-304 Advanced Traffic Safety Education . . . . . 3 cr.

Total 9 cr.

Electives: 9 credit hours — to be selected upon consultation with advisor.

Minor in Health Education: 20 cr.

Required: One or more course from each of the following areas to total 10 to 14 credit hours

Advanced Concepts of Health

HPER-HLED-107 Health for Effective Living . . . . . 2 cr.

Programs in School Health

HPER-HLED-301 Health Education in the Elementary School . . . . . 2 cr.
HPER-HLED-302 Methods and Materials for Sex Education—Grades K-6 . . . . . 3 cr.
HPER-HLED-303 Methods and Materials for Sex Education—Grades 7-12 . . . . . 3 cr.
HPER-HLED-305 Health Education in the Secondary School . . . . . 2 cr.
ECED-314 Health and the Preschool Child . . . . . 3 cr.

Programs in Community Health

HPER-HLED-103 Community Health . . . . . 3 cr.
HPER-PEMT-203 Field Experience (Health option) . . 3 cr.

Curriculum Development and Evaluation in Health Education

HPER-HLED-304 Organization and Administration of the School Health Program . . 3 cr.

Electives: 6 to 10 credit hours — to be selected upon consultation with advisor.

Minor in Physical Education: 20 cr.

Required Courses:

HPER-HLED-101 Standard First Aid and Personal Safety . . . . . 1 cr.
HPER-PEMA-181 Foundations of Swimming . . . . . 1 cr.
HPER-PEMT-201 Principles and Methods in Physical Education . . . . . 3 cr.

Total 5 cr.

Choose one of two courses: . . . . . 1 cr.
HPER-PEMA-131 Beginning Gymnastics . . . . . 1 cr.
HPER-PEMA-191 Beginning Stunts and Tumbling . . . . . 1 cr.

Choose two of five courses: . . . . . 2 cr.
HPER-PEMA-171 Softball . . . . . 1 cr.
HPER-PEMA-172 Basketball . . . . . 1 cr.
HPER-PEMA-173 Volleyball . . . . . 1 cr.
HPER-PEMA-271 Track and Field . . . . . 1 cr.
HPER-PEMA-276 Soccer, Speedball, and Touch Football . . . . . 1 cr.

Choose one of four courses: . . . . . 3 cr.
HPER-PEMT-202 Tests and Measurements in Physical Education . . . . . 3 cr.
HPER-PEMT-204 Physiology of Exercise . . . . . 3 cr.
HPER-PEMT-303 Adapted and Corrective Physical Education . . . . . 3 cr.
HPER-PEMT-312 Sport and Society . . . . . 3 cr.

Electives: 9 credit hours — to be selected upon consultation with advisor

GRADUATE PROGRAM

Master of Science in Exercise Physiology and Cardiac Rehabilitation

The primary objective of this program is to train individuals in the evaluation, administration, and prescription of medically-based exercise programs with special emphasis on preventative and rehabilitative physiology.

The program is designed primarily for part-time students from a broad range of backgrounds and with diversified goals. It is designed to provide the maximum theoretical and practical information concerning the functioning of the healthy human body during exercise conditions. In addition, emphasis will be placed on the rehabilitation of individuals with cardiovascular disorders.

The practical application of physiological concepts, in addition to research and testing, are an integral part of the program. The major portion of the work will be conducted in the human performance laboratory and all students will work under the guidance of a graduate advisor.

A three month internship is required in the program. This internship is designed to provide the student with practical work experience in a clinical, industrial, or institutional setting.

Two program options are available.

Option I is designed for individuals presently working in adult fitness, industrial fitness, or cardiac rehabilitation programs, and those whose master of science degree will be their final degree.

Option II is designed for individuals who will continue with post-master's work.

Requirements for Admission to the Program

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

Specific: A minimum of 21 credit hours of undergraduate coursework in a science related area. Fifteen credit hours from the following with a minimum of one course in each area: biology, anatomy, general physiology, kinesiology, and exercise physiology. A minimum of six credit hours from any combination of the following: first aid, tests and measurements, athletic training, chemistry, health, physics, mathematics and laboratory courses in exercise physiology.

Conditional admission is not granted in this program.

Requirements for the Degree

The program consists of 36 credit hours of which eight required "core" courses constitute 27 credit hours.

HPER-PEMT-331 Laboratory Techniques in Cardiopulmonary Exercise Testing . . . . . 3 cr.
HPER-PEMT-332 Methods and Procedures of Graded Exercise Testing . . . . . 3 cr.
HPER-PEMT-333 Principles and Techniques of Physical Activity for the Adult . . . . . 3 cr.
HPER-PEMT-401 Organization and Administration of Adult Fitness and Cardiac Rehabilitation Programs . . . . . 3 cr.
HPER-PEMT-402 Electrocardiography . . . . . 3 cr.
HPER-PEMT-403 Statistical Analysis in Exercise Physiology and Cardiac Rehabilitation . . . . . 3 cr.
HPER-PEMT-404 Research Design in Exercise Physiology/Cardiac Rehabilitation . . . . . 3 cr.
HPER-PEMT-419 Internship: Exercise Physiology/Cardiac Rehabilitation . . . . . 6 cr.

Total 27 cr.

Option I

In addition to the "core" requirements, nine hours of electives must be completed from the elective list.

Elective total - 9 credit hours
Program total - 36 credit hours

Option II

HPER-PEMT-420 Research Thesis . . . . . 6 cr.

Three credit hours of electives from the elective list.

Elective total - 3 credit hours
Program total - 36 credit hours

Electives:

MATH-334 Mathematical Statistics I . . . . . 3 cr.
MATH-336 Mathematical Statistics II . . . . . 3 cr.
PSCY-314 Industrial Psychology . . . . . 3 cr.
PSCY-316 Physiological Psychology . . . . . 3 cr.
SOC1-347 Sociology of Communication . . . . . 3 cr.
BIOL-314 Cellular Physiology . . . . . 3 cr.
BIOL-316 Biochemistry . . . . . 3 cr.
BIOL-404 Advanced Cellular Physiology . . . . . 3 cr.
BIOL-405 Electron Microscopy . . . . . 3 cr.
BIOL-407 Enzymology . . . . . 3 cr.
BIOL-ZOOL-402 Comparative Animal Physiology . . 3 cr.
HPER-PEMT-420 Research Thesis . . . . . 6 cr.
HPER-PEMT-411 Independent Study in Exercise Physiology/Cardiac Rehabilitation . . . . . 1 cr.
HPER-PEMT-412 Independent Study in Exercise Physiology/Cardiac Rehabilitation . . . . . 2 cr.
HPER-PEMT-413 Independent Study in Exercise Physiology/Cardiac Rehabilitation . . . . . 3 cr.

COURSE OFFERINGS (HPER-DRED)

HPER-DRED-301 General Safety and Traffic Education, 3 cr. This course is organized to assist the teacher, the safety coordinator, and theschool administrator in planning and conducting aprogram which will provide a safe environment for students and employees as well. In addition to the study of several areas of school safety and liability, teachers are afforded one semester hourof field experience in the use of simulation eqipment as it relates to traffic education.

HPER-DRED-302 Basic Driver Education, 3 cr. Intorduction to the highway transportation system is presented reviewing the rationale of the objectives, subject matter, and learning activities. Wherever possible, objectives are treated in behavioral terms in order to achieve changes in behavior. Teachers are provided with one semester hour of dual-control automobile field experiencewhich deals with judgments and decisions on traffic situations at hand.

HPER-DRED-304 Advanced Traffic Safety Education, 3 cr. A study of management practices as they relate to programs, teachers, and students in the state driver education program. The thrust of this course deals with organization, supervision, and administration of drive education. Practices in planning programs, facilities, and equipment are reviewed with emphasis on state legislative and educational requirements. Included also is one semester hour of field experience on methods and techniques of off-street or range multiple-car programs.

(HPER-HLED)

HPER-HLED-101 Standard First Aid and Personal Safety, 1 cr. American Red Cross standard course in first aid.

HPER-HLED-103 Community Health, 3 cr. Purposes and principles of a community health program; identification of major community health problems; responsibilities of individual citizens and voluntry and governmental health agencies; planning for community health action.

HPER-HLED-105 Preparation for Marriage, 2 cr. Analysis of factors in emotional, biological, social, and spiritual maturity as they relate to the individual, marriage, and the family.

HPER-HLED-107 Health for Effective Living, 2 cr. Consideration of concepts related to the physical, mental, and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

HPER-HLED-202 Safety Education, 3 cr. Safety education in elementary and secondary schools; sources of materials; coordination with agencies furthering safety within and outside the schools; practical application of safety education.

HPER-HLED-206 Standard First Aid Instructor, 2 cr. American Red Cross advanced course in first aid and opportunity for authorization as an instructor. **Prereq.:** HPER-HLED-101 or currently valid American Red Cross Standard First Aid Certificate.

HPER-HLED-210. Nutrition and Health, 2 cr. Principles of nutrition and its relationship to man's health. Emphasis on practical application of current information to evaluation present nutritional status, weight control, selection of foods, and dietary habits.

HPER-HLED-301 Health Education in Elementary School, 2 cr. Preparation for teachers of health education in the elementary grades. Emphasis on curriculum, methods, organization, and presentation of materials.

HPER-HLED-302 Methods and Materials for Sex Education — Grades K-6, 3 cr. Preparation for teachers of sex education in grades K through 6. Emphasis on selection and presentation of materials and audio-visual aids in the classroom. **Prereq.:** undergraduates: HPER-HLED-301 or HPER-HLED-305. Others: bachelor's degree or consent of instructor.

HPER-HLED-303 Methods of Materials for Sex Education — Grades 7-12, 3 cr. Preparation for teachers of sex education in grades 7 through 12. Emphasis on selection and presentation of materials and audio-visual aids in the classroom. **Prereq.:** undergraduates: HPER-HLED-301 or HPER-HLED-305. Others: bachelor's degree or consent of instructor.

HPER-HLED-304 The Organization and Administration of the School Health Program, 3 cr. Organization of school health programs and administrative policies related to school health services, school health instruction, and healthful school living.

HPER-HLED-305 Health Education in the Secondary School, 2 cr. Subject matter selection and organization for teaching purposes; development of laboratory methods of presentation, educational principles guiding health instruction; development of health habits and attitudes in children; health examinations; cooperation with outside agencies.

HPER-HLED-306 Seminar in Trends and Issues in Sex Education, 3 cr. A critical analysis of current trends and basic issues of sex education with emphasis on selected independent study. **Prereq.:** undergraduates: HPER-HLED-302 or HPER-HLED-303. Others: bachelor's degree or consent of instructor.

HPER-HLED-307 Diseases of Man, 3 cr. Nature, prevention, control, and treatment of communicable, chronic, and degenerative diseases, the general principles of resistance and casuality of disease; man's interaction with his environment and total pattern of living as the primary source of disease.

HPER-HLED-308 Principles of Individual Health Practices, 3 cr. Independent study of a health problem in depth. Arrangement of subject, research, and follow-up with instructor. **Prereq.:** consent of instructor.

HPER-HLED-310 Advanced First Aid and Emergency Care, 4 cr. Designed to develop the functional first aid capabilities required of policemen, firemen, emergency squad members, ambulance attendants, and others, who as a part of their daily routine may be required to provide the initial emergency care necessary to sustain life until the victim of an accident or sudden illness is cared for by qualified medical personnel.

HPER-HLED-311 Advanced First Aid Instructor, 1 cr. Preparation for teaching the American Red Cross Advanced First Aid and Emergecny Care course in the schools or community. Appropriate for all students desiring to serve in the community. Students must be at least 21 years of age at the beginning of the course to earn an American Red Cross Advanced First Aid and Emergency Care Instructor's Certificate.

HPER-HLED-312 Advanced Health Concepts, 3 cr. Study and application of health sciences, human ecology, health conservation, and the quality of life which enables an individual to attain a full productive life at their optimal level.

(HPER-LEST)

HPER-LEST-201 Principles and practices of Recreation and Leisure, 3 cr. Development of the recreation movement relative to leisure time. Emphasis on the principles and practices relative to a recreation and leisure program.

HPER-LEST 202 Camping and Outdoor Recreation 3 cr. Present status, purposes, and organization administration of outdoor recreation programs for public, voluntary, and commercial agencies. Organization and administration of camps; program planning and staffing; health and safety.

HPER-LEST 203 History and Philosophy of Leisure 3 cr. The historical development of work, leisure, and leisure phenomena; the development of philosophical attitudes towards leisure; the development of recreation as a use of leisure.

HPER-LEST 301 Leisure, Culture, and Society 3 cr. The relationship of social structure to leisure; the impact of leisure on values; recreation as a social and socializing leisure activity. Comparative studies of leisure, leisure values, and leisure activities in different culture and sub-cultures.

HPER-LEST 302 Leisure Economics 3 cr. Leisure phenomena and the work ethic; the impact of leisure on the economy; the economic significance of discretionary time, discretionary income, and discretionary values. **Prereq.:** junior standing.

HPER-LEST 320 Leisure Studies Internship and Seminar 12 cr. On-the-job skill development in a recreation agency in the metropolitan Chicago area. The internship is arranged in a recreation agency under the direct supervision of the instructor and a cooperating recreation specialist. **Prereq.:** consent of instructor.

(HPER-PEMA)

HPER-PEMA-131 Beginning Gymnastics, 1 cr. Fundamentals, rules and regulations, skill practice, safety techniques, and coaching.

HPER-PEMA-151 Fundamentals of Rhythms, 3 cr. Includes basic axial and locomotor movements, spontaneous and planned interpretive response, knowledge of the aspects of rhythm, designing of a rhythm instrument, dramatization, marching patternsn, rhythmic activities utilizing basic dance steps, and beginning folk and square dance.

HPER-PEMA-152 Judo and Self-Defense, 1 cr. Examination and practical application of judo and self-defense techniques. Special emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests.

HPER-PEMA-153 Foil Fencing, 1 cr. Theory and practice, history, rules and regulations with emphasis on mental strategy as well as physical skills, officiating, and tournaments.

HPER-PEMA-161 Badminton, 1 cr. Theory and practice; rules and regulations, skill practice, singles and doubles,

forming tournaments, purchase and care of equipment, and coaching.

HPER-PEMA-162 Bowling, 1 cr. Theory and practice; rules, regulations, skill practice, tournament play and handicapping, and coaching.

HPER-PEMA-163 Golf, 1 cr. Theory and practice; rules and regulations, skill practice, handicapping, tournament play, match and medal play, coaching and management, and care and maintenance of equipment.

HPER-PEMA-164 Archery, 1 cr. Safety, care of equipment, history,methods of teaching, scoring, terminology, development of shooting skill, methods of aiming and tournaments.

HPER-PEMA-165 Tennis, 1 cr. Theory and practice; rules and regulations, skill practice, singles and doubles, tournaments,purchase and care of equipment and coaching.

HPER-PEMA-166 Recreational Games, 1 cr. Theory and practice; rules and regulations, skill practice, tournaments, purchase and care of equipment, and coaching.

HPER-PEMA-167 Field Hockey, 1 cr. History, theory and practice, rules and regulations, skill practices, purchase and care of equipment, team organization, strategy, competition, and safety measures.

HPER-PEMA-171 Softball, 1 cr. Theory and practice; fundamental skills and applications to lead-up games, softball games and officiating, and safety measures.

HPER-PEMA-172 Basketball, 1 cr. History, care of equipment, knowledge of rules, fundamental skills, strategy, practice in officiating, safety, methods of class organization and teaching, and scoring.

HPER-PEMA-173 Volleyball, 1 cr. (See HPER-PEHA-172 for description.)

HPER-PEMA-181 Foundations of Swimming, 1 cr. Instruction in the basic strokes and in elementary diving front and back, safety skills in and near the water, and activities to increase endurance. **Prereq.:** HPER-PESV-105 or proficiency.

HPER-PEMA-191 Beginning Stunts, Tumbling, and Trampoline, 1 cr. Fundamentals, rules, skill practices, progressions, spotting techniques and safety measures, teaching methods and materials, and purchase and care of equipment.

HPER-PEMA-203 Weight Training, 2 cr. Basic principle of weight training and its effects on the body; proper lifting and training technique, individualized programs for general fitness or athletics, isometrics, and safety procedures.

HPER-PEMA-250 Judo and Self-Defense: Intermediate, 1 cr. Practical application of various intermediate judo and self-defense techniques, mat holds, escapes, and chokes. Continued emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests. **Prereq.:** HPER-PEMA-152 or consent of instructor.

HPER-PEMA-252 Folk, Round, and Square Dance, 1 cr. Development of knowledge and skill in folk, national and square dances, experience in square dancing calling, and methods of class organization and teaching.

HPER-PEMA-253 Social Dance and Latin American Rhythms, 1 cr. Practice in basic patterns and routines of ballroom dances, developing a finer sense of rhythm, greater adeptness, comprehension, and opportunity to design routines.

HPER-PEMA-271 Track and Field, 1 cr. Theory and practice: terminology and fundamental skills of track and field events and cross-country, techniques of physical conditioning; safety measures.

HPER-PEMA-272 Advanced Volleyball, 2 cr. Review of basic fundamentals, introduction of advanced skills, offense and defense strategies, officiating and tournaments. **Prereq.:** HPER-PEMA-173 or consent of instructor.

HPER-PEMA-273 Flag Football, 1 cr. Theory and practice; ball handling; rules and strategy with application to lead-up games; team play and tournaments; safety measures.

HPER-PEMA-276 Soccer, Speedball, and Football, 1 cr. Theory, skill and practice, ball handling, rules and stratgey with application to lead-up games, team play and tournaments; safety measures.

HPER-PEMA-277 Foundations of Wrestling, 1 cr. History, skills, parctice, strategy and safety practice; rules, regulations, contest, tournaments; officiating; scoring. For secondary curriculum students only.

HPER-PEMA-280 Basic Skin Diving, 3 cr. Introduction of the swimmer to underwater activity through the use of fins, mask, and snorkel. **Prereq.:** HPER-PESV-105 or 100 yards continuous free style or consent of instructor.

HPER-PEMA-281 Advanced Life Saving, 1 cr. Work leading to the American Red Cross Life Saving Certificate. Continued instruction in strokes, stunts, and diving. **Prereq.:** HPER-PEMA-181

HPER-PEMA-292 Advanced Tumbling, Gymnastics, and Trampoline, 1 cr. Theory and practice, advanced skills and progressions, spotting techniques and safety measures; competition, organization of meets, rules and scoring.

HPER-PEMA-293 Movement Education, 2 cr. Introduction to the philosophy and practice of developing body movement skills through creative movement experiences. Laban oriented movement challenges in rhythms, games, and self-testing activities.

HPER-PEMA-301 Projects in Physical Education, 2 cr. Organizations and administration of special physical education projects; athletic days, tournaments, fun-nites, nights, patrol organization and duties, supervisory duties and responsibilities.

HPER-PEMA-341 Foundations of Physical Education for Elementary Schools, 3 cr. Participation in warm-up and day's-order activities, low-organized and leading up games, tactics. Teaching methods and materials; purchase and care of equipment; safety measures; progressions and skill practice. Program planning in physical education for elementary schools. **Prereq.:** consent of Physical Education Professional Standards Committee.

HPER-PEMA-344 Foundations of Physical Education for Secondary Schools, 3 cr. Basic principles of physical health through participatory activities with special emphasis upon theory, methodology, and materials; participation in warm-up and day's-order acativities, low-organized and lead-up games, tactis; purchase and care of equipment; program planning in physical education for secondary schools. **Prereq.:** consent of Physical Education Professional Standards Committee.

HPER-PEMA-350 Judo and Self-Defense: Advanced, 1 cr. Advanced judo and self-defense techniques, their combinations, counters, defenses, and escapes. Learning various stages of the nage-no-kata, and the katame-no-kats. **Prereq.:** HPER-PEMA-250 or consent of instructor.

HPER-PEMA-381 Water Safety Instructor, 2 cr. Work leading to certification by the American Red Cross as a Water Safety Instructor; review of life saving, swimming strokes, diving and stunts; emphasis on student teaching. **Prereq.:** HPER-PEMA-281

HPER-PEMA-382 Scuba, 2 cr. Development of knowledge, skills and attitudes necessary to participate safely in water activities using self-contained underwater breathing apparatus. **Prereq.:** HPER-PEMA-106 or proficiency.

HPER-PEMA-383 Scuba: Open Water, 2 cr. Introduction to open water scuba diving, underwater skills, and safety procedures. **Prereq.:** HPER-PEMA-382, and consent of instructor.

(HPER-PEMT)

HPER-PEMT-141 Fresh Water Fishing for Begineers, 2 cr. The beginning fishing course will provide the students with working knowledge of facts concerning fishing. The primary objective is to transfer the knowledge obatined in the classroom to on-the-water application.

HPER-PEMT-201 Principles and Methods in Physical Education, 3 cr. Principles, methods, aims, and objectives of physical education; the place of physical education in the elementary school curriculum; general and specific objectives; general techniques in teaching, principles of selecting content; progressions, building curricula to fit varying schools; lesson planning, leadership, and squad organization; forms of controlled recess activities; co-operation with teachers, supervisors, and administrators.

HPER-PEMT-202 Tests and Measurements in Physical Education, 3 cr. History of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results.

HPER-PEMT-203 Field Experiences, 3 cr. Field work in health, physical education, or recreation. Preparation of a paper on the nature of the student's work, objectives, and experiences. **Prereq.:** approval of department chairperson.

HPER-PEMT-204 Physiology of Exercise, 3 cr. Effects of muscular acitivity on the systems of the body; emphasis on the nature of neuromuscular activity, circulatory, and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training, and fitness and health. **Prereq.:** six credit hours in general biology.

HPER-PEMT-241 Advanced Techniques and Theories in Fresh Water Fishing, 1 cr. The advanced class will complement and be utilized as an extension of the Fresh Water Fishing for Beginner's course. This course will include not lecture/discussions but also classroom demonstration of advanced techniques and theories and how they can be utilized by the student to understand "how to successfully" fish any fresh water leak. **Prereq.:** HPER-PEMT-141.

HPER-PEMT-301 Physical Education Seminar, 2 cr. Discussion of student teachers' problems; conferences and counseling with department staff members; physical education lesson planning and discussion; positive disciplinary control; taken with student teaching. **Prereq.:** consent of Physical Education Professional Standards Committee.

HPER-PEMT-302 Kinesiology, 3 cr. Thorough study of the origin, insertion and the function of muscles; types of faulty body mechanics; activities that prevent, counteract or alleviate these conditions; correct sitting and standing positions; posture testing. **Prereq.:** BIOL-ZOOL-213.

HPER-PEMT-303 Adapted Physical Education and Recreation, 3 cr. Examines the physical education and recreation program for the handicapped and other atypical population; history, scope, purpose, and development of these programs. Field work and visits to various agencies included in these programs.

HPER-PEMT-304 Athletic Training, 3 cr. Techniques, practices, problems and theories pertaining to athletic conditioning, prevention, treatment and care of athletic injuires. Organization, supervision, and administration of an athletic training program in secondary schools or colleges. **Prereq.:** BIOL-ZOOL-213, HPER-PEMT-302 or consent of department chairperson.

HPER-PEMT-306 Independent Study in Physical Education, 3 cr. Special project of the student's choosing relating to some facet of physical education; students who are having difficulty with a particular phase of physical education my be put on special work with an instructor and/or a laboratory assistant for intensified training; paper required on subject of study. **Prereq.:** approval of department chairperson.

HPER-PEMT-308 Physical Education for the Elementary Classroom Teacher — Grades K-3, 3 cr. Preparation of the classroom teacher in philosophy, methods, curriculum, and skills in physical education for the elementary grades. For KGP majors.

HPER-PEMT-309 Physical Education for the Elementary Classroom Teacher — Grades 3-8, 3 cr. Preparation of the classroom teacher in philosophy, methods, curriculum, and skills in physical education for the elementary grades. For elementary education majors.

HPER-PEMT-311 Coaching and Team Management — High School, 3 cr. Administration, theory, and practical study relating to the area of coaching and management of high school teams in most athletic areas; scouting and planning special emphasis given to methodology by means of student requirement to help set up a complete program for various athletic teams.

HPER-PEMT-312 Sport and Society, 3 cr. Course investigates the functions and disfunctions of sport as a social entity. Examines the impact of sport on society and its institutions.

HPER-PEMT-321 Intramurals — High School, 3 cr. Administration, theory, practice, aims, objectives, and methods of intramural programs; students to participate in setting-up and conducting all events that lend themselves to competition.

HPER-PEMT-331 Laboratory Techniques in Cardiopulmonary Exercise Testing, 3 cr. Designed to acquaint the student with principles and concepts of cardiovascular and pulmonary parameters during exercise. Course examines various parameters of measurement and significance of results. **Prereq.:** HPER-PEMT-204.

HPER-PEMT-332 Methods and Procedures of Graded Exercise Testing, 3 cr. Designed to acquaint the student with methods, procedures, and techniques of diagnostic and functional exercise testing. Student will develop aptitude and knowledge regarding referral procedures, data interpretation, protocol, and equipment. **Prereq.:** HPER-PEMT-204.

HPER-PEMT-333 Principles and Techniques of Physical Activity for the Adult, 3 cr. Course is designed to provide students with experiences as an exercise leader of adult programs. The course emphasizes the cognitive aspects of leading adult men and women in exercise and covers topics such as exercise prescription, motivation, common injuries, and warm-ups as well as exercise follow-up procedures. **Prereq.:** HPER-PEMT-204.

HPER-PEMT-341 Organization of High School Classes, 3 cr. Organizational techniques for the efficient use of physical education facilities with special emphasis upon management and methodology in instruction; attention is given to class control methods; safety; use, storage, and repair of equipment; student participation in various events throughout course.

HPER-PEMT-342 Pro-Seminar in Health, Physical Education, and Recreation, 3 cr. Intensive studies in contemporary areas of physical education. **Prereq.:** consent of instructor.

HPER-PEMT-361 Aerobics and Cardiovascular Fitness, 2 cr. An analysis of the factors and exercises essential to cardiovascular fitness. Emphasis upon the development of a personal aerobics exercise program.

HPER-PEMT-401 Organization and Administration of Adult Fitness and Cardiac Rehabilitation Programs 3 cr. Course emphasizes the various aspects of an adult fitness and cardiac rehabilitation program such as organization, finance and budget, equipment and supplies, personnel, liability, and insurance and medical liason. **Prereq.:** graduate standing and HPER-PEMT-311.

HPER-PEMT-402 Electrocardiography, 3 cr. Course is designed to instruct the student in the basics of the normal, the abnormal resting, and the exercise electrocardiogram. Involves lectures and intensive investigation of documented case studies. **Prereq.:** graduate standing, HPER-PEMT-331 and HPER-PEMT-332.

HPER-PEMT-403 Statistical Analysis in Exercise Physiology and Cardiac 3 cr. For the student who is not a mathematical science major or minor, but requires a knowledge of application of descriptive statistics. Application to problems in science, with special emphasis in exercise physiology/caridac rehabilitation. **Prereq.:** graduate standing and HPER-PEMT-332.

HPER-PEMT-404 Research Design in Exercise Physiology and Cardiac Rehabilitation, 3 cr. An organized working team will study and perform cooperative research in an area of exercise physiology/caridac rehabilitation. Special emphasis will be placed on proper organization of research problems. **Prereq.:** graduate standing and HPER-PEMT-332

HPER-PEMT-411 Independent Study in Exercise Physiology/Caridac Rehabilitation, 1 cr. A laboratory project or library study of a related topic to exercise physiology/cardiac rehabilitation. Emphsis will be placed planning, carrying out, and writing a written report on a project agreeed upon by the student and advisor. **Prereq.:** graduate standing, HPER-PEMT-332, and HPER-PEMT-403.

HPER-PEMT-412 Independent Study in Exercise Physiology/Cardiac Rehabilitation 2 cr. (See HPER-PEMT-411 for description)

HPER-PEMT-413 Independent Study in Exercise Physiology/Cardiac Rehabilitation, 3 cr. (See HYPER-PEMT-411 for description)

HPER-PEMT-419 Internship: Exercise Physiology and Cardiac Rehabilitation, 6 cr. Designed to provide the student with work experiences in a clinical, agency, or institutional environment. **Prereq.:** graduate standing and completion of all core courses.

HPER-PEMT-420 Research Thesis, 6 cr. Faculty guidance for students conducting research and writing a thesis to fulfill the requirements of the Master of Science in Exercise Physiology and Cardiac Rehabilitation. **Prereq.:** acceptance of master's degree candidacy in program.

(HPER-PESV)

HPER-PESV-104 Beginning Swimming, 1 cr. For non swimmers or beginners; development of skills in elementary strokes, diving and safety.

HPER-PESV-105 Intermediate Swimming, 1 cr. Review of elementary strokes; development of skills in advanced strokes, diving and safety. **Prereq.:** HPER-PESV-104 or proficiency.

HPER-PESV-106 Advanced Swimming, 1 cr. Review of elementary and advanced strokes, diving and safety skills; development of skill in competitive strokes and spring diving. **Prereq.:** HPER-PESV-105 or proficiency.

HPER-PESV-107 Synchronized swimming, 1 cr. Designed for advanced swimmers with emphasis on stunts, rhythmic swimming and choreography. **Prereq.:** HPER-PESV-105 or proficiency.

HPER-PESV-127 Latin-American Dance, 1 cr. Latin-American dance skills; choreographic development of dance routines; historical and cultural aspects of Latin-American social dances.

INNER CITY STUDIES EDUCATION

Donn F. Bailey, Ph.D., Associate Professor
Sherman Beverly, Ph.D., Professor
Jacob H. Carruthers, Ph.D., Professor
Charles Knox, J.D., Assistant Professor
Gloria Latimore, Ph.D., Associate Professor
Elkin Sithole, Ph.D., Associate Professor
William E. Smith, Ph.D., Associate Professor
Robert T. Starks, M.A., Assistant Professor
Anderson Thompson, Ph.D., Associate Professor
Anncelyne Whitaker, M.S.W., Assistant Professor
Conrad W. Worrill, Ph.D., Associate Professor, Chairperson

The Department of Inner City Studies Education offers courses of study leading to the degrees of Bachelor of Arts and Master of Arts.

The Center for Inner City Studies (CICS) was the first innovative unit of Northeastern Illinois University. Through the College of Education, the center offers the degrees of Bachelor of Arts in Elementary Education with a major in Inner City Studies that leads to entitlement for certification for the state of Illinois as well as meets certification requirements for the city of Chicago; Bachelor of Arts in Inner City Studies, a non-teaching major for students not intending to teach; and a double major in Inner City Studies/Business and Management. A minor in Inner City Careers is also available. In addition, the department offers a Master of Arts in Inner City Studies. The center operates federally-funded projects and adult education activities. Academic programs in the center attract students from an ever-increasing range of professions — community administrators, dentists, health workers, teachers, public and private agency employees, and social workers. Non-academic programs draw community residents interested in continuing education and leisure time activities.

BA/MA Sequence: The department also offers an accelerated Bachelors/Masters Degree Program for students with at least the equivalent of an A.A. degree. A full-time student who chooses a full schedule for 24 months can thus complete the requirements for both degrees (provided they are accepted by the Graduate College) within that time. Students in this sequence are required to take the administrative practicum.

African Caribbean Studies: Students may enroll for credit and non-credit courses in the following types of activities: symposium, workshops, and study tours. The course of study emphasizes comparative urban and institutional development. Admission to the program is open to individuals who are not regular Northeastern Illinois University students.

The Follow Through Cultural-Linguistic Approach is a model program of language elicitation providing opportunities for children to express themselves freely through their ethnicity. Similar model programs are operating in public schools in Chicago, Illinois; Topeka, Kansas; and Compton, California, under the guidance of the staff from inner city studies.

The Community Services Program (Adult Activity Program) offers community residents such continuing education and leisure time activities as General Education Development (GED), business machine training, sewing, millinery, consumer education, crocheting, knitting, typing, catering, and quilting. Classes and programs are conducted both day and evening.

In summary, the Center for Inner City Studies provides a constituency of the university community both undergraduate and graduate programs with a variety of work experiences with inner city residents as well as increased educational and community services.

The CICS library presently houses a collection of several thousand volumes, periodicals, thesis, and other scholarly papers reflecting its focus on Black, Native American, and Spanish-speaking people along with general reference books. Materials in the library are accessible to faculty, staff, students, and community visitors.

Undergraduates may choose a major in inner city studies in either a non-teaching or an elementary education degree. The department offers a broad core of courses in a flexible approach to studying the inner city and includes opportunities for advanced undergraduate to complete courses at the Center for Inner City Studies. A major in inner city studies consists of 30 credit hours (18 required and 12 electives).

UNDERGRADUATE PROGRAMS

Bachelor of Arts in Inner City Studies

Courses required in the major for both the non-teaching and the elementary education degree

ICSE-103 Introduction to Inner City Studies . . . . . 3 cr.
ICSE-201 History and Culture of Ethnic Groups in America . . . . . 3 cr.
ICSE-301 Racism in Theory and Fact . . . . . 3 cr.
ICSE-302 The Inner City Community . . . . . 3 cr.
ICSE-303 Theory and Methodology in Ethnic Group Research . . . . . 3 cr.
ICSE-304 Communication in the Inner City . . . . . 3 cr.

Total 18 cr.

Electives (12 credit hours) can be selected from a variety of undergraduate inner city studies courses.

Additional courses required for non-teaching: 60 credit hours of approved electives that will serve the student's special course needs.

Additional courses required for elementary education program: Satisfactory completion of the Elementary Education Professional Sequence.

Bachelor of Arts Double Major Inner City Studies Business and Management

Course Requirements

Courses needed include those requirements for the Bachelor of Arts in Inner City Studies plus the requirements for the business and management double major (see page 40 for specific course details).

Minor in Inner City Careers

The department encourages all students in the non-teaching area to pursue a minor in inner city careers. Through established coordination with other educational institutions, business enterprises, social and government agencies, students are provided an opportunity to enhance a career area they may have already selected or to assist them in making sophisticated career decisions.

Program Requirements:

The Minor in Inner City Careers consist of 18 credit hours. (ten core and eight electives.)

Required Core Courses:

ICSE-305 Business, Welfare and Labor System . . . . . 3 cr.
*ICSE-329A Pro-Seminar in Inner City Studies . . . . 3 cr.
*ICSE-332A Inner City Careers . . . . . 1 cr.
*ICSE-334A Inner City Careers . . . . . 3 cr.

Total 10 cr.

Electives may be fulfilled through other inner city careers courses such as internships and life-experience credits directly related to your chosen career.

NOTE: ICSE-305 and 329 may not be used to fulfill requirements for other major or minor programs.

*Subtitles are World Inner City Careers, Career Orientation, and Use of Careers for Inner City Service.

GRADUATE PROGRAM

Master of Arts in Inner City Studies

This program is designed for students who intend to work either in teaching or 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. Students are usually required to complete a master's project.

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

Core Curriculum: (required of all students)

ICSE-411 Graduate Study in the Inner City . . . . . 3 cr.
ICSE-427 Seminar in the Inner City Community . . 3 cr.
ICSE-442 Research Methods in Inner City Studies . . 3 cr.
ICSE-443 Research Writing . . . . . 3 cr.
ICSE-452 Field Internship . . . . . 3 cr.
ICSE-453 Seminar in Field Internship . . . . . 3 cr.
Approved Electives . . . . . 12 cr.

Total 30 cr.

COURSE OFFERINGS (ICSE)

ICSE-101 Development of Inner City Children, 3 cr. An examination of traditional theories of child growth and development in the light of recent findings of interdisciplinary research on the behavior of disadvantaged children in urban settings. Special emphasis on inner city family structures as well as these informal and formal systems that contribute to personality formation. (Enrollment limited to paraprofessional trainees.)

ICSE-102 The Paraprofessional in the Inner City School, 3 cr. Introduction to educational philosophies and teaching techniques relevant to inner city schools from pre-school through upper elementary grades as they pertain to paraprofessional (teacher aide). Considerable focus on teacher aide-pupil relationships and teacher aide-parent relationships. Special projects will deal with practical classroom situations and motivational, techniques. Students will be exposed to new materials and media and trained to select those especially applicable to inner city youth. (Enrollment limited to para-professional trainees.)

ICSE-103 Introduction to Inner City Studies, 3 cr. An overview of the problems of minority groups in large urban settings. Includes the study of mental and physical health, and community services.

ICSE-104 Introduction to Ethno-Musicology, 3 cr. An introduction to the music of each Ethnic group: Spanish descent, Afro-American, Indian—with historical analysis of each group's musical origins.

ICSE-105 Urban Art Forms, 3 cr. Survey of contemporary art forms that compares themes, types of materials, and designs with those of the past.

ICSE-106 Inner City Behavior Patterns, 3 cr. A psychological approach to the distinctive life-style patterns that permeate all facets of inner city living

ICSE-201 History and Culture of Ethnic Groups in America, 3 cr. An examination of religious, social, economic, and political aspects of ethnic groups in the United States, namely: Spanish descent, Afro-Americans, American Indians, etc.

ICSE-301 Racism in Theory and Fact, 3 cr. Study of race and culture as related to social and racist theories. Such issues as prejudice, racial superiority, and racial group interaction will be focused.

ICSE-302 The Inner City Community, 3 cr. The study of the politics, economics, and social structure of the inner city. In addition, the ecological approach will be covered.

ICSE-303 Theories and Methodology in Ethnic Group Research, 3 cr. Examination of literature and theories that relate to research on minority communities and individuals. Examination of the various theoretical frameworks and models that have been developed from research of various ethnic groups. An examination of the methods used in collecting such data will also be undertaken.

ICSE-304 Communication in the Inner City, 3 cr. An examination of the cultural barriers and racial myths which impede inter-cultural communication. Development of a theory of inter-cultural communication with emphasis on means of disseminating ideas, news and propaganda in the inner city communities.

ICSE-305 Business Welfare and Labor Systems in America, 3 cr. A study of political economic, and social aspects of the labor welfare economy as related to group structure. Problems posed by automation, cybernation, and discrimination will be studied in-depth.

ICSE-306 Colonial Systems, 3 cr. The history, culture, politics, and economics of external and internal colonialism from the 17th century to the present.

ICSE-307 Revolutionary Movements, 3 cr. Comparative study of various contemporary revolutionary movements including domestic revolts.

ICSE-308 Ethnic Politics in America, 3 cr. A study of the way various ethnic and social groups relate to local and national politics. Examination of the various ways by which ethnic groups in America have obtained political strength. It will investigate ethnic activities in this area on the local and national levels.

ICSE-324 Problems in Testing Inner-City Children, 3 cr. Special problems in administrating, interpreting, and constructing tests for inner city children.

ICSE-326 Language Behavior in Inner-City Communities, 3 cr. Review of the literature and research on language problems in the inner city, methods, and programs for speech, reading, and listening improvement, utilization of such learning aids as the Echorder Phonic Mirror, and the Bell and Howell Language Master.

ICSE-327 Seminar in Administrative Practicum, 2 cr. Designed to provide orientation overview and evaluation of practicum experience. Must be taken concurrently with ICSE-328. **Prereq.:** ICSE-305.

ICSE-328 Administrative Practicum, 4 cr. A tenweek assignment in an inner city administrative unit, governmental or private. Designed to give the student experience in administration and administrative problems of various agencies and organizations. The student will be supervised by a cooperating administrator working with the faculty practicum supervisor. Must be taken concurrently with ICSE-327. **Prereq.:** ICSE-305.

ICSE-329 Pro-Seminar in Inner City Studies, 3 cr. Designed to permit in-depth probes into a variety of issues concerning various inner city communities, especially those in North and South America, The Caribbean, and Africa. May be comparative. Can be taken more than once for credit.

ICSE-331 Literature of Ethnic Groups, 3 cr. Approach to the study of ethnic cultures through literature written by and about those groups; study of literary works concerned with Black, Southern Mountain Whites, American Indians, Cubans, Puerto Ricans, and Mexicans, insights into the cutural attributes of these groups through the reading of novels, plays, biographies, essays, poems, and short stories.

ICSE-332 Inner City Careers, 1 cr. Enables students to explore information about themselves and the world of work in an effort to make personal career decisions. Emphasizes communications process in the work world. One course allows students to closley observe work situations.

ICSE-333 Inner City Careers, 2 cr. Enables students to survey career areas being considered as their life's work. Students are exposed to career conditions, requirements, income ranges, etc. of the careers under consideration. Emphasis is placed on compiling data through student research, about people functioning in career areas, and potential employers. Students also explore processes of seeking specific employment positions. One course allows for closley supervised on-the-job experiences. **Prereq.:** admission to College of Education with a major in inner city studies.

ICSE-334 Inner City Careers, 3 cr. Students are required to serve as "workers" (usually time without pay) in the career areas of their choice. In addition, the course requires considerable thought on students' part and a written prospectus of how they would use their chosen career to benefit inner city communities if given the opportunity. **Prereq.:** admission to College of Education with a major in inner city studies.

ICSE-348 Intergroup Dynamics, 3 cr. Study of how to help pupils and parents of different races interact harmoniously; practice in directing activities that will enhance intercultural relationships through such techniques as role playing, panel discussions, and public speaking. **Prereq.:** PSYC-201.

ICSE-411 Graduate Study in the Inner City, 3 cr. An introduction to graduate study of the conflict of cultures in the United States, especially between the dominant culture and Afro-Americans, American Indians, Southern Mountain Whites, Cubans, Mexicans, and Puerto Ricans. Special emphasis will be given to educational problems facing

these groups. This course is required and should be taken early in the student's program. **Prereq.:** graduate standing.

ICSE-412 Behavior Patterns in the Inner City, 3 cr. The study of inner city behavior patterns which result in agency intervention. **Prereq.:** graduate standing.

ISCE-413 The Idioms of Afro-American Communities, 3 cr. The oral commuication characteristics and language patterns peculiar to Afro-Americans in urban areas. **Prereq.:** graduate standing.

ICSE-414 History and Culture of Southern White Migrants, 3 cr. History of the Southern White Migrants, treated in conjunction with an examination of the cultural patterns of the people; major emphasis on the family, religion, education, and economic status, and their respective roles in the transition from a rural to an urban way of life. **Prereq.:** graduate standing.

ICSE-415 History and Culture of Spanish Speaking Americans: Mexican, Puerto Rican, and Cuban, 3 cr. Cultures of the Puerto Rican, Mexican, and Cuban, studied against their historical backgrounds; special attention given to an understanding of the individual's problems in transition from peasant to urban societies. **Prereq.:** graduate standing.

ICSE-416 History and Culture of Afro-Americans, 3 cr. Study of African derivation and the culture of American slavery; urban and rural existence; development of the emergent Afro-American middle-class. **Prereq.:** graduate standing.

ICSE-417 History and Culture of American Indians, 3 cr. Treatment of the general history and distribution by cultural areas of the North American Indian; description and analysis of representative Indian values undertaken in order to understand the problems in the process of change from tribal to non-tribal systems. **Prereq.:** graduate standing.

ICSE-425 Seminar in Religion and Philosophy of Traditional Communities, 3 cr. Seminar with varying subtitles designed for students to focus on the religion, beliefs, and wisdom of selected ethnic societies, especially African, Caribbean, and American Indian. The impact of Western dominion on these religions and philosophical systems will be examined. May be taken more than once for credit. **Prereq.:** graduate standing, ICSE-411, ICSE-421, ICSE-423, or ICSE-424.

ICSE-426 History and Philosophy of Black Education, 3 cr. Examination of the historical and social forces surrounding the issues of Black education in America, from 1800 to the present. It is within the scope of this course to help the student recount and reconstruct, as near as possible, the crucial social controversies, their advocates, and the century-old evolution of schools of thought on Black educational theory. **Prereq.:** graduate standing, ICSE-411, ICSE-421, or ICSE-431.

ICSE-427 Seminar in Inner City Studies, 3 cr. Advanced analysis of the inner city which allows faculty to develop with students courses that reflect the changing dynamic nature of the inner city. May be taken more than once for credit provided titles are varied. **Prereq.:** graduate standing and ICSE-411.

ICSE-431 Seminar in Inner City School Problems, 3 cr. Problems of curriculum, counseling instruction, facilities, school attendance, the gang, etc.; students to do research and present papers on special problem areas and their relationship to school and community. Restricted to M.A. candidates. The student will complete a masters report, emphasizing participation in some activity related to inner city education, with approval of instructor. The report may take the form of demonstrations, copies of interviews, a written report, etc. **Prereq.:** graduate standing and ICSE-411, MDC in the M.A. in Inner City Studies. Must be taken concourrently with or subsequent to ICSE-443.

ICSE-432 Curriculum Development in the Inner City, 3 cr. A consideration of the life needs, the assets and the disabilities of the inner city child, and the adjusment of the curriculum to improve the child's learning experiences. Emphasis will be places on the theory of curriculm construction and the needs of inner city children. **Prereq.:** graduate standing.

ICSE-441 Cultures of the Inner city, 3 cr. Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. **Prereq.:** graduate standing.

ICSE-442 Research Methods in Inner-City Studies, 3 cr. Research design and analysis of data; methods for collecting and interpreting data, observation, formulation of hypothesis, techniques of interviewing, questionnaire construction, and writing of reports; primary objective of the course is to train students to read research studies with understanding and to apply the findings to classroom instruction. **Prereq.:** graduate standing.

ICSE-443 Research Writing, 3 cr. Advanced instruction in writing reports, proposals, papers, and theses. Consideration of form and style. Methods of writing critiques of research studies. **Prereq.:** graduate standing and ICSE-442.

ICSE-444 Methods of Teaching in the Inner City, 3 cr. Curriculum development and adjustment to meet needs of inner city pupils; new approaches to teaching the "hard to reach" pupil; students to develop units in their own major teaching areas, utilizing new materials and techniques. **Prereq.:** graduate standing.

ICSE-445 Independent Study in Inner City Studies, 3 cr. Intensive study of topics related to student's program. **Prereq.:** admission to M.A. Inner City Studies program.

ICSE-451 Research and Thesis, 3 cr. Supervision and advisement in evolving thesis problems and in writing the thesis. **Prereq.:** acceptance to master's degree candidacy in inner city studies.

ICSE-452 Field Internship, 3 cr. An opportunity to work with disadvantaged children in varied social agencies that serve these youngsters in their communities; the student to function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents; agency staff supervision, as well as regular attendance at staff conferences, to enable the student to gain working insight and understanding of the philosophy of the agency program; to be taken concurrently with ICSE-453. **Prereq.:** graduate standing and consent of instructor.

ICSE-453 Seminar in Field Internship, 3 cr. A companion course to field internship; formulation of operational principles of understanding and working through various problems that arise in the student's interaction with disadvantaged youngsters in the field; clarification of the student's attitudes and feelings as determinants in the relationships and learning processed; to be taken concurrently with ICSE-452. **Prereq.:** graduate standing and consent of instructor.

ICSE-454 Masters Project Research, 3 cr. Supervision and advisement in evolving a research project and in writing research results. **Prereq.:** acceptance to masters degree candidacy in inner city studies

INSTRUCTIONAL MEDIA

Michael J. Belica, Ed.D., Professor Coordinator
Christine C. Swarm, Ed.D., Associate Professor

The Instructional Media Program is an integrated print-non-print program encompassing courses that were traditionally

grouped under library science and audio-visual education headings. The program is designed to prepare media specialists in the form of school librarians, audio-visual coordinators, and instructional media specialists for today's schools. In addition, the program is designed to meet the needs of in-service teachers who wish to increase their competence in selecting, producing, utilizing and evaluating instructional media to meet specific behavioral objectives. A student who meets all city and/or state teacher certification requirements upon completing a prescribed program in instructional media fulfills the state of Illinois, as well as the city of Chicago, certification requirements for a school librarian at the elementary level.

Both an undergraduate minor and a master's degree are offered in instructional media.

UNDERGRADUATE PROGRAM

Minor in Instructional Media: (18 Credit Hours)

Required Courses: 6 credit hours

INMD-311 Functions of the School Library . . . . . 3 cr.
and either
INMD-251 Introduction to Media Utilization . . . . . 3 cr.
or
INMD-351 Selection, Utilization and Evaluation of Instructional Materials . . . . . 3 cr.

Electives: 12 credit hours

Choice of four of the following:

INMD-332 Technical Processes in School Libraries . 3 cr.
INMD-333 Library Materials for Language and Creative Arts . . . . . 3 cr.
INMD-334 Library Materials for Social Science and Natural Science . . . . . 3 cr.
INMD-335 Reading Guidance in Elementary School . 3 cr.
INMD-352 Design and Production of Instruction Materials . . . . . 3 cr.

GRADUATE PROGRAM

Master of Arts in Instructional Media

Requirements for Admission to the Program

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

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

INMD-331 Functions of the School Library
INMD-332 Technical Processes in School Libraries
INMD-351 Selection, Utilization and Evaluation of Instructional Materials

and one of the following:

INMD-333 Library Materials for Language and Creative Arts
INMD-334 Library Materials for Social Science and Natural Science
INMD-335 Reading Guidance in the Elementary School

Requirements for the Degree

A minimum of 33 credit hours of coursework; 21 required in the field of instructional media and 12 elective credits. Two comprehensive papers to be initiated in the required instructional media courses; or a thesis may be written upon invitation by the department. The Thesis Seminar: INMD-499 Instructional Media carries three credit hours applicable to the program requirements. A final comprehensive examination, which may be written, oral, or both, measuring the candidate's competence in the field of instructional media. With approval, this examination may be retaken.

Comprehensive Examination

All candidates will be required to pass a comprehensive examination in the semester following the one in which all course requirements for the degree have been completed.

COURSE OFFERINGS (INMD)

INMD-251 Introduction to Media Utilization, 3 cr. Explores various utilization techniques involving the use of and operation of projection and audio equipment for instructional purposes.

INMD-331 Functions of the School Library, 3 cr. The school library, its origins, development, and administration, as seen in the context of the history of libraries in general.

INMD-332 Technical Processes in School Libraries, 3 cr. Principles and objectives of organizing library materials; classifications and cataloging procedures, with emphasis on the school library. **Prereq.:** INMD-331 or an equivalent course in library science.

INMD-333 Library Materials for Language and Creative Arts, 3 cr. Critical examination and evaluation of basic reference tools; encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials. **Prereq.:** INMD-331 or an equivalent course in library science.

INMD-334 Library Materials for Social Science and Natural Science, 3 cr. (See INMD-333 for description.)

INMD-335 Reading Guidance in the Elementary School, 3 cr. Evaluation and use of library materials and techniques for the guiding of reading in kindergarten through grade eight. **Prereq.:** INMD-331 or an equivalent course in library science.

INMD-351 Selection, Utilization, and Evaluation of Instructional Materials, 3 cr. Application of learning theory and curriculum principles to the selection, utilization, and evaluation of projected and non-projected instructional materials; laboratory experience in the use of projection and audio equipment. **Prereq.:** junior or senior standing or consent of instructor.

INMD-352 Design and Production of Instructional Materials, 3 cr. Lecture and laboratory experience involving the design and production of materials for general instructional purposes. Attention will be given to the production of materials for specific media, (i.e., television). **Prereq.:** junior or senior standing or consent of instructor.

INMD-362 Television and Related Instructional Media, 3 cr. Intensive Treatment of the most effective methods of utilizing television as an instrumental medium. Designed to help teachers prepare lessons for actual closed circuit presentation and to familiarize them with a television lesson format. Students will work with professional television equipment as well as with instructional devices related to teaching, such as projectors, bulletin boards, transparencies, and many other visual aids. All TV presentations will be video-taped.

INMD-401 The Theory of Programmed Instruction, 3 cr. Investigation of the Skinner and Crowder techniques of programmed instruction; a study of the history of teaching machines and techniques of devising a program of instruction in the various subject-matter disciplines. **Prereq.:** graduate standing.

INMD-403 Television in Today's World, 3 cr. Designed to help in-service teachers utilize effectively the medium of television (educational and commercial) to enrich their

classroom teaching experiences; opportunity to hear eminent people from the commercial and educational television studios of Chicago, as well as specialists from the Chicago Board of Education, discuss television broadcasting as a vehicle for enriching the school curriculum; excerpts from local and national programs and documentaries shown during class sessions followed by discussions and suggestions for implementing them into lesson plans. **Prereq.:** graduate standing and in-service teacher.

INMD-404 Administration of Instructional Media Programs, 3 cr. Applies the principles of management to instructional media programs including the administration of integrated print and non-print materials. **Prereq.:** graduate standing, one course in library science, and one course in media education.

INMD-405 Advanced Design and Production of Instructional Materials, 3 cr. Lecture and laboratory experience involving design and production of complete units of instruction which utilize a multi-media approach to instructional design. Instruction will be given in 8-mm sound film production (loops), as well as the production of slide-tape presentations. **Prereq.:** graduate standing an INMD-352.

INMD-406 Advanced Studies in Technical Processes, 3 cr. An in-depth study of the Dewey Decimal Classification System — its cataloging principles, applications, and its organization for service to libraries. **Prereq.:** graduate standing.

INMD-407 Media Selection for Children and Young Adults, 3 cr. Problems in selection of media for children and young adults. Includes planning specific programs to meet user needs and emphasizes knowledge of literature and materials for these age levels. **Prereq.:** graduate standing.

INMD-408 The School Media Program, 3 cr. An advanced course focusing on the diverse programs, materials, limitations, and potentialities possible in elementary and secondary school media centers. Special problems in the organization and administration of school media centers will also be studied with emphasis on related available research in the area. **Prereq.:** graduate standing.

INMD-416 Library of Congress Classification, 3 cr. The study of the Library of Congress Classification Scheme and its adaptability to book collections. Emphasis centers on the use of the Library of Congress Classification Schedules and their respective special tables. **Prereq.:** graduate standing and INMD-406.

INMD-436 Introduction to Library Science Reference Methods, 3 cr. Critical examination of the reference function of the library materials center at the middle, junior, and senior high school levels. Production, use, and evaluation of bibliographies and basic general reference sources. **Prereq.:** INMD-331, INMD-333, INMD-334, or INMD-335.

INMD-462 Advanced Television Production for Instructional Applications, 3 cr. A continuation and expansion of production techniques acquired in a basic course. Two camera systems, video editing, set design, and construction, as well as the use of special effects, will be emphasized to the extent that each is related to the production of modules of instruction to meet specific learning outcomes via television. **Prereq.:** graduate standing, INMD-362, or consent of instructor.

INMD-498 Directed Field Experience: Practicum in Instructional Media, 3 cr. Skill development in a school library media center through supervised observation and directed practice. The internship is arranged in a selected school under the direct supervision of the instructor and a cooperating media specialist. **Prereq.:** acceptance for master's degree candidacy in instructional media.

INMD-499 Thesis Seminar: Instructional Media, 3 cr. (For students writing a thesis.) Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts: Instructional Media. **Prereq.:** acceptance for master's degree candidacy in instructional media.

LANGUAGE ARTS

GRADUATE PROGRAMS

Master of Education in the Teaching of Language Arts

This program is designed to meet the in-service needs of elementary and secondary 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: For Sequence I, the student must present the following: Education, 15 credit hours—including a course in the teaching of reading; Language Arts, 15 credit hours—including courses in drama, English, linguistics, literature, speech, or writing.

For Sequence II, a currently valid standard state or city Secondary School Teaching Certificate in English is required.

SEQUENCE I: For Elementary School Teachers

Requirements for the Degree

Program requirements include 36 credit hours of coursework: 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.

Language Arts
Required Courses:

ENGL-432 The Literary Experience in the Elementary School . . . . . 3 cr.
LING-302 Linguistics for Language Teachers . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
READ-401 Developmental Reading Theory . . . . . 3 cr.
READ-402 Specialized Problems in Reading Instruction . . . . . 3 cr.

Total 15 cr.

Language Arts
Electives . . . . . 6 cr.

SPCH-COMM-315 Group Leadership . . . . . 3 cr.
SPCH-COMM-404 Communication Theory . . . . 3 cr.
SPCH-COMM-418 Seminar —Research Problems in Group Communication . . . . . 3 cr.
SPCH-COMM-428 Seminar—Research Problems in the Psychology of Communication . . . 3 cr.
SPCH-ED-390 Speech Improvement in the Classroom . . . . . 3 cr.
SPCH-ED-490 Specialized Problems in Speaking and Listening . . . . . 3 cr.
SPCH-PERF-393 Creative Dramatics . . . . . 3 cr.
SPCH-PERF-458 Seminar —Research Problems in Interpretive Arts . . . . . 3 cr.

Education
Required Courses:

ELED-414 Principles of Curriculum Development . . 3 cr.
INMD-362 Television and Related Instructional Media . . . . . 3 cr.
SCED-421 Research in the Classroom Teaching of Language Arts . . . . . 3 cr.

Total 9 cr.

Education
Electives . . . . . 6 cr.

COUN-421 Evaluation Techniques for Teachers and Counselors . . . . . 3 cr.
EDFN-411 Comparative Education . . . . . 3 cr.
EDFN-412 Selected Concepts in the Philosophy of Education . . . . . 3 cr.
EDFN-413 Human Relations in Educational Settings . . . . . 3 cr.
ELED-418 Classroom Problems in the Teaching-Learning Process . . . . . 3 cr.
INMD-333 Library Materials for Language and Creative Arts . . . . . 3 cr.
INMD-401 The Theory of Programmed Instruction . . . . . 3 cr.

SEQUENCE II: For Secondary School Teachers

Requirements for the Degree

Program requirements include 36 credit hours of coursework: 21 credit hours to be selected from upper division and graduate course offerings of the departments of English, linguistics, speech, and reading. A minimum of six credit hours should be selected from English, and a minimum of three credit hours each from linguistics, speech, and reading. Fifteen credit hours to be selected from upper division and graduate course offerings in the College of Education. Students must submit two research papers initiated in SCED-401 and SCED-421. An option allowing for the completion of a master's thesis is available upon approval of the advisor. This thesis will be an outgrowth or extension of one of the previously mentioned papers. Students will take a general oral examination related to their course program. This examination will usually be scheduled early in the term following completion of all course requirements.

English: Six-nine credit hours to be selected through consultation with advisor in reference to prior subject background.

Linguistics: A minimum of one of the following:

LING-302 Linguistics for Language Teachers . . . . . 3 cr.
LING-306 Linguistics and Reading . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
LING-481 Principals of Teaching English as a Second Language . . . . . 3 cr.

Speech: A minimum of one of the following:

SPCH-COMM-315 Group Leadership . . . . . 3 cr.
SPCH-COMM-404 Communication Theory . . . . . 3 cr.
SPCH-COMM-418 Seminar-Research Problems in Group Communication . . . . . 3 cr.
SPCH-COMM-428 Seminar-Research Problems in the Psychology of Communication . . . . . 3 cr.
SPCH-ED-490 Specialized Problems in Speaking and Listening . . . . . 3 cr.
SPCH-PERF-393 Creative Dramatics . . . . . 3 cr.
SPCH-PERF-458 Seminar-Research Problems in Interpretive Arts . . . . . 3 cr.

Reading: A minimum of one of the following:

READ-306 Linguistics and Reading . . . . . 3 cr.
READ-401 Developmental Reading Theory . . . . . 3 cr.
READ-402 Specialized Problems in Reading . . . . . 3 cr.

Education
Required Courses

EDFN-413 Human Relations in Educational Settings . . . . . 3 cr.
SCED-401 New Directions in the Teaching of English . . . . . 3 cr.
SCED-421 Research in the Classroom Teaching of Language Arts . . . . . 3 cr.

Total 9 cr.

Education
Electives . . . . . 6 cr.

EDFN-401 Learning Theories and Educational Practices . . . . . 3 cr.
EDFN-411 Comparative Education . . . . . 3 cr.
EDFN-412 Selected Concepts in the Philosophy of Education . . . . . 3 cr.
ELED-414 Principles of Curriculum Development . . . . . 3 cr.
ELED-418 Classroom Problems in the Teaching-Learning Process . . . . . 3 cr.
INMD-333 Library Materials for Language and Creative Arts . . . . . 3 cr.
INMD-401 The Theory of Programmed Instruction . . . . . 3 cr.
SCED-316 Teaching Black Literature in the Secondary School . . . . . 3 cr.
SCED-352 Construction of Evaluation Instruments for Secondary Teaching . . . . . 3 cr.
SCED-407 Teaching Multi-Ethnic Literature in Junior and Senior High School . . . . . 3 cr.
SCED-425 Thesis Seminar: English Education . . 3 cr.

READING

Wayne Berridge, Ed.D., Associate Professor, Chairperson
Theresa Booker, Ph.D., Associate Professor
Ahmed Fareed, Ph.D., Professor
Thomas Hartman, Ed.D., Assistant Professor
Anita Kak, Ph.D., Associate Professor
Lucille Mozzi, M.A., Associate Professor
Margaret Richek, Ph.D., Assistant Professor
Kathleen Stevens, Ph.D., Assistant Professor

The Department of Reading offers courses of study leading to an undergraduate minor and graduate level major. The basic objectives of the Department of Reading are: (1) to train teachers and prospective teachers to deal with reading problems in elementary and secondary schools, (2) to prepare reading specialists who can diagnose and remedy reading difficulties as well as to plan and carry out developmental and remedial reading programs, and (3) to offer remedial reading instruction to any university student with reading difficulties. (NOTE: Students should take the courses in the order they are listed.)

UNDERGRADUATE PROGRAM

Minor in Reading

The minor in reading serves undergraduate prospective teachers at the primary, elementary, and secondary levels. Courses in the minor are accessible, as well, to other students who desire more knowledge in the field of reading. In addition, this broader scope of course offerings are available for in-service teachers to enhance their knowledge and skill in teaching reading. The minor consists of nine required and nine elective credit hours:

Required Courses:

COUN-321 Diagnosis and Treatment of Reading Difficulties . . . . . 3 cr.
READ-311 Fundamentals of Reading Instruction . . . 3 cr.

Total 6 cr.

One of the following courses . . . . . 3 cr.
ECED-306 Teaching Reading in the Primary Grades . . . . . 3 cr.
ELED-306 Methods of Teaching Reading—Elementary School . . . . . 3 cr.
READ-301 Teaching Reading in Junior and Senior High School . . . . . 3 cr.

Electives . . . . . 9 cr.
Choice of three of the following:
READ-306 Linguistics and Reading . . . . . 3 cr.
READ-312 Classroom Evaluation of Reading . . . 3 cr.
READ-313 Materials for Reading . . . . . 3 cr.
READ-314 Teaching Reading to the Educable Mentally Handicapped Child . . . . . 3 cr.
READ-315 Supervised Field Experience in Teaching Reading . . . . . 3 cr.

GRADUATE PROGRAM

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 students' 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:

READ-311 Fundamentals of Reading Instruction . . . 3 cr.
ECED-306 Teaching Reading in the Primary Grades . 3 cr.
ELED-306 Methods of Teaching Reading—Elementary School . . . . . 3 cr.
READ-301 Teaching Reading in Junior and Senior High School . . . . . 3 cr.

Requirements for the Degree

1. Coursework: 36 credit hours

(a) Twenty-four credits of eight required courses in reading.
(b) Twelve credits of four elective courses (to be selected with approval of program advisor) from at least two 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 three hours of credit. The course, READ-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:

READ-313 Materials for Reading . . . . . 3 cr.
READ-401 Developmental Reading Theory . . . . . 3 cr.
READ-402 Specialized Problems in Reading Instruction . . . . . 3 cr.
READ-412 Measurement and Evaluation of Reading . 3 cr.
READ-407 Case Studies in Diagnosis and Remediation of Reading Disabilities . . . . . 3 cr.
READ-403 Curriculum and Supervision in Reading . 3 cr.
READ-404 Clinical Practicum in Reading . . . . . 3 cr.
READ-405 Research Seminar in Reading . . . . . 3 cr.

Total 24 cr.

Electives: 12 credit hours

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

English
ENGL-391 Children's Literature . . . . . 3 cr.
ENGL-449 Studies in American Literature . . . . . 3 cr.

Speech
SPCH-ED-390 Speech Improvement in the Classroom . . . . . 3 cr.
SPCH-ED-490 Specialized Problems in Speaking and Listening . . . . . 3 cr.

Linguistics
READ-306 Linguistics and Reading . . . . . 3 cr.
LING-419 Fundamentals of Modern Linguistics . . . . 3 cr.
LING-429 Psycholinguistics . . . . . 3 cr.

Psychology
EDFN-401 Learning Theories and Educational Practice . . . . . 3 cr.
PSYC-317 Introduction to Statistical Methods in Psychology . . . . . 3 cr.
PSYC-412 Advanced Child Psychology . . . . . 3 cr.
PSYC-414 Advanced Adolescent Psychology . . . . . 3 cr.

Tests and Measurement
SPED-303 Measurement and Evaluation . . . . . 3 cr.
SPED-412 Principles of Diagnostic Testing . . . . . 3 cr.

Education
READ-314 Teaching Reading to the Educable Mentally Handicapped Child . . . . . 3 cr.
ELED-419 Problems in Elementary Language Arts Instruction . . . . . 3 cr.
SCED-421 Research in Classroom Teaching of Language Arts . . . . . 3 cr.

Special Education
SPED-302 Psychology of Language and Cognitive Development . . . . . 3 cr.
SPED-304 Psychology of Exceptional Children . . . . 3 cr.
SPED-310 Psycholpathology of the Brain-Injured Child . . . . . .3 cr.
SPED-410 Identification and Diagnosis of Learning Disabilities . . . . . 3 cr.
SPED-411 Remediation and Planning for Children with Learning Disabilities . . . . . 3 cr.

Library Science
INMD-333 Library Materials for Language and Creative Arts . . . . . 3 cr.
INMD-335 Reading Guidance in the Elementary School . . . . . 3 cr.

COURSE OFFERINGS (READ)

READ-101 Reading Development, 3 cr. Designed to provide opportunities for students to develop greater proficiencies in reading. Possible sub-titles include: Reading Vocabulary, Comprehension, Study Skills, and Speed Reading.

READ-301 Teaching Reading in Junior and Senior High School, 3 cr. Theory, methodology, and problems involved in the teaching or reading in the secondary schools; emphasis on the contributions of specific methods in dealing with individual differences. **Prereq.:** junior standing.

READ-306 Linguistics and Reading, 3 cr. An examination of the relationship between language structure and the reading process, with emphasis on practical problems, such as the variety of dialectally different sound-symbol correspondences in English. Other topics to be considered: the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning readings, and an analysis of linguistics texts for teaching reading. This course is designed to be useful to the in-service classroom teacher as well as to undergraduates.

READ-311 Fundamentals of Reading Instruction, 3 cr. Designed to introduce students to the broad field of teaching reading; its nature, bases, principles, objectives, programs, materials, organizational strategies, development and evaluation of reading skills, and providing for reading growth among special groups as well as in different content areas.

READ-312 Classroom Evaluation of Reading, 3 cr. Principles of classroom evaluation are introduced. Standardized reading tests and informal measures for assessing students' progress in reading are thoroughly analyzed. Students are provided with opportunities to analyze, administer, interpret, and/or design a wide variety of formal and teacher-made tests. **Prereq.:** READ-311, ECED-306, ELED-306, or READ-301.

READ-313 Materials for Reading, 3 cr. Designed to introduct students to the large variety of published materials and equipment available for developing reading readiness, basic reading and study skills, and independent reading. Emphasis is placed on analyzing and evaluating materials for application to reading programs at different school levels. **Prereq.:** ECED-306, ELED-306, READ-301, or READ-314.

READ-314 Teaching Reading to the Educable Mentally Handicapped Child, 3 cr. Specific principles, programs, and methods of teaching functional reading to the educable mentally handicapped child. Diagnostic procedures and evaluation of reading growth are emphasized. Students are provided with both theoretical knowledge and practical experience in selecting, evaluating, designing, and developing reading materials for the EMH children. **Prereq.:** ECED-306, ELED-306, or READ-301.

READ-315 Supervised Field Experience in Teaching Reading, 3 cr. Direct classroom experience in teaching reading in local schools at different levels. Provided are supervision by college instructor, seminars, and conferences with individual students. Limited to 15 students. **Prereq.:** READ-311, Coun-321, ECED-306, ELED-306, or READ-301, and written consent of instructor.

READ-401 Developmental Reading Theory, 3 cr. Discussion and appraisal of the psychological and pedagogical bases of the developmental reading process; critical analysis of available theoretical models and frameworks of the reading act; discussion of the developmental phases of the reading products, processes, prerequisites, and procedures. **Prereq.:** graduate standing, ECED-306, ELED-306, READ-301, or equivalent.

READ-402 Specialized Problems in Reading Instruction, 3 cr. Discussion of selected topics in instructional reading methods, classroom assessment of reading, types of reading programs, new innovations and trends of reading instruction, and utilization of research. **Prereq.:** graduate standing, ECED-306, ELED-306, READ-301, or equivalent.

READ-403 Curriculum and Supervision in Reading, 3 cr. Principles and procedures in developing a sound school curriculum in reading; the functions and responsibilities of reading consultants, coordinators, and supervisors; reading equipment and material; in-service reading programs; and over-all evaluative reading programs. **Prereq.:** graduate standing and READ-401.

READ-404 Clinical Practicum in Reading, 3 cr. Clinical experience in diagnosis and remediation of reading disability cases. Students will diagnose and give remedial reading treatments to disabled individuals and small groups under supervision. **Prereq.:** master's degree candidacy in reading, READ-401, READ-407, and written consent of program advisor.

READ-405 Research Seminar in Reading, 3 cr. Designed to acquaint the student with sources and trends of completed research in the psychology, pedagogy, and sociology of reading; research design and procedures; criteria of planning and appraising scientific studies in reading. Provides an opportunity to study, in-depth, a specific area related to the student's need and interest. **Prereq.:** master's degree candidacy in reading, READ-401, READ-402, and written consent of program advisor.

READ-406 Thesis Seminar —Reading, 3 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Education: Reading. **Prereq.:** master's degree candidacy in the program, Master of Arts in Education: Reading, and invitation of program advisor.

READ-407 Case Studies in Diagnosis and Remediation of Reading Disabilities, 3 cr. A case study approach to the diagnosis and remediation of reading disabilities. Individual case studies are used to emphasize both casual and/or inhibiting factors in reading disability, as well as the analysis of the reading problem. Appropriate remedial instruction is related to diagnostic findings. **Prereq.:** graduate standing, ECED-306, ELED-306, or READ-301.

READ-412 Measurement and Evaluation of Reading, 3 cr. Designed to acquaint the student with standardized and informal tools and procedures for reading measurement

and evaluation. Techniques of test construction, obtaining norms, and interpreting results are treated in some detail. Emphasis is laid on appraising the reader's capacity, competence, needs, and interests; evaluating reading programs and materials; evaluating effectiveness of teaching reading; and improving classroom techniques of evaluation. **Prereq.:** graduate standing, READ-301, ECED-306, or ELED-306.

SECONDARY EDUCATION

Bertram I. Abell, M.S., Associate Professor
Frederick O. Flener, Ph.D., Associate Professor
Maurice G. Guysenir, Ph.D., Professor
Jane S. Hawley, Ph.D., Professor, Chairperson
James R. Lockwood, Ph.D., Professor
Edward A. Robinson, Ph.D., Associate Professor

The Department of Secondary Education (Grades 6-12) offers professional courses of study for prospective junior and senior high school teachers. The department offers the course, "Methods of Teaching on the Secondary Level," which is taken by all students enrolled in a secondary education teaching program regardless of discipline. However, only English, history, mathematics, and social science majors take their academic major methods course and student teaching through the Department of Secondary Education. All other majors take such courses from the academic departments.

In addition to successful completion of the required courses in the professional sequence and the academic major (32-45 credit hours), students seeking entitlement for certification upon graduation must also pass the United States and Illinois Constitution examinations and complete one course each in (1) English, (2) American history or government, (3) health education, and (4) physical education "activity."

UNDERGRADUATE PROGRAM

Courses in academic major (depends on major): 32-45 credit hours

*Professional Education Sequence

EDFN-201 Psychological Foundations of Teaching and Learning . . . . . 3 cr.

EDFN-215 Philosophical and Historical Foundations of Public Education . . . . . 4 cr.

SCED-301 Methods of Teaching on the Secondary Level . . . . . 3 cr.

SCED- Methods of Teaching _____ in the Secondary School . . . . . 3 cr.

SCED- Secondary Student Teaching and Seminar in _____ . . . . . 12 cr.

Total 25 cr.

*Students who already have a degree and are interested in meeting certification requirements should obtain a special handbook from the office of the dean of the College of Education.

GRADUATE PROGRAM

The Department of Secondary Education offers a masters program in language arts. See page 151 for information.

COURSE OFFERINGS (SCED)

SCED-301 Methods of Teaching on the Secondary Level, 3 cr. Selection, organization, and use of materials and methods that are common to all subject areas in the secondary school. Discussion of the unit, the lesson plan, discipline, the class discussion, and other elements of methodology necessary for effective teaching. Students will be required to schedule a minimum of an additional four hours each week to participate in laboratory experience in the field with students of secondary school age. They also have the option of enrolling concurrently in SCED-312 to receive two credit hours for the above four hours participation or SCED-313 to receive three credit hours for six hours participation. **Prereq.:** EDFN-215 and EDFN-201 or PSYC-213 and 15 credit hours completed in the academic major.

SCED-305 Methods of Teaching Business in the Secondary School, 3 cr. A study of content, objectives, materials, and specific methods of presentation as they apply to the teaching of business education. Students will be required to schedule a minimum of four additional hours each week to participate in clinical experiences in a designated secondary school. **Prereq.:** SCED-301 and at least 21 credit hours of business courses.

SCED-309 Secondary Student Teaching and Seminar in Business, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more levels of secondary school business. Supervision is by personnel in the secondary school as well as by a university supervisor who also conducts a weekly two hour seminar associated with the student teaching program. **Prereq.:** SCED-305, at least 24 credit hours of business courses, and approval of department.

SCED-311 Field Experiences in the Secondary School, 1 cr. A field experience designed to complement and provide a real setting for the instruction in the methods courses. The setting will be in a public or private school in Chicago or its suburbs. Experiences may include some or all of the following: observing secondary school students and teachers, tutoring individual students, working with small groups of students, and assisting teachers; four hours of field experience per week. **Prereq.:** may only be taken concurrently with one of the following courses: SCED-301, SCED-335, SCED-G&ES-303, SCED-315, SCED-325, and SCED-345.

SCED-312 Field Experience in the Secondary School, 2 cr. A field experience designed to complement and provide a real setting for the instruction in the methods courses. The setting will be in a public or private school in Chicago or its suburbs. Experiences may include some or all of the following: observing secondary school students and teachers, tutoring individual students, working with small groups of students, and assisting teachers; 4 hours per week of field experience. **Prereq.:** may only be taken concurrently with one of the following courses; SCED-301, SCED-335, SCED-G&ES-303, SCED-315, SCED-325, and SCED-345.

SCED-313 Field Experience in the Secondary School, 3 cr. A field experience designed to complement and provide a real setting for the instruction in the methods courses. The setting will be in a public or private school in Chicago or its suburbs. Experiences may include some or all of the following; observing secondary school students and teachers, tutoring individual students, working with small groups of students and assisting teachers; six hours of field experience per week **Prereq.:** may only be taken concurrently with one of the following courses; SCED-301, SCED-335, SCED-G&ES, 303, SCED-315, SCED-325, and SCED-345.

SCED-315 Methods of Teaching English in the Secondary School, 3 cr. Introduction to the methods, techniques, and materials for teaching English in the secondary schools. Students will be required to schedule a minimum of an additional four hours each week to participate in laboratory experiences in the field with students of secondary school age. They also have the option of enrolling concurrently in SCED-312 to receive two credit hours for the above four hours participation or SCED-313 to receive three credit hours for six hours participation. **Prereq.:** SCED-301 and 21 credit hours of English.

SCED-319 Secondary Student Teaching and Seminar in English, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more levels of secondary school English. Supervision is by personnel in the secondary school as well as by a university supervisor who also conducts a weekly two hour seminar associated with the student teaching program. **Prereq.:** SCED-315, 24 hours of English, and approval of department.

SCED-321 Clinical Experiences in the Secondary School I, 1 cr. A supervised experience designed for students taking the academic major methods course with less emphasis on observational experiences and more on direct involvement in the instructional process; four hours of clinical experience per week. **Prereq.:** must be taken concurrently with academic major methods course or consent of instructor.

SCED-322 Clinical Experiences in the Secondary School II, 2 cr. (See SCED-321 for description.)

SCED-323 Clinical Experiences in the Secondary School III, 3 cr. (See SCED-321 for description.)

SCED-325 Methods of Teaching History in the Secondary School, 3 cr. Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking, and trends in the teaching of history. Students will be required to schedule a minimum of an additional four hours each week to participate in laboratory experiences in the field with students of secondary school age. They also have the option of enrolling concurrently in SCED-312 to receive two credit hours for the four hours participation described above or SCED-313 to receive three credit hours for six hours participation. **Prereq.:** SCED-301 and 21 credit hours in history.

SCED-329 Secondary Student Teaching and Seminar in History, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more levels of secondary school history. Supervision is by personnel in the secondary school as well as by a university supervisor who also conducts a weekly two hour seminar associated with the student teaching program. **Prereq.:** SCED-325, 24 credit hours in history, and approval of department.

SCED-335 Methods of Teaching Mathematics in the Secondary School, 3 cr. Strategies for use in the teaching of concepts, principles, and mathematical skills will be studied and practiced. Emphasis will also be placed on strategies for teaching in the following areas: problem solving, proof, and the slow learner. Students will be required to schedule an additional four hours each week to participate in laboratory experiences in the field with students of secondary school age. They also have the option of enrolling concurrently in SCED-312 to receive two credit hours for the above four hours participation or SCED-313 to receive three credit hours for six hours participation. **Prereq.:** SCED-301 and 24 credit hours of mathematics.

SCED-339 Secondary Student Teaching and Seminar in Mathematics, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more levels of secondary school mathematics. Supervision is by personnel in the secondary school as well as by a university supervisor who also conducts weekly two hour seminars associated with the student teaching program. **Prereq.:** SCED-335, 27 credit hours of mathematics, and approval of department.

SCED-345 Methods of Teaching General Social Studies in the Secondary School, 3 cr. Discussion and demonstration of organizational patterns and teaching methods in the social sciences. The course will include components for each of the following fields: anthropology, economics, geography, history, political science, psychology, and sociology. Each student will select the three components that relate to the three areas of his major. An examination of the place of these disciplines in the secondary curriculum, an introduction to the literature of methodology, a study of current trends, and the findings of research. Students will be required to schedule at least four additional hours each week to participate in laboratory experiences in the field with students of secondary school age. They also have the option of enrolling concurrently in SCED-312 to receive two credit hours for the four hours participation described above or SCED-313 to receive three credit hours for six hours participation. **Prereq.:** SCED-301 and at least 30 credit hours in general social studies.

SCED-349 Secondary Student Teaching and Seminar in General Social Studies, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more of the following disciplines: anthropology, economics, political science, psychology, and sociology. Supervision is by personnel in the secondary school as well as by a university supervisor who also conducts a weekly two hour seminar associated with the student teaching program. **Prereq.:** SCED-345, 27 credit hours in social studies, and approval of department.

SCED-356 Practicum in Secondary Education, 6 cr. Practical experience in student teaching at the secondary level. This course offers the student an additional teaching experience in a milieu other than the student experienced in the 12 credit hour student teaching course. **Prereq.:** SCED-349 and consent of instructor.

SCED-361 Workshop in Secondary Education, 1 cr. Course is designed for providing in-service opportunities for secondary teachers in the fields of English, mathematics, history, and social studies. **Prereq.:** baccalaureate degree and a valid teaching certificate.

SCED-363 Workshop in Secondary Education III, 3 cr. Course is designed for providing in-service opportunities for secondary teachers in the field of English, mathematics, history, and social studies. **Prereq.:** baccalaureate degree and valid teaching certificate.

SCED-401 New Directions in Teaching English in the Junior and Senior High School, 3 cr. Designed for the in-service teacher of secondary school English; study and discussion of new perspectives for the school English program growing out of the reform efforts of the past decade. Attention will be given to practical ramifications of the Anglo-American Conference on the Teaching of English as well as the implications for English teaching of current developments in linguistics, psychology, and psycholinguistics. **Prereq.:** graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-402 New Directions in Teaching History in the Junior and Senior High School, 3 cr. In-depth treatment of selected new and experimental methodologies of teaching history in the secondary school. Also included are materials from other social science disciplines as they relate to the teaching of history. Since new trends are constantly finding their way in the teaching of secondary history, the course content will also correspondingly change. **Prereq.:** graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-403 New Directions in Teaching Mathematics in the Junior and Senior High School, 3 cr. Discussion will focus

on teaching strategies for the development of mathematical concepts, principles, and skills that are suggested in the current literature. The applicability of these strategies to the class participant's particular school and classroom will be emphasized. Participants will also select areas of specific interest, e.g., teaching mathematics to the slow learner, for personal study. **Prereq.:** graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-404 The Nature of Mathematical Abilities in School Children, 3 cr. An exploration of mathematical learning by all students (K-12), but the emphasis will be on the processes used by exceptional students. The differences that are shown by these students when doing mathematics will be examined, and with this information the class will focus on teaching practices that are most appropriate to these students' needs. **Prereq.:** graduate standing and teacher certification or consent of instructor.

SCED-407 Teaching Multi-Ethnic Literature in Junior and Senior High Schools, 3 cr. Designed for junior and senior high school teachers who have limited knowledge and experience in teaching ethnic minority literature. The course will emphasize curriculum design, teaching techniques and the assessment of appropriate instructional resources. The ultimate purpose of the course is to enable teachers to integrate effectively the multi-ethnic literary experience into traditional literature programs.

SCED-421 Research in Classroom Teaching of Language Arts, 3 cr. Designed to acquaint the student with research in contemporary trends in teaching the language arts, including reading; critical appraisal and discussion of classical and current studies in language arts will provide specific suggestions useful in classroom practice; an overview of the entire area, as well as opportunity for individual study in-depth of a specific area related to the student's need and interest; in-service teachers may become involved in action research. **Prereq.:** master's degree candidacy, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-423 Research in Classroom Teaching of Mathematics, 3 cr. Designed to acquaint the student with the general principles of research in the teaching of mathematics, analytical examination of the various research studies with special emphasis on the new mathematics. **Prereq.:** master's degree candidacy, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-425 Thesis Seminar: English Education, 3 cr. The course provides faculty guidance for students conducting research and writing a thesis as partial fulfillment for requirements leading to the degree of Master of Education in Secondary English Language Arts. A student must be invited by his/her advisor to elect the thesis option, and research and writing will be an outgrowth or extension of a paper prepared in one of the required secondary education courses. **Prereq.:** acceptance to master's candidacy and consent of advisor.

(SCED-ART)

SCED-ART-303 Contemporary Art Education in the Secondary School, 3 cr. Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. **Prereq.:** eighteen credit hours in art.

SCED-ART-304 Secondary Student Teaching and Seminar in Art, 12 cr. Initiation in general secondary school procedures by means of observation and participation. Teaching five full days under the continuous supervision of one or more cooperating teachers from the secondary art staff; additional supervision by a university art supervisor who will also conduct the two hour weekly seminar. (sixteen weeks, full day) **Prereq.:** approval of the art department and completion of education courses, including SCED-ART-303 and SCED-301.

(SCED-BIOL)

SCED-BIOL-303 Materials and Methods for Teaching High School Science, 4 cr. Interpretation of the content and structure of those areas of natural sciences generally included in secondary school curricula; recent developments in curriculum organization and teaching materials; methods of teaching in the classroom and laboratory, including team teaching, programmed instruction, and other individualized guided study programs. **Prereq.:** one term of chemistry, one of physics, one of biology, and SCED-301.

(SCED-FL)

SCED-FL-303 Teaching Modern Foreign Language in the Secondary School, 3 cr. Theory, practice, and study of methods and techniques of teaching modern foreign languages at the secondary level. Study of the types of audio-lingual and visual procedures that can be used effectively and principles that should guide their selection and use. **Prereq.:** completion of 27 credit hours beyond the basic program in major field and consent of instructor.

SCED-FL-304 Secondary Student Teaching and Seminar in Foreign Language, 12 cr. Practical experience in student teaching in specially assigned high schools to promote skills and techniques in the teaching of foreign languages; two hour weekly seminar and discussion of particular pedagogical problems. (sixteen weeks, full day) **Prereq.:** approval of department and/or second level proficiency test required, SCED-301, and SCED-FL-303.

(SCED-G&ES)

SCED-G&ES-303 Methods of Teaching Geography in the Secondary School, 3 cr. A study of the materials and techniques utilized in the teaching of geography on the secondary level. Areas of concentration include an examination of the various forms of subject organization and the place of geography in the secondary curriculum, an introduction to the literature of methodology, a study of current trends, and the findings of research. Student will be required to schedule a minimum of an additional four hours each week to participate in laboratory experiences in the field with students of secondary school age. **Prereq.:** SCED-301 and at least 21 credit hours in geography.

SCED-G&ES-304 Secondary Student Teaching and Seminar in Geography, 12 cr. Sixteen weeks of full day student teaching providing practical teaching experience in one or more levels of secondary school as well as by a university supervisor who also conducts a weekly two hour seminar associated with the student teaching program. **Prereq.:** SCED-G&ES-303 and at least 24 credit hours in geography, and approval of department.

SCED-G&ES-406 New Methods and Trends in Teaching Secondary School Geography, 3 cr. The student will study and use selected new and experimental methodologies of teaching geography in the secondary school. **Prereq.:** graduate standing, SCED-G&ES-303 or equivalent, high school teaching certificate or equivalent.

(SCED-LING)

SCED-LING-303 Linguistic Approaches to English Teaching, 3 cr. Designed to introduce the student to theoretical material in applied linguistics and to give practice in designing, presenting, and evaluating specific classroom procedures in the linguistically oriented teaching of language, literature, and composition. **Prereq.:** LING-211, LING-212, and LING-213.

(SCED-MUS)

SCED-MUS-303 Methods and Techniques of Teaching Music in the Secondary Schools, 3 cr. Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, musical rehearsal, and performance problems in vocal and instrumental music. **Prereq.:** consent of advisor.

SCED-MUS-304 Secondary Student Teaching and Seminar in Music, 12 cr. Practical application of teaching music in the public schools at the secondary level. A student is expected to spend at least five full days per week in the classroom, either as orientation or as the classroom teacher, under the close supervision of a cooperating teacher working in cooperation with a university supervisor. This experience will be as broad as practicable but will center on the student's main interest level. Frequent conferences and a weekly two hour seminar will supplement the program. (sixteen weeks, full day) **Prereq.:** approval of the department, advanced junior standing or preferably senior standing, completion of required education courses, and SCED-MUS-303.

(SCED-PE)

SCED-PE-304 Secondary Student Teaching and Seminar in Physical Education, 12 cr. Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two hour seminar and critique. (sixteen weeks, half day) **Prereq.:** approval of department chairperson, senior standing, SCED-301, and HPER-PEMA-344.

(SCED-SCI)

SCED-SCI-304 Secondary Student Teaching and Seminar in Biology, 12 cr. Participation in directing learning experience in secondary biology at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two hour seminar and critique. (sixteen weeks, full day) **Prereq.:** approval of department, senior standing, SCED-BIOL-303, and SCED-301.

SCED-SCI-305 Secondary Student Teaching and Seminar in Chemistry, 12 cr. Participation in directing learning experiences in secondary chemistry at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two hour seminar and critique. (sixteen weeks, full day) **Prereq.:** approval of department, senior standing, SCED-BIOL-303, and SCED-301.

SCED-SCI-306 Secondary Student Teaching and Seminar in Physics, 12 cr. Participation in directing learning experiences in secondary physics at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two hour seminar and critique. (Sixteen weeks, full day) **Prereq.:** approval of department chairperson, senior standing, satisfactory completion of SCED-BIOL-303, and SCED-301.

SCED-SCI-307 Secondary Student Teaching and Seminar in Earth Science, 12 cr. Participation in directing learning experience in secondary earth science at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two hour seminar and critique. (Sixteen weeks, full day) **Prereq.:** approval of department, senior standing, SCED-BIOL-303, and SCED-301.

SCED-SCI-424 Research in Classroom Teaching of Science, 3 cr. Designed to acquaint the student with research studies in the teaching of science; special emphasis placed on the new programs that have been developed. **Prereq.:** acceptance for master's degree candidacy in science.

(SCED-SPCH)

SCED-SPCH-303 Speech Activities in Secondary School, 3 cr. Principles and practice in the teaching of speech to adolescents; activities, contests, and festivals; present trends in the teaching of speech and an evaluation of current teaching materials. **Prereq.:** in-service teacher or nine credit hours in speech and SCED-301.

SCED-SPCH-304 Secondary Student Teaching and Seminar in Speech, 12 cr. Initiation of the student teacher in general secondary school procedures via observation and participation in a recognized secondary school program. Supervision of teaching will be handled by one or more regularly assigned cooperating teachers and a member of the speech staff who will serve as a university supervisor; frequent conferences and a weekly two hour seminar will supplement the program. (sixteen weeks, full day) **Prereq.:** approval of advisor, senior standing, completion of all methods courses, including SCED-SPCH-303.

SPECIAL EDUCATION

Mary Ann Bell, Ed.D., Professor
Dorothy Bernstein, Ph.D., Associate Professor
Rosemary Egan, Ph.D., Assistant Professor
Audrey Ewing, M.A., Instructor
Edmund Hunt, Ph.D., Assistant Professor
Anita Jacobson, M.Ed., Assistant Professor
Kenneth James, Ph.D., Assistant Professor
Stephen Lapan, Ph.D., Associate Professor
Levi Lathen, Ph.D., Professor
Janet Lerner, Ph. D., Associate Professor, Chairperson
Gertrude Meyers, M.A., Assistant Professor
Akira Morishima, Ph.D., Assistant Professor
Lynne Reynolds, Ph.D., Assistant Professor
Thomas Schevers, Ph.D., Assistant Professor
Martin Steigman, Ph.D., Professor
Glen Thompson, Ph.D., Professor
Lillian Vittenson, Ph.D., Professor
Patricia Williams, Ph.D., Assistant Professor

Each child is entitled to a free and appropriate public education to be provided by trained teachers and other professionals in a setting which represents, for him or her, the least restrictive alternative.

The undergraduate major in special education is designed to prepare teachers in one of three areas of special education; (a) mental retardation (b) social maladjustment, and (c) learning disabilities.

The major in special education is built upon the basic program requirements and state certification requirements plus the required hours in professional education. Students

majoring in special education must complete the Elementary Education Professional Sequence as well as 36 credit hours in special education. Majors are expected to have advisors in both the elementary and special education departments.

UNDERGRADUATE PROGRAMS

All Special Education Majors Must Take the Following Seven Courses

Required Courses:

EDFN-216 Education and Individual Differences . . . 3 cr.
SPED-300 Supervised Field Experience I . . . . . 3 cr.
SPED-303 Measurement and Evaluation . . . . . 3 cr.
SPED-304 Psychology of Exceptional Children . . . . 3 cr.
SPED-311 Characteristics and Diagnosis of Children with Severe Learning Disabilities . . . . 3 cr.
SPED-312 Remediation in Teaching Children with Severe Learning Disabilities . . . . . 3 cr.
SPED-321 Introduction to Behavior Management . . 3 cr.

Total 21 cr.

Students also must select and complete one of the following sequences:

Mental Retardation Sequence

SPED-306 Play and Creative Expression for the Academically Handicapped Child **or** SPED-307 Vocational Preparation for the Academically Handicapped Child **or** SPED-320 Mental Health and Behavior Deviations . . . . . 3 cr.
SPED-330 Psychology of the Mentally Handicapped Child . . . . . 3 cr.
SPED-331 Teaching the Educable Mentally Handicapped Child . . . . . 3 cr.
SPED-339 Practice Teaching with Educable Mentally Handicapped Children . . . . . 6 cr.

Total 15 cr.

NOTE: SPED-332 for the EMH Child is a recommended elective and required for EMH teaching in Chicago.

Learning Disabilities Sequence

COUN-321 Diagnosis and Treatment of Reading Dificulties . . . . . 3 cr.
SPED-310 Psychopathology of the Brain-Injured Child . . . . . 3 cr.
SPED-319 Practice Teaching of Children with Learning Disabilities . . . . . 6 cr.
SPED-320 Mental Health and Behavior Deviations . . 3 cr.

Total 15 cr.

NOTE: SPED-305 Principles of Speech Pathology for the Classroom Teacher is a recommended elective and required for learning disabilities teachers in Chicago.

Social Maladjustment Sequence

ANTH-341 Culture and Poverty . . . . . 3 cr.
SPED-306 Play and Creative Expression for the Academically Handicapped Child **or** SPED-307 Vocational Preparation for the Academically Handicapped Child . . . . . 3 cr.
SPED-320 Mental Health and Behavior Deviations . . . . . 3 cr.
SPED-329 Practice Teaching with Socially or Emotionally Handicapped Children . . . . . 6 cr.

Total 15 cr.

Electives:

Students in one sequence may choose electives from any of the other sequences. This would involve taking hours beyond the 36 credit hours required for completion of the special education major. It is possible to complete state requirements for more than one area of special education. Students wishing to do this should consult with their special education advisor.

Special Requirements

Student teaching in elementary education is a prerequisited to practice teaching in any special education.

A grade of "D"in any required special education course **will not** be accepted towards the special education major

All students must be admitted to the College of Education before they can register for student teaching.

All students must complete ELED-329 Elementary Student Teaching and Seminar before they can take practice teaching in special education.

GRADUATE PROGRAMS

Master of Arts in Special Education

This program provides students with advanced study designed to develop their knowledge and skills relating to the field of special education in general, as well as to one of the following areas of concentration: mental retardation (educable), mental retardation (trainable), behavior disorders, learning disabilities, and giftedness.

Requirements for Admission to the Program

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

Specific: All applicants for admission to the program are required to have **two letters of recommendation** submitted in support of their applications. These letters should be addressed directly to the dean of the Graduate College. The recommendations should be made by persons having (or having had) a supervisory relationship with the applicant in a teaching situation. For applicants with little or no prior teaching experience, letters will be accepted from student teaching supervisors or from professors of education in a position to have observed the applicant's potentialities as a teacher in the area of special education.

In requesting letters of recommendation, applicants should mention that confidentiality of the letters of recommendation, applicants should mention that confidentiality of the letters will be maintained in accordance with the Family Educational Rights and Privacy Act of 1974.

Students electing this program must have the following courses or their equivalent as prerequisites: Educational Psychology or Psychology of Learning, Child or Adolescent Psychology, and with the exception of students opting for the Gifted and Talented sequence, Teaching of Reading or Language Arts.

Requirements for the Degree

A minimum of 36 credit hours, including a master's degree project and six credit hours of practicum involving relevant supervised experience with children is required of candidates. In addition, each student must possess an elementary or high school teaching certificate at the time of degree candidacy. Acceptance for degree candidacy is also contingent upon satisfactory performance on the Miller Analogies Test. Applicants for degree candidacy may also be required to attend an interview.

Advisement

All students will be assigned an adviser. It is expected that students will plan their programs in consultation with their assigned advisers. Prerequisite and required courses may be waived in areas in which competence can be demonstrated.

Courses Required of all Program Students

SPED-303 Measurement and Evaluation . . . . . 3 cr.
SPED-304 Psychology of Exceptional Children . . . . 3 cr.

Total 6 cr.

The master's project may be completed through one of the following courses, with the approval of the major advisor.

SPED-394 Research Seminar in Exceptionality . . . . . 3 cr.
SPED-433 Seminar in Curriculum Development for Mentally Handicapped Children . . . . . 3 cr.
SPED-454 Research Seminar for the Gifted . . . . . 3 cr.
SPED-490 Research Seminar in Special Education . . 3 cr.

Courses Required in Areas of Concentration

SEQUENCE I: Teaching the Educable Mentally Handicapped Child

SPED-330 Psychology of the Mentally Handicapped Child . . . . . 3 cr.
SPED-410 Identification and Diagnosis of Children with Learning Disabilities . . . . . 3 cr.
SPED-411 Remediation and Planning for Children with Learning Disabilities . . . . . 3 cr.
SPED-431 Teaching the Educable Mentally Handicapped Child . . . . . 3 cr.
SPED-438 Practicum I in Teaching Educable Mentally Handicapped Children . . . . . 3 cr.
SPED-439 Practicum II in Teaching Educable Mentally Handicapped Children . . . . . 3 cr.
and three electives . . . . . 9 cr.

Total 27 cr.

SEQUENCE II: Teaching the Trainable Mentally Handicapped Child

SPED-305 Principles of Speech Pathology for the Classroom Teacher . . . . . 3 cr.
SPED-401 Biomedical Aspects of Developmental Disabilities or SPED-310 Psychopathology of the Brain-Injured Child . . . . . 3 cr.
SPED-402 Counseling the Handicapped . . . . . 3 cr.
SPED-410 Identification and Diagnosis of Children with Learning Disabilities . . . . . 3 cr.
SPED-411 Remediation and Planning for Children with Learning Disabilities . . . . . 3 cr.
SPED-441 Teaching the Trainable Mentally Handicapped Child . . . . . 3 cr.
SPED-448 Practicum I: Teaching the Trainable Mentally Handicapped Child . . . . . 3 cr.
SPED-449 Practicum II: Teaching the Trainable Mentally Handicapped Child . . . . . 3 cr.
SPCH-ED-390 Speech Improvement in the Classroom or SPCH-ED-490 Specialized Problems in Speaking and Listening . . . . . 3 cr.

Total 27 cr.

SEQUENCE III: Educating Children with Behavior Disorders

SPED-410 Identification and Diagnosis of Learning Disabilities . . . . . 3 cr.
SPED-411 Remediation and Planning for Children with Learning Disabilities . . . . . 3 cr.
SPED-420 Advanced Seminar: Characteristics of Children with Behavior Disorders . . . . . 3 cr.
SPED-421 Behavior Modification . . . . . 3 cr.
SPED-428 Practicum I: Educating Children with Behavior Disorders . . . . . 3 cr.
SPED-429 Practicum II: Educating Children with Behavior Disorders . . . . . 3 cr.
and three electives . . . . . 9 cr.

Total 27 cr.

SEQUENCE IV: Teaching Children with Learning Disabilities

SPED-410 Identification and Diagnosis of Learning Disabilities . . . . . 3 cr.
SPED-411 Remediation and Planning for Children with Learning Disabilities . . . . . 3 cr.
SPED-412 Principles of Diagnostic Testing . . . . . 3 cr.
SPED-413 Seminar in Learning Disabilities . . . . . 3 cr.
SPED-418 Practicum I: Teaching Children with Learning Disabilities (Clinical) . . . . . 3 cr.
SPED-419 Practicum II: Teaching Children with Learning Disabilities (School) . . . . . 3 cr.
and three electives . . . . . 9 cr.

Total 27 cr.

SEQUENCE V: Teaching the Gifted and Talented Child

SPED-450 Psychology of the Gifted Child . . . . . 3 cr.
SPED-451 Creativity . . . . . 3 cr.
SPED-452 Education of the Gifted Child . . . . . 3 cr.
SPED-453 Seminar in Curriculum and Materials for the Gifted . . . . . 3 cr.
SPED-454 Research Seminar for the Gifted . . . . . 3 cr.
SPED-459 Field Demonstration in Gifted Education . . . . . 3 cr.
and four electives which might be in one of the following areas of focus: . . . . . 12 cr.
Counseling
Instructional Media
Research Methodology
Administration and Supervision
Academic Content

Total 30 cr.

COURSE OFFERINGS (SPED)

SPED-300 Supervised Field Experience I, 3 cr. Observation of various categories of exceptional children of age groups from pre-school through high school. Experiences programmed in facilities for (a) socially maladjusted or emotionally disturbed children, (b) mentally handicapped children, (c) culturally disadvantaged children, and/or (d) children with learning disabilities, according to students'

selected areas of concentration. Visits scheduled to classrooms in which exemplary teaching of language arts, mathematics, etc. may be observed. Experiences in the field coordinated with coursework in special education and methods courses. **Prereq.:** consent of advisor.

SPED-301 Supervised Field Experience II, 3 cr. Students assigned to special classes in the capacity of teachers aids. Course work in advanced special education courses and advanced methods courses integrated with experience in educational settings. **Prereq.:** SPED-300.

SPED-302 Psychology of Language and Cognitive Development, 3 cr. The acquisition of language. Cultural and social class influences. Words, meanings, and concepts. Stages in cognitive development. Language learning and problem-solving. Implications for instruction. **Prereq.:** PSYC-212 or equivalent.

SPED-303 Measurement and Evaluation, 3 cr. Overview of measurement methods. Basic statistical concepts. Principles of test construction and interpretation. Individual and group tests of aptitude, achievement, and personality. Personality assessment and disgnostic testing. Principles and problems in program evaluation. **Prereq.:** PSYC-201 or equivalent.

SPED-304 Psychology of Exceptional Children, 3 cr. Identification of atypical children; problems in identification, differential diagnosis and treatment of the mentally retarded, culturally disadvantaged, creative, intellectually gifted, emotionally handicapped, and physically handicapped; implications for personality development and learning. **Prereq.:** PSYC-212, EDFN-201, or PSYC-213. For psychology majors.

SPED-305 Principles of Speech Pathology for the Classroom Teacher, 3 cr. Pathologies of speech and language structure —phonemic, morphologic, and syntatic —as they appear in articulation, voice, stuttering, cleft palate, cerebral palsy, aphasia, deafness, and cultural deprivation; physical, social, and psychological determinants of the pathologies; consideration of the teaching role in understanding, management, and cooperation with the speech pathologist. **Prereq.:** SPED-304.

SPED-306 Play and Creative Expression for the Academically Handicapped Child, 3 cr. Activities and experiences designed to provide basic understanding of the role of play and creative expression in a curriculum for the academically handicapped. Methods and materials which enable play and creative expression to motivate, implement, and integrate the academic program. **Prereq.:** EDFN-201 or PSYC-213.

SPED-307 Vocational Preparation for the Academically Handicapped Child, 3 cr. Methods, materials and procedures, and prevocational preparation needed by the academically handicapped child as a basis for acquiring the skills and experiences necessary for vocational competence. **Prereq.:** EDFN-201 or PSYC-213.

SPED-308 Independent Study in Exceptionality I, 3 cr. Special projects on exceptional children under supervision of a faculty advisor. **Prereq.:** SPED-304 and consent of instructor.

SPED-309 Independent Study in Exceptionality II, 3 cr. Research or study projects on exceptional children in collaboration with or under supervision of a faculty advisor. **Prereq.:** SPED-308

SPED-310 Psychopathology of the Brain-Injured Child, 3 cr. Relationship among brain injury, emotional disturbance, and cultural deprivation as causal factors in mental retardation; a developmental approach to the effects of brain injury on intellectual and personality development; detailed consideration of handicaps of perception, concept formation, motor expression, and speech and language; implications of brain injury for the child's behavior, his education, and the integration of his family. **Prereq.:** SPED-304.

SPED-311 Characteristics and Diagnosis of Children with Learning Disabilities, 3 cr. Psychoeducational diagnosis of learning disabilities and problems of exceptional children. Examination of characteristics of children with learning disabilities, etiology of learning problems. Study of theory, assessment procedures, and test instruments. Current issues regarding the diagnostic process and the field of learning disabilities. **Prereq.:** EDFN-201 or PSYC-213, ELED-306 or ECED-306, SPED-303 and SPED-304.

SPED-312 Remediation in Teaching Children with Severe Learning Disabilities, 3 cr. Special methods, materials, and approaches for the teaching of children with learning disabilities in the areas of reading, language, mathematics, writing, and non-verbal areas; various organizational and administrative solutions for meeting the needs of these children **Prereq.:** SPED-311, ECED-306, or ELED-306.

SPED-319 Practice Teaching of Children with Learning Disabilities, 6 cr. Practice teaching combined with seminar discussions. Bridging the theoretical aspects of learning disabilities with an understanding of their practical application within the classroom; field trips to varying settings concerned with these children, i.e., schools, hospitals, and social agencies. **Prereq.:** student teaching, SPED-311, SPED-310, and SPED-312.

SPED-320 Mental Health and Behavior Deviations, 3 cr. The concept of mental health. Interaction of family social, cultural, physical, and psychological factors affecting the adjustment and mental health of the child; preventative and treatment programs; meeting the child's emotional needs in regular and special classes. **Prereq.:** SPED-304.

SPED-321 Introduction to Behavior Management, 3 cr. An introduction to the concepts of behavior theory and their applications in the management and influence of behavior in special education settings. Consideration is given to application to both academic and general behavioral learning. **Prereq.:** SPED-304.

SPED-329 Practice Teaching with Socially ro Emotionally Handicapped Children, 6 cr. Supervised classroom teaching experience combined with seminar discussions. The school as a social system; classroom management; the teacher's personal qualities; culture and personality dynamics; educational technology; pupil and parent counseling. **Prereq.:** student teaching and completion of all required courses in SPED sequence.

SPED-330 Psychology of the Mentally Handicapped Child, 3 cr. Criteria of mental deficiency, identification, differential diagnosis, etiology, guidance, treatment, and parental counseling; implications of recent research for improvement of instruction, differential diagnosis, treatment, and rehabilitation; the role of parent groups and social agency resources; functions and services of professional personnel. **Prereq.:** SPED-304.

SPED-331 Teaching the Educable Mentally Handicapped Child, 3 cr. The educable mentally handicapped in school and society; their abilities and limitations; instructional objectives; adapting curriculum and materials to their needs; materials and methods of instruction; classroom management; evaluation procedures. **Prereq.:** SPED-330.

SPED-332 Reading for the Educable Mentally Handicapped Child, 3 cr. Laboratory course concerning various methods of teaching reading to children with a demonstrated developmental lag; utilization of methods and materials which will aid in communicative ability; the skills needed for individualization, adapting and writing material for specific reading problems. **Prereq.:** ECED-305, ELED-306, or EMH class assignment and consent of instructor.

SPED-339 Practice Teaching with Educable Mentally Handicapped Children, 6 cr. Supervised teaching of the educable mentally handicapped child, combined with seminar discussions; examination of the problems of diagnosis, theoretical approaches, and suggested teaching techniques; curriculum, and organization of instruction; pupil and parent counseling. **Prereq.:** completion of all required courses in EMH sequence.

SPED-391 Contemporary Problems and Issues in Special Education, 1 cr. A workshop approach in which in which specific concerns in the field of special education may be examined and discussed in depth.

SPED-392 Contemporary Problems and Issues in Special Education, 2 cr. (See SPED-391 for description.)

SPED-393 Contemporary Problems and Issues in Special Education, 3 cr. (See SPED-391 for description.)

SPED-394 Research Seminar in Exceptionality, 3 cr. Experimental method applied in a group research project in a specialized area of exceptionality. **Prereq.:** SPED-304 and consent of instructor.

SPED-400 Vocational Rehabilitation, 3 cr. Issues in rehabilitation; counseling the handicapped; rehabilitation services, resources, and agencies; representative rehabilitation programs; the role of home and school. **Prereq.:** graduate standing and approval of Department of Special Education.

SPED-401 Biomedical Aspects of Developmental Disabilities, 3 cr. Designed to provide the teacher of exceptional children some understanding of the problems as soon by the physician, particularly the pediatrician and neurologist; the way the physician approaches these problems, secures data, and formulates a diagnosis, as well as medical management will be discussed; a brief review of growth and development, as well as neuro-anatomy and neuro-physiology, will be presented. **Prereq.:** graduate standing, SPED-304, and SPED-310.

SPED-402 Counseling Strategies in Special Education, 3 cr. Specific techniques and strategies that may be utilized by the teacher in counseling pupils, parents, and in consulting with other professionals. Special emphasis will be given to developing techniques for establishing counseling strategies, effective communication, and influencing changes in attitudes and behavior. **Prereq.:** graduate standing, SPED-304, SPED-320, and PSYC-437.

SPED-410 Identification and Diagnosis of Learning Disabilities, e cr. Etiology, characteristics, and disorders of children with learning disabilities, theoretical frames of reference for diagnosis. Behavioral symptomatology and test interpretation, implications for remediation, current issues, and trends of diagnosis. **Prereq.:** graduate standing, SPED-303, ELED-302, ELED-306, or equivalent.

SPED-411 Remediation and Planning for Children with Learning Disabilities, 3 cr. Principles of teaching children with learning disabilities. Specific techniques and materials for remediation of disabilities in perception, memory, spoken language, reading, written language, and nonverbal functions. Planning the individualized school program. Role of the learning disabilities teacher in working with parents, classroom teachers, and other professionals. Current issues and trends in remediation and school programming. **Prereq.:** graduate standing, SPED-303 or PSYC-331, ELED-302 or ELED-306, and SPED-410.

SPED-412 Principles of Diagnostic Testing, 3 cr. Techniques of testing and interpretation of tests in educational diagnosis; familiarity with the content of such tests as the Binet, WISC, and Merrill-Palmer, with special emphasis on educational interpretation; techniques and practice in administering individual diagnostic tests in the areas of psycholinguistics, motor development, sensory-perception, and academic achievement; methods of informal assessment; interpretation of clinical reports. **Prereq.:** graduate standing, SPED-303, SPED-410, or SPED-414.

SPED-413 Seminar in Learning Disabilities, 3 cr. An in-depth analysis of recent research and current problems in the field of learning disabilities, theoretical frameworks, diagnostic tools, and teaching strategies to be analyzed. **Prereq.:** graduate standing, SPED-303, SPED-304, COUN-321, SPED-310, and SPED-414; to be taken concurrently with Practicum I or Practicum II.

SPED-418 Practicum I in Teaching Children with Learning Disabilities (Clinical), 3 cr. Supervised clinical experience in working with children who have learning disabilities. **Prereq.:** admission to candidacy and completion of core curriculum in the learning disabilities sequence.

SPED-419 Practicum II in Teaching Children with Learning Disabilities (School), 3 cr. Teaching experience with children with learning disabilities in a group setting in a school environment. Plan 1: Professional assignment with faculty visitation and seminar. Plan 2: Team-teaching with joint supervision and school personnel. **Prereq.:** admission to candidacy and completion of core curriculum in the learning disabilities sequence, and SPED-418.

SPED-420 Advanced Seminar on Characteristics of Children With Behavior Disorders, 3 cr. Behavioral characteristics of children with behavior disorders will be reviewed, as well as several theoretical systems developed to explain these behaviors. A special emphasis will be placed upon the implications each theoretical system has for the design of educational-treatment programs in the school setting. A thorough review will be made of the latest research finding in the field. **Prereq.:** graduate standing, SPED-304, SPED-320, and consent of instructor.

SPED-421 Behavior Modification, 3 cr. Techniques of changing behavior through applications of learning principles. General principles of conditioning are considered, together with their application in a special educational setting. **Prereq.:** graduate standing, SPED-304, EDFN-201, or PSYC-327.

SPED-428 Practicum I in Educating Children with Behavior Disorders, 3 cr. Introductory professional experience in educating children with behavior disorders; emphasis on experience with intervention techniques, planning diagnosis, staffing, and parent/pupil counseling. **Prereq.:** acceptance for master's degree candidacy for teachers of emotionally disturbed children and completion of required courses.

SPED-429 Practicum II in Educating Children with Behavior Disorders, 3 cr. Advanced supervised professional experiences in educating children with behavior disorders in appropriate setting; seminar discussions. **Prereq.:** master's degree candidacy in program and completion of all required courses.

SPED-431 Teaching the Educable Mentally Handicapped Child, 3 cr. Historical and societal perceptions of the educable mentally handicapped child; curriculum, materials, organization of instruction, teaching methods, and techniques based on a consideration of the needs and characteristics of this type of atypical child. **Prereq.:** graduate standing, SPED-304, SPED-310, or EMH class assignment and consent of advisor.

SPED-432 Special Instructional Problems of Educable Mentally Handicapped Children, 3 cr. Special problems in the instruction of the educable mentally handicapped child; curriculum building, academic workshops, counseling, guidance, community relations, evaluation, and need research. **Prereq.:** graduate standing. SPED-431 or SPED-310, educable mentally handicapped class assignment, and consent of program advisor.

SPED-432 Special Instructional Problems of Educable Mentally Handicapped Children, 3 cr. Special problems in the instruction of the educable mentally handicapped child; curriculum building, academic workshops, counseling, guidance, community relations, evaluation, and needed research. **Prereq.:** graduate standing, SPED-431 or SPED-310, educable mentally handicapped class assignment, and consent of program advisor.

SPED-433 Seminar in Curriculum Development for Mentally Handicapped Children, 3 cr. Group and individual research and discussion designed to help prospective teachers of educable mentally handicapped children use curriculum guides and materials to assist in adjusting academic plans to the individual; discovering motivating factors; assembling, adapting, and creating materials; consideration of possible utilization of varied methods of teaching. **Prereq.:** admission to candidacy in special education, SPED-432, or consent of instructor.

SPED-438 Practicum I in Teaching Educable Mentally Handicapped Children, 3 cr. Introductory professional experience in educating educable mentally handicapped children, with emphasis on visits to and observations of community educational, medical, diagnostic rehabilitation, and other social services for educable mentally handicapped children and youths. Focus on pupil/parent counseling and collaboration with social agencies. **Prereq.:** acceptance for master's degree candidacy for teachers of educable mentally handicapped children and completion of required courses.

SPED-439 Practicum II in Teaching Educable Mentally Handicapped Children, 3 cr. Advanced supervised professional experience in educating educable mentally handicapped children in appropriate setting; seminar discussions. **Prereq.:** master's degree candidacy in program and completion of all required courses.

SPED-441 Teaching the Trainable Mentally Handicapped Child, 3 cr. The trainable mentally handicapped class in the modern program of public education; objectives of instruction, organization of instructional programs, methods and techniques for teaching groups of the more severely retarded children; parent counseling, workshops, recreation. **Prereq.:** graduate standing, SPED-304, SPED-310, or TMH class assignment, and consent of advisor.

SPED-448 Practicum I in Teaching Trainable Mentally Handicapped Children, 3 cr. Introductory professional experience in educating trainable mentally handicapped children with emphasis on visits to and observations of community educational, medical, diagnostic, rehabilitation, and other social service facilities for trainable mentally handicapped children and youths; focus on pupil and parent counseling and collaboration with social agencies. **Prereq.:** acceptance for master's degree candidacy for teachers of educable mentally handicapped children and completion of required courses.

SPED-449 Practicum II in Teaching Trainable Mentally Handicapped Children, 3 cr. Advanced supervised professional experience in educating trainable mentally handicapped children in appropriate settings; seminar discussions. **Prereq.:** master's degree candidacy in program and completion of all required courses.

SPED-450 Psychology of the Gifted Child, 3 cr. The gifted and creative in our society and how they are identified, with consideration of their psychological, social, and educational characteristics; implications for instruction, administration, counseling, and guidance. **Prereq.:** graduate standing and SPED-304.

SPED-451 Creativity, 3 cr. Discussion and inquiry into the nature and nurture of creative ability, intensive review of research in creativity, practical application of creative processes, problems in finding ways to develop creative thinking. **Prereq.:** graduate standing, SPED-450, or consent of instructor.

SPED-452 Education of the Gifted Child, 3 cr. Issues in the education of the gifted; administrative and instructional provisions; findings from evaluation research; instructional approaches in language arts, mathematics, science, social studies, and fine arts for the gifted; discovery and inquiry; motivation and underachievement; fostering creativity. **Prereq.:** graduate standing, SPED-304, and SPED-450.

SPED-453 Seminar in Curriculum and Materials for the Gifted, 3 cr. An intensive review and evaluation of instructional materials in specific curriculum areas with special reference to their appropriateness for use with gifted and creative children. **Prereq.:** graduate standing, SPED-450, or SPED-452.

SPED-454 Research Seminar for the Gifted, 3 cr. A study of the research literature on gifted children; emphasis on research methodology, interpretation of data, and application to educational problems and provisions concerning the gifted; original research projects will be encouraged. **Prereq.:** graduate standing, SPED-450, and SPED-452.

SPED-459 Field Demonstration in Gifted Education, 3 cr. Field work in programming for gifted/talented children. Independent project in identification, talent retrieval, teaching strategies, organizational plans, methods, or materials suitable for the education of talented children. Placement in clinic or school setting or in service center for the gifted. **Prereq.:** SPED-450, SPED-452, SPED-453, and acceptance for candidacy in special education program.

SPED-460 Medical Aspects of Crippling Conditions in Children, 3 cr. Review of anatomy; neuromotor disorders; poliomyelitis; amputations; congenital anomalies; bone and joint infections; epiphyseal injuries and derangements; fractures, dislocations and sprains; tumors; heart disease; cerebral palsy; tuberculosis of the lungs and other chronic chest conditions; kidney infections; asthma and allergies; convulsive disorders. **Prereq.:** graduate standing, SPED-304, and approval of department.

SPED-461 Education of the Physically Handicapped Child, 3 cr. Education of the physically handicapped in a variety of settings; administrative planning for the physically handicapped child; hospital and home instruction; organization and planning of classes; education of the physically handicapped in regular classes and special schools; insturction at the nursery-kindergarten, primary, elementary, and high school levels; administrative considerations; multiple handicaps; diagnosis; educational methods; occupational therapy; physical therapy; personal and educational counseling. **Prereq.:** graduate standing, SPED-304, and approval of department.

SPED-490 Research Seminar in Special Education, 3 cr. Research literature on special problems in exceptionality. Collaborative research under the supervision of a faculty advisor. **Prereq.:** acceptance for candidacy in special education program and SPED-304.

SPED-491 Thesis Credit in Special Education, 3 cr. Research project within the area of applicant's field of specialization. **Prereq.:** completion of all required courses in the master's degree sequence in special education, acceptance for degree candidacy, and consent of advisor.

STUDENT TEACHING

George Grimes, Ed.D., Associate Professor, Director

Combined with the necessary requirements for a degree in education, student teaching is a vital and rewarding experience in conducting the work of a classroom teacher. The student teaching program at Northeastern Illinois University extends through a full trimester, either fall or winter. In addition to the guided classroom sessions, students participate in a weekly two-hour seminar.

Student teaching is offered only as a full-time, 16-week experience of twelve credit hours.

STUDENT TEACHING IS OPEN TO NORTHEASTERN ILLINOIS UNIVERSITY UNDERGRADUATES WITH SENIOR STANDING (**90 OR MORE CREDIT HOURS**) WHO HAVE SUCCESSFULLY COMPLETED THEIR RESPECTIVE DEPARTMENTAL REQUIREMENTS.

Prospective student teachers may plan on fulfilling their student teaching requirement during either of the last two trimesters in residence.

Requirements for Admission

1) Admission to the College of Education, 2) a minimum cumulative grade point average consistent with that cumulative grade point average required for admission to the College of Education, 3) satisfactory completion of all professional preparation courses, and 4) departmental permission.

Application forms for student teaching may be obtained at general orientation and application meetings that will be held on campus, approximately ten months before the term a candidate will be student teaching. Notice of such meetings will be posted throughout the campus and sent to all departments. The prospective student teacher will be responsible for attending these scheduled meetings.

Applications for prospective teachers will be available at the following times, but more specific information is available in the office of the Director of Student Teaching, office 4-039.

Term of Student Teaching	Applications Available
Fall Trimester,	previous November
September to December	
Winter Trimester,	previous March
January to April	

NOTE: No student teaching program is offered during the May-June or July-August terms.

NOTE: Prospective student teachers must formally register for the course in student teaching. Making application for student placement does not fully satisfy the student's responsibility for formal registration.

UNCLASSIFIED GRADUATE STUDENTS

Unclassified graduate students are admitted to Northeastern Illinois University to pursue courses toward state and/or city of Chicago certification upon presenting to the admissions office proof of graduation with a bachelor's degree from an accredited college or university. These students may then take courses necessary to enable them to receive certification by the Board of Education of the city of Chicago or the state of Illinois. Admission to student teaching may require additional coursework beyond the minimum required for certification. Approval for application for admission to student teaching must be obtained from the individual departments in the College of Education or the College of Arts and Sciences and the director of student teaching.

CENTER FOR PROGRAM DEVELOPMENT

Reynold Feldman, Ph.D., Dean, Program Development and Co-Coordinator of the Kellogg Faculty Fellowship Program
Jose A. Acevedo, M.S., Coordinator of El Centro
Clarice Hallberg, M.A., Chairperson, Advisory Committee on Program Development
Blanche G. Hersh, Ph.D., Coordinator, Women's Studies Program
Demetria Iazzetto, B.A., Assistant Coordinator, University Without Walls Program
Margaret Lee, B.A., Assistant Coordinator, Board of Governors B.A. Degree Program
Joan Macala, M.A., Coordinator, Extension and Continuing Education
Valli Opsahl, B.A., Teacher Counselor, Board of Governors B.A. Degree Program
Bettye J. Parker, Ph.D., Coordinator, Board of Governors B.A. Degree Program
David F. Unumb, M.A., Coordinator, Kaskaskia Plan B.A. Degree Program
Emily Wadsworth, M.A., Coordinator, Program for Interdisciplinary Education
Ulestine Watson, M.S.Ed., Coordinator, University Without Walls Program

The Center for Program Development (CPD) has emerged among the most successful of the university's various mechanisms for creating innovative and experimenting programs. It was approved in 1970 by the Board of Governors of State Colleges and Universities and the Illinois Board of Higher Education. The Center for Program Development fosters, plans, and coordinates innovative and experimental programs at Northeastern Illinois University. CPD-sponsored programs, which are university-wide, permit creativity in non-traditional academic techniques and procedures before they are formally established as university programs. A faculty advisory committee helps to determine policy and assures objectivity in approving and appraising all new CPD programs, which the Office of Academic Affairs must also endorse. CPD is not limited to new programs but also establishes, coordinates, and evaluates continuing ones and encourages the development of innovative approaches elsewhere in the university.

A $98,000 W. K. Kellogg Foundation grant, received in 1975, has helped the university to reorient senior faculty members to non-traditional programming, to better meet the needs of new student clienteles. This program is now an ongoing feature of the center.

INTERVERSITAS: A World Association of Experimenters in Post-Secondary Education, a program of the Union for Experimenting Colleges and Universities, in collaboration with Northeastern Illinois University, is also housed in CPD.

Finally, a monthly newsletter, the **Innovator**, carries scholarly articles on trends, issues, and innovations in higher education.

Ongoing CPD programs, each with its own coordinator and student-faculty advisory board, are of three kinds: (1) **Alternative Baccalaureate Degree Programs:** the Board of Governors Bachelor of Arts Degree Program, the Kaskaskia Plan, and the University Without Walls; (2) **Interdisciplinary and Thematic Programs:** the Program for Interdisciplinary Education and the Women's Studies Program; and (3) **Outreach Programs:** El Centro and the Office of Extension and Continuing Education.

(1) Alternative Baccalaureate Degree Programs

Board of Governors Degree

The Board of Governors/Bachelor of Arts Degree Program (BOG/BA) is specifically designed to meet the needs of adults whose work and family responsibilities may prohibit full-time enrollment in a traditional program. It enables students to complete graduation requirements through an alternative and self-paced approach to higher education. The degree of bachelor of arts is granted by the Board of Governors of State Colleges and Universities (BOG), through the BOG university in which the student has been accepted.

Admission requirements:
All interested persons are required to attend one of the two prospective student meetings held each term. The program admits qualified applicants.

Graduation requirements:
Students must satisfactorily complete 12 credit hours in the humanities, social sciences, and natural sciences or mathematics. This requirement is generally waived for community college graduates. Forty of the 120 credit hours required for graduation must be taken at the upper-division level, and 15 credit hours must be completed through any combination at any of the BOG/BA institutions. Graduation requirements may be met through previous college-level studies, college-equivalent knowledge and skills, and learning outcomes of life/work experiences. Credit for non-classroom prior learning is awarded on the basis of evaluation and recommendation by Northeastern faculty or other professionals in appropriate fields of knowledge. More specific information is available in the BOG/BA office, extension 374.

Kaskaskia Plan

The Kaskaskia Plan is a non-traditional bachelor's program designed for students preparing for a specialization that requires a multidisciplinary approach to learning to meet specific needs. A Kaskaskia Plan student draws upon the many resources available in the total university community in designing his/her program.An individual program created by student and advisor may include courses in departments or programs, PIE projects, independent study, internships, and field experiences.

The Kaskaskia Plan admits applicants on a continuing basis with students normally applying during the first term after being admitted to the university. An applicant is eligible for Kaskaskia with fewer than 75 credit hours completed but must have at least 30 credit hours yet to be completed for graduation. Please contact the Kaskaskia coordinator at extension 537 or 421 for further information.

University Without Walls

The University Without Walls Program (UWW) at Northeastern Illinois University is a self-paced, non-traditional,interdisciplinary baccalaureate degree program that offers a wide variety of learning approaches to motivated and mature students in order to achieve their educational goals. The UWW student's academic program, which incorporates on-campus and off-campus learning experiences and may include work-related activities and past learning, both formal and informal, is designed by the student in collaboration with academic and community advisors.

Contact the UWW office, extension 427, for further information.

(2) Interdisciplinary and Thematic Programs

Program for Interdisciplinary Education

The Program for Interdisciplinary Education (PIE) exists to promote and support the study of selected topics using more than one disciplinary or departmental perspective. The goal is to integrate the separate perspectives in order to better understand complex, reality-based problems.

To pursue this goal, PIE sponsors 10-20 team-taught PIE seminars each term. The titles, content, and instructors change every term and are thus published in separate listings. While they differ from regular courses because they are team-taught and theme-based, they otherwise resemble regular courses, and registration procedures are the same.

In addition to the PIE seminars, the program supports students in independent projects, both on and off-campus. Students, working with two or more faculty advisors from different departments, may propose projects ranging from one to 15 credit hours and thus may custom-tailor a portion of their college experience to their personal academic objectives.

Currently, International/Intercultural Studies is housed in PIE.

International/Intercultural Studies.

A challenge for education at all levels—a challenge for education at Northeastern Illinois University is to help students understand the intricacies of global issues, see their relationships to global processes and to the entire human condition, and acquire the capacities to adapt to,cope with, and control the changes that affect their lives.

The curriculum is designed to provide for alternative perspectives:(1) a global issues approach, including using the city as a source for exploring transnational interactions. (2) an urban studies focus, investigating problems that affect the quality of life of cities from a comparative perspective and (3) a humanistic concentration, as an in-depth study of a culture other than one's own.

While the curriculum focus might differ, International/Intercultural education is a set of coordinated experiences designed to help students develop:

1. Awareness of their own cultural backgrounds, the backgrounds of others, and ways in which cultural diversity enriches urban life.
2. Awareness of personal perspectives and influences that shape them, including recognition by individuals that their view of the world is not universally shared, that influences on one's own perspective often escape conscious detection, and that others have perceptions about the world that are vastly different form one's own.
3. Cross-cultural awareness including the diversity of human societies around the world, how these societies compare, and how one's own society might be viewed from other perspectives.
4. Awareness of prevailing world conditions and trends that lead to a world view which goes beyond limitations and distortions conveyed by the media.
5. Awareness of global dynamics including the ability to see the earth as a system in which all things are connected, in which apparently simple things ramify and have unexpected consequences, and in which there are no simplistic actions, explanations, or expectations.
6. Awareness of the availability of human choices and access to alternative viewpoints relating to global issues, policies, and plans.

Women's Studies Program

The Women's Studies Program (WSP) is an interdisciplinary program concerned with women's distinctive roles and contributions in the history and culture of the world and the special problems women confront in contemporary society. The Women's Studies Program at Northeastern Illinois University began in 1971 and became part of the Center for

Program Development in January 1973. An official interdisciplinary women's studies minor (described below) was approved in 1977. There is no regular major, but it is possible for a student at the undergraduate level to construct a major through the Kaskaskia Plan or to arrange a sequence through the University Without Walls. The Graduate College offers the degree Masters of Arts in Social Science that allows for concentrations in various interdisciplinary areas, including Women's Studies.

All but two women's studies courses are offered by departments and the Program for Interdisciplinary Education and are cross-listed by the Women's Studies Program. They are taught by faculty in the colleges. The two WSP courses are offered by the Women's Studies Program and are taught by the program coordinator and a team of women's studies faculty.

The Women's Studies minor requires the completion of 21 credit hours of women's studies courses in at least two departments. The 21 credit hours must include (1) either "Introduction to Women's Studies," offered by the program, or "American Women, The Changing Image," a regularly offered sociolgy course, and (2) "Senior Seminar in Women's Studies," offered by the program regularly since fall 1978. The program coordinator serves as advisor for students choosing a Women's Studies minor.

The WSP operates a resource center, located in 0-041, which houses bibliographies, periodicals, research reports, and a file of recent clippings and articles. Call extension 423 for current hours. WSP also publishes a bi-monthly newsletter, **Program Notes**, which lists courses and activities. WSP Brown Bag Seminars are informal discussions of women's issues, with occasional outside speakers.

Women's Studies Courses in Master Course Catalog

Anthropology
ANTH-307 Role of Women Cross-Culturally

Art
ART-303 Images of Women in Art

Business and Management
B&MG-MNGT-382 Changing Role of Women in Business

Educational Foundations
EDFN-314 Social Issues in Education:Sexism in Education

English
ENGL-318B Readings in American Literature: Writings by Chicago Women
ENGL-325A Readings in World Literature: Women Writers
ENGL-358A Readings in British Literature: Women Writers
ENGL-444G Seminar in Romantic Literature: Jane Austen
ENGL-448A Seminar in 19th-Century American Literature: Emily Dickinson
ENGL-449B Studies in American Literature: Research in Writing by Chicago Women

History
HIST-345Y Historical Perspectives: Latin American Women
HIST-379G Contemporary Historical Problems: Women in Medieval Society
HIST-379I Women in Film; Silents to the 70's
HIST-383 The Women in American History
HIST-390A Pro-Seminar in U.S. History: Women Intellectuals
HIST-392B Literature of History: Contributions of Black Women
HIST-398 Women in Popular Culture
HIST-464A Readings in 20th-Century American History: American Women
HIST-473A Seminar in U.S. History, 20th Century: American Women

Interdisciplinary Social Science
SSCI-428 Seminar in Social Science: Law and Social Change: Civil Rights, Status of Women, Crime

Philosophy
PHIL-105 Feminist Philosophy
PHIL-271 Philosophy of Sexuality
PHIL-361E Topics in Philosophy and Contemporary Issues: Sexism and the Philosophy of Language
PHIL-361F "Femininity" and the Philosophy of Science

Physical Education
HPER-PEMT-342B Pro-Seminar in HPER: Women and Health Care

Political Science
PSCI-THRY-363A Pro-Seminar in Political Theory: Law and Social Change
PSCI-THRY-364B Moral, Political, and Legal Status of Women
PSCI-373O Topics in Political Science: Women in Public Administration
PSCI-373L Political Autobiographies of Women

Program for Interdisciplinary Education
(Interdisciplinary Seminar titles vary each term.)

Psychology
PSYC-320 Psychosexual Development

Secondary Education
SCED-363C Workshop in Secondary Education III: Incorporating Women's Experience into the Secondary School Curriculum

Sociology
SOC-203 Socialization Processes
SOC-214 Marriage and the Family
SOC-306 American Women: The Changing Image
SOC-340 Sociology of Sexuality
SOC-376 Sociology of Working Women

Speech and Performing Arts
SPCH-COMM-306B Studies in Speech: Communication Between the Sexes
SPCH-COMM-306C Interpretation of Women Poets

Women's Studies Program
WSP-101 Introduction to Women's Studies
WSP-350 Senior Seminar in Women's Studies

Regularly-offered Women's Studies courses will be taught by the following faculty:

Ellen Cannon, Ph.D., Assistant Professor, Political Science
Shirley Castelnuovo, Ph.D., Professor, Political Science
Barbara A. Cropper, M.A., Associate Professor, Anthropology
Jean Gillies, Ph.D., Professor, Art
Nancy Green, Ph.D., Associate Professor, Educational Foundations
Jane Hawley, Ph.D., Professor, Secondary Education
Elaine Helman, M.B.A., Assistant Professor, Business and Management
Blanche Hersh, Ph.D., Coordinator, Women's Studies Program
Sarah Hoagland, Ph.D., Associate Professor, Philosophy
Jacqueline Krump, Ph.D., Professor, English
Vera Milam, M.A., Assistant Professor, Sociology
Dorothy R. Patton, M.A., Associate Professor, English
Eleonor Prueske, Ph.D., Professor, Physical Education
Donna Iven Qureshi, Ph.D., Professor, Sociology
Mary Ann Schwartz, Ph.D., Associate Professor, Sociology
June Sochen, Ph.D., Professor, History
Sandra Styer, Ph.D., Assistant Professor, Early Childhood Education
Martha Thompson, Ph.D., Assistant Professor, Sociology
Dorothe R. Weinberg, Ph.D., Associate Professor, Psychology

(3) Outreach Programs

El Centro de Recursos

Educativos/Educational Resource Center

El Centro de Recursos Educativos/Educational Resource Center, at 2524 West Altgeld, Chicago, Illinois, is the university's outreach into the Hispanic-American community. Commonly called El Centro, this field center in the northwest area of Chicago is easily accessible to residents of West Town, Humboldt Park, and Logan Square, and offers a variety of programs with special appeal to the Spanish-speaking community. Particular emphasis in the programming of courses is placed on the more mature and returning students. The overall purpose is to orient community residents to higher education, provide university resources, improve the quality of life, and increase employment opportunities.

The four sequences of courses offered in an academic year are designed to fulfill the university's basic program, as well as to develop students' competence in the English and Spanish languages, and academic skills. Students admitted and registered for courses at El Centro can carry a full load of 12 credit hours in the evenings during the fall and winter trimesters and six credit hours each during the spring and summer terms. A significant number of courses are taught in Spanish and/or English. Both instruction and course work may be conducted in the language of choice agreed upon between students and teachers.

A typical academic year of courses for credit would consist of a selection from:

I. Natural Sciences and Mathematics:
Chemical Concepts
Earth Science
Intermediate Algebra
Mathematical Concepts

II. Behavioral and Social Sciences: American National Government
Child Psychology
Comparative Political Systems
History of Puerto Rico
Introduction to Human Services
Topics in Contemporary Psychology

III. Humanities
English: Writing I, II
Topics in Literature and Writing
The Short Story
Intermediate Spanish for Spanish-speakers
Spanish Composition I, II
History of Latin American Music
Foundations of Speech Communication

IV. Electives:
English Language Workshop: Aural Linqual Communication, English Sentence Skills, Workshops I, II, III, Academic Skills, and English Competency Skills
PIE seminars

Other programs include seminar presentations. Some of these are offered for credit through the university's Center for Program Development. Non-credit offerings are prepared in response to the identified educational needs of the community residents and in cooperation with established institutions, agencies, and organizations. A General Educational Development (G.E.D.) class in Spanish is being offered in the evenings for community residents interested in acquiring the High School Equivalency Diploma. Those students interested in pursuing a college degree are encouraged and counseled to do so through El Centro.

Additional university courses and non-credit offerings will continue to be developed. For more information, contact El Centro office, 2524 West Altgeld, Chicago, Illinois 60647.Telephone (312) 384-1766 after 1:00 p.m. or 583-4050.

Field Experience Resource Center

The Field Experience Resource Center (F.E.R.C.) functions as a clearinghouse for information related to sponsored experiential learning (internships, cooperative education programs, practica, etc.—real-world work/learning experiences). The resource center serves faculty, staff, students, and communtiy agencies by providing a library of materials related to field experience education, offering support services to individuals and groups (consultation, workshops, seminars, etc.) and developing public relations materials, i.e. a brochure, directory, and newsletter.

Office of Extension and Continuing Education

Extension offers a wide range of educational programs at off-campus locations in the university community, including courses and workshops for graduate or undergraduate credit.

Community Listeners is a non-credit program designed for members of the community who are allowed to sit in for free on regularly scheduled campus classes; in addition, listeners receive library privileges. There are no specific qualifications for this program, and participation depends on the availability of space.

Mini-U offers a wide variety of non-credit courses each trimester. The classes meet on campus evenings or on Saturday mornings. A separate brochure lists the many courses.

For further information on any of these programs, kindly contact the Office of Extension and Continuing Education at extension 391-3.

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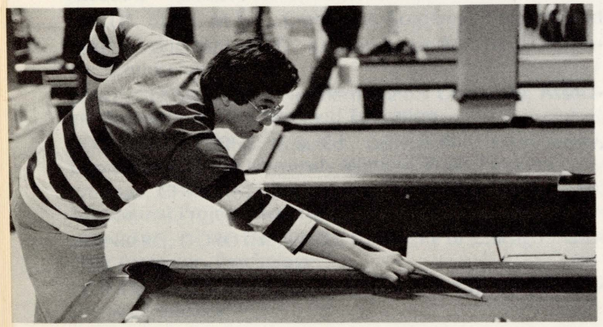


ACADEMIC CALENDAR

FALL TRIMESTER 1980		
September 1	Monday	Labor Day holiday
September 2	Tuesday	Fall trimester begins On-campus registration
September 3	Wednesday	On-campus registration
September 4	Thursday	Classes begin
November 27 November 28 November 29	Thursday Friday Saturday	Thanksgiving holidays
December 16	Tuesday	Fall trimester ends
December 17 - January 4		Winter recess
WINTER TRIMESTER 1981		
January 5	Monday	Winter trimester begins On-campus registration
January 6	Tuesday	On-campus registration
January 7	Wednesday	Classes begin
January 15	Thursday	Martin Luther King holiday
February 12	Thursday	Lincoln's Birthday holiday
April 21	Tuesday	Winter trimester ends
April 22 - May 3		Spring recess
SPRING/SUMMER TERMS 1981		
May 4	Monday	Spring term begins On-campus registration
May 5	Tuesday	On-campus registration
May 6	Wednesday	Classes begin
May 25	Monday	Memorial Day holiday
June 26	Friday	Spring term ends
June 29	Monday	Registration for classes in Summer term
June 30	Tuesday	Summer term classes begin
July 3 & 4	Friday, Saturday	Independence Day holiday
August 21	Friday	Summer term ends

ACADEMIC CALENDAR

FALL TRIMESTER 1981

September 7	Monday	Labor Day holiday
September 8	Tuesday	Fall trimester begins On-campus registration
September 9	Wednesday	On-campus registration
September 10	Thursday	Classes begin
November 26 November 27 November 28	Thursday Friday Saturday	Thanksgiving holiday
December 22	Tuesday	Fall trimester ends
December 23 - January 3		Winter recess

WINTER TRIMESTER 1982

January 4	Monday	Winter trimester begins On-campus registration
January 5	Tuesday	On-campus registration
January 6	Wednesday	Classes begin
January 15	Friday	Martin Luther King holiday
February 12	Friday	Lincoln's Birthday holiday
April 20	Tuesday	Winter trimester ends
April 21 - May 2		Spring recess

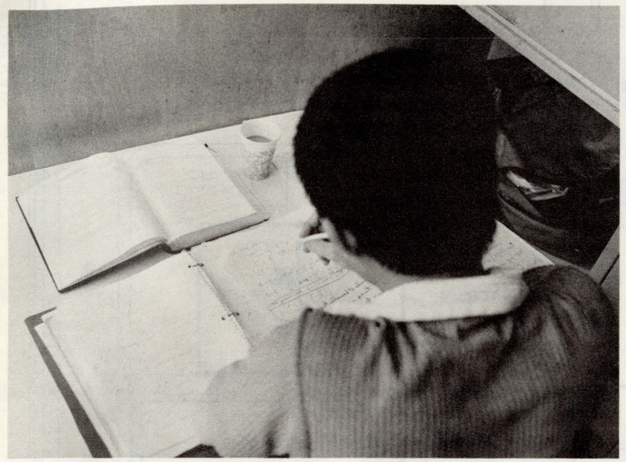
SPRING/SUMMER TERMS 1982

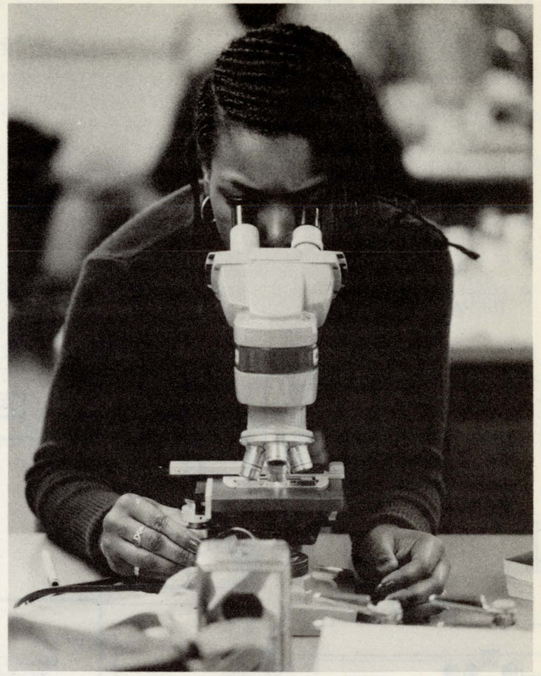
May 3	Monday	Spring term begins On-campus registration
May 4	Tuesday	On-campus registration
May 5	Wednesday	Classes begin
May 31	Monday	Memorial Day holiday
June 25	Friday	Spring term ends
June 28	Monday	Registration for classes in Summer term
June 29	Tuesday	Summer term classes begin
July 5	Monday	Independence Day holiday
August 20	Friday	Summer term ends
August 21 - September 6		Summer recess

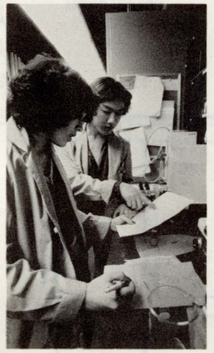
INDEX

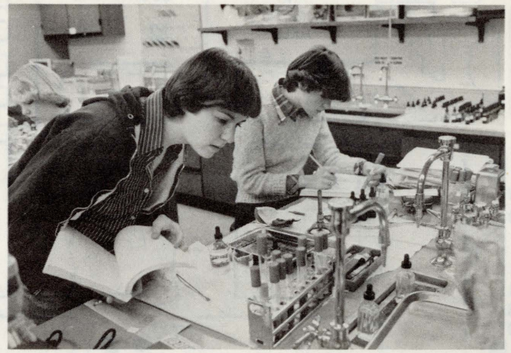
Academic Advisement 5
Academic Affairs 4
Academic Programs 18, 19, 23
Academic Regulations 16, 17
Academic Year 16, 179
Accreditation 1, 21, 119
Administrative Affairs 4
Admission to the College of Education 119
Admission to the Graduate College 21
Admission to the University 13
Alumni Affairs 4
Alumni Association 4
American Studies 26
Anthropology 27
Art 29
Asian Studies 33
Attendance 16
Basic Program 19
Bilingual/Bicultural Studies 136
Biology 33
Board of Governors Bachelor of Arts Degree 164
Board of Governors of State Colleges and Universities . i
Business and Management 39
Calendar 1, 179
Career Services 6
Center for Inner City Studies 2, 145
Center for Program Development 164
Chemistry 43
College of Arts and Sciences 25
College of Education 119
Communications Services 4
Community and Family Counseling 121
Community Listeners 167
Community Services 7
Commuter Center 7
Counseling 5
Counseling Center 5
Counselor Education 121
Course Load 16
Course Numbers 16
Credit 16
Criminal Justice 46
Dance 87
Day Care 7
Development and Public Affairs 4
Driver Education 140
Dropping Classes 18
Early Childhood Education 124
Earth Science 46
Economics 50
Educational Administration and Supervision 130
Educational Foundations 129
Educational Studies 130, 134
El Centro (Educational Resource Center) 167
Elementary Education 135
English 52
English Language Program 56
Environmental Studies 62
Exercise Physiology and Cardiac Rehabilitation 140
Extension and Continuing Education 167
Faculty 1, 169
Fees 9
Financial Assistance 10
Foreign Languages and Literatures 57
Foreign Students 6, 13
Foundation, Northeastern Illinois 4
French 57
Geography and Environmental Studies 62
German 58
Grade Point Average 17
Grading 16
Graduate College 21
Graduate College Deadlines 24
Graduation Requirements 18, 120
Grants 10
Greek Studies 66
Guidance and Counseling 121
Health Education 140
Health, Physical Education, Recreation and Athletics . . 138
Health Services 6
History 67
History of the University 3
Honors and High Honors 17
Hospital Play Education 126
Human Services 72
Information Science 73
Inner City Careers 146
Inner City Studies Education 145
Instructional Media 148
Intercollegiate Athletics 3
Intramurals and Recreation 3
Italian 58
Judaic Studies 75
Kaskaskia Plan 165
Language Arts 150
Learning Services 2
Leisure Studies 139
Library 1
Linguistics 77
Literature 53
Loans 10
Master's Degree Programs 23
Mathematics 82
Medical Technology 34
Mini-U 168
Music 85

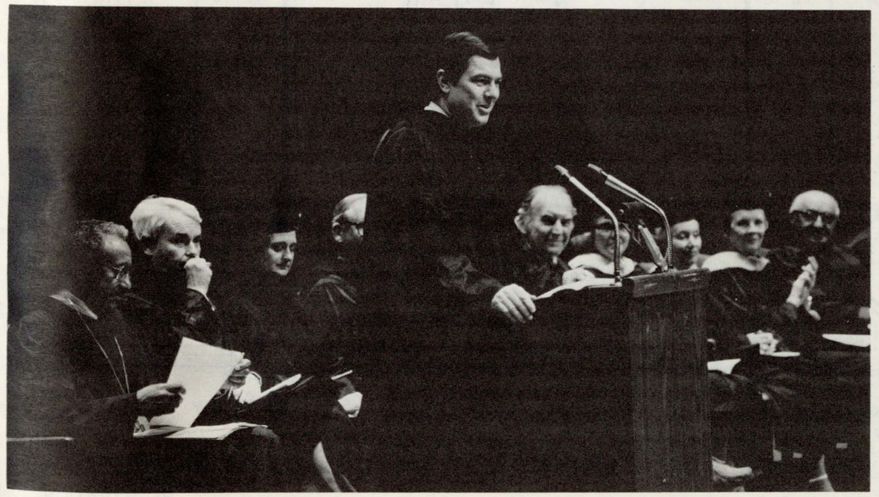
Natural Science 35
Out-of-State Fees 9
Pass/Fail Option 16
Philosophy 91
Physical Education 138, 140
Physics 93
Political Science 96
Preschool Education 125
Professors Emeriti 176
Program for Interdisciplinary Education 165
Project Success 5
Proyecto Pa'lante 5
Psychology 101
Public Administration 97
Reading 151
Readmission 13
Refund 10
Registration 16, 18
Release of Information Pertaining to Students 7
Research and Development 4
Residency 15
Russian 58
Scholarships 10
Second Bachelor's Degree 13, 19
Secondary Education 154
Social Science 109
Sociology 106
Spanish 57
Special Education 157
Special Programs 5
Special Services 5
Speech and Performing Arts 114
Student Activities 5
Student Affairs 4
Student-at-Large 14, 163
Student Employment 10
Student Teaching 162
Teacher Certification 120
Teaching English as a Second Language 79
Transcripts 17
Transfer Students 13
University, The 1
University Administration . . . . . i, 4
University Relations 4
University Without Walls 17, 165
Uptown Center 7
Urban Land Use Planning 63
Veterans 5, 14, 15
Vocational Counseling 121
Withdrawal 18
Women'sServices 6
Women's Studies Program 165

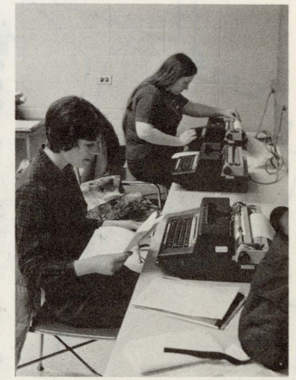










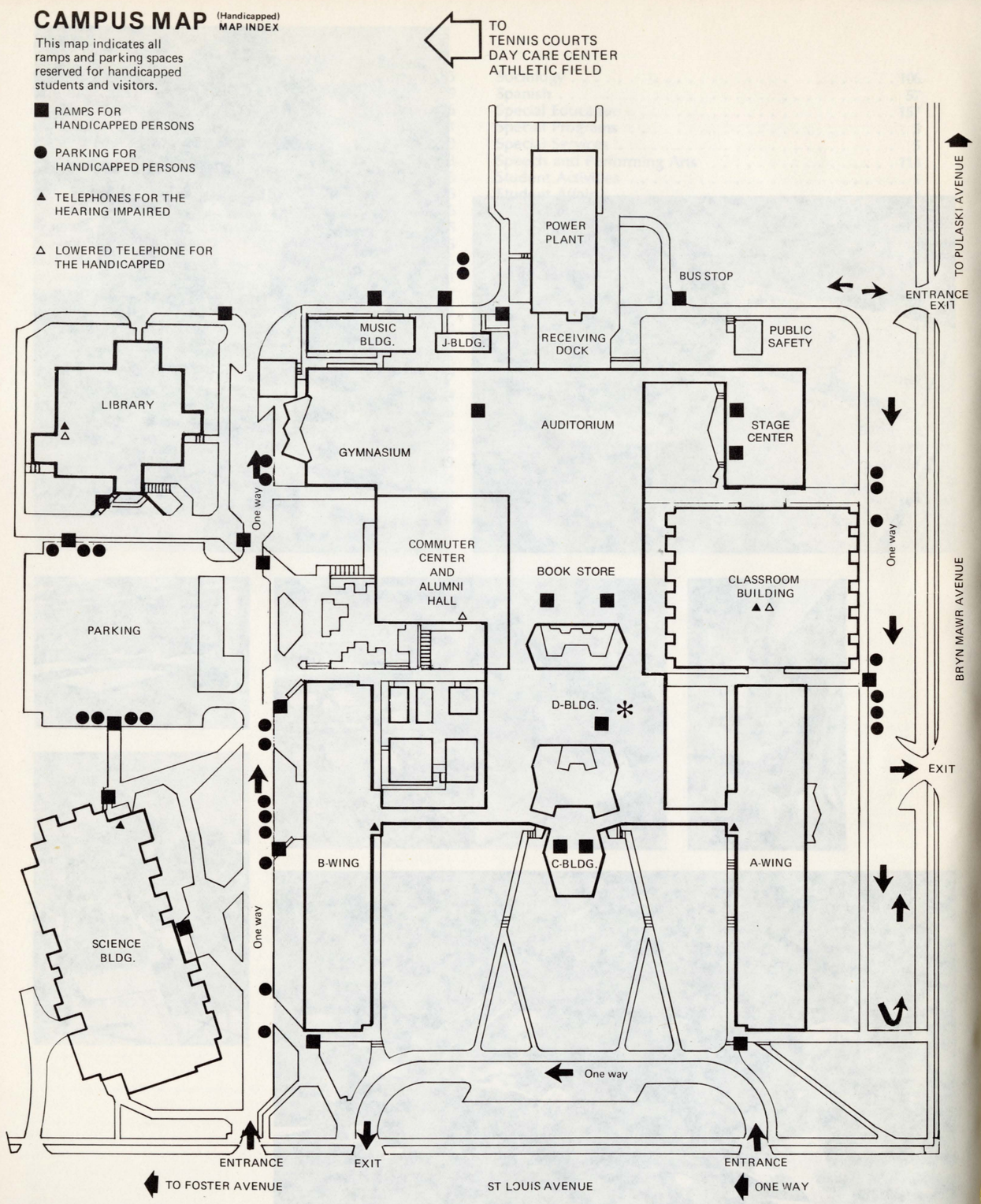


CAMPUS MAP

(Handicapped) MAP INDEX

This map indicates all ramps and parking spaces reserved for handicapped students and visitors.

- ■ RAMPS FOR HANDICAPPED PERSONS
- ● PARKING FOR HANDICAPPED PERSONS
- ▲ TELEPHONES FOR THE HEARING IMPAIRED
- △ LOWERED TELEPHONE FOR THE HANDICAPPED



* ADMISSIONS, RECORDS, REGISTRATION, CASHIER