Notices

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes take precedence over catalog statements. While reasonable effort is made to publicize such changes, the student should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student.

Although the university attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Nothing in this catalog may be construed to promise or guarantee registration in any course or course of study (whether required or elective) nor may anything be construed to promise or guarantee the completion of an academic program within a specified length of time.

Admission to the Graduate School is not complete until application materials have been fully processed and the applicant has been notified by the Graduate School in writing of admission.

Other statements of a legal nature are printed in the “Notices” and “General Regulations” sections of this catalog.

Student Responsibility

It is the responsibility of students to know and observe all regulations and procedures relating to the program they are pursuing, as well as those of the university and Graduate School. In no case will a regulation be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation pertaining to studies at the graduate level should be addressed to the office of the dean of the Graduate School.

Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines. (See Graduate School Calendar.) It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether or not the student plans to attend the commencement ceremonies.

Students must satisfy the degree requirements of the catalog in force during the term for which they have been admitted to and begin course work in a degree program; or they may, with the consent of their advisers, meet graduation requirements by complying with the provisions of a later catalog. Students readmitted to a degree program must meet degree requirements of the catalog in force at the time of the later admission (or of a subsequent catalog, as provided above). Aside from degree requirements, all students are subject to the regulations and policies stated in the catalog currently in force. Exceptions to regulations contained in the Graduate Catalog require the written approval of the office of the dean of the Graduate School, unless otherwise stated in the catalog.

Graduate students and students-at-large should notify the Graduate School immediately of any change in address so that receipt of mail will not be delayed.

Graduate School Office

Further general information may be obtained from:

The Graduate School
Altgeld Hall 206
Northern Illinois University
DeKalb, Illinois 60115-2864

Phone:
(815) 753-0395 (Graduate School)
(800) 892-3050 (toll-free number for Illinois callers only)
(815) 753-1000 (general university number)

Further information on specific graduate programs should be requested from the persons indicated in the “Directory for Correspondence” in this catalog.

Calendar

The university calendar for each term is printed in the Schedule of Classes, and an abbreviated version appears on page 4 of this catalog. For other dates that apply to graduate students, the Graduate School Calendar, available from the Graduate School, should be consulted.

University Academic Publications

The Undergraduate Catalog contains information on undergraduate admission policies and procedures, graduation requirements, academic regulations, expenses, housing, financial aid, and other student services, as well as detailed descriptions of academic majors, minors, and course offerings. Copies are available to current students from the university's bookstore, and to prospective students from the Office of Admissions.

The Graduate Catalog contains detailed statements of Graduate School policies and procedures, curricula, and expenses, and lists the graduate course offerings of the various departments. Copies are available from the Graduate School office.

The College of Law Bulletin provides information regarding application procedures, academic requirements, course offerings, and tuition and fees, as applicable to law students. Copies may be obtained from the College of Law.

The Schedule of Classes supplies timetables of undergraduate and graduate class offerings for on-campus and off-campus courses (not for those offered by the College of Law). It describes registration and fee payment procedures and provides a detailed academic calendar. It is published for each academic term. Copies are available from the Office of Registration and Records.

Graduate School Publications

The following publications are available from the Graduate School.

Graduate School Calendar
Graduate Catalog
Information for Graduate Students from Abroad

The Graduate School also publishes The Graduate School Manual for Theses and Dissertations, which may be purchased at campus bookstores.
Graduate Catalog
1997-98

Effective May 15, 1997

The Graduate School
College of Business
College of Education
College of Engineering and Engineering Technology
College of Health and Human Sciences
College of Liberal Arts and Sciences
College of Visual and Performing Arts
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The Schedule of Classes should be consulted for registration dates. For detailed information regarding Graduate School deadlines pertaining to application, admission, and graduation, see the official Graduate School Calendar, which is available from the Graduate School.

Summer Session 1997

June 16, Monday  
Beginning of classes

July 4, Friday  
Independence Day observed (no classes)

August 8, Friday  
End of summer session

August 9, Saturday  
Commencement; summer 1997 degree date

Fall Semester 1997

August 18-22, Monday-Friday  
Departmental, college, and university faculty meetings

August 25, Monday  
Beginning of classes

September 1, Monday  
Labor Day (no classes)

November 26, Wednesday  
Beginning of Thanksgiving recess at noon (no classes)

December 1, Monday  
Resumption of classes

December 8-13, Monday-Saturday  
Final examinations

December 14, Sunday  
Commencement; fall 1997 degree date

Spring Semester 1998

January 5-9, Monday-Friday  
Departmental and college faculty meetings

January 12, Monday  
Beginning of classes

January 19, Monday  
Martin Luther King, Jr., Holiday (no classes)

March 7, Saturday  
Beginning of spring break after regularly scheduled classes

March 16, Monday  
Resumption of classes

May 1, Friday  
Reading Day

May 2, 4-8, Saturday, Monday-Friday  
Final examinations

May 9, Saturday  
Commencement; spring 1998 degree date
A Guide to Reading This Catalog

Course Designators

ACCY—Accountancy
APHP—Public Health
AHPT—Physical Therapy
ANTH—Anthropology
ART—Art
BIOS—Biological Sciences
CHEM—Chemistry
CICE—Early Childhood Education
CIEE—Elementary Education
CIOE—Outdoor Teacher Education
CIRE—Reading
CISC—Curriculum and Supervision
COMD—Communicative Disorders
COMS—Communication Studies
CSCI—Computer Science
CISE—Secondary Education
ECON—Economics
ELE—Electrical Engineering
ENGL—English
EPCO—Counseling
EPSE—Special Education
EPSY—Educational Psychology
FCNS—Family, Consumer, and Nutrition Sciences
FINA—Finance
FLAL—Applied Linguistics
FLCL—Classical Languages
FLFR—French
FLGE—German
FLIN—Indonesian
FLIS—Independent Study
FLIT—Italian
FLPO—Portuguese
FLRU—Russian
FLSP—Spanish
FLST—Special Topics
GEOG—Geography
GEOL—Geology
HIST—History
IBUS—Interdisciplinary Business
IDSP—Interdisciplinary Management
IEENG—Industrial Engineering
ILAS—Interdisciplinary Liberal Arts and Sciences
JOUR—Journalism
LEAC—Adult Continuing Education
LEBM—School Business Management
LEEA—Educational Administration
LEFE—Foundations of Education
LEIT—Instructional Technology
MATH—Mathematical Sciences
MEE—Mechanical Engineering
MET—Meteorology
MGBE—Business Education
MGMT—Management
MILS—Military Science
MKTG—Marketing
MUCS—Music
NURS—Nursing
OMIS—Operations Management and Information Systems
PHDN—Dance Education
PHED—Physical Education
PHHE—Health Education
PHIL—Philosophy
PHYS—Physics
POLS—Political Science
PSPA—Public Administration
PSYC—Psychology
SOCI—Sociology
STAT—Statistics
TECH—Technology
THEA—Theatre Arts
THD—Dance Performance
UBUS—Interdisciplinary Business

T—This letter following a course number indicates that an old number is being reused for a new course.
X—This letter following a course number indicates that the course is offered primarily by another department but may be taken for credit in the department offering it with the "X" listing.

Abbreviations Used in This Catalog

Advanced Degrees

Ed.D.—Doctor of Education
Ed.S.—Educational Specialist
J.D.—Juris Doctor
M.A.—Master of Arts
M.A.S.—Master of Accounting Science
M.B.A.—Master of Business Administration
M.F.A.—Master of Fine Arts
M.M.—Master of Music
M.P.A.—Master of Public Administration
M.P.H.—Master of Public Health
M.S.—Master of Science
M.S.Ed.—Master of Science in Education
Ph.D.—Doctor of Philosophy

Other Abbreviations

CRQ—Corequisite
GPA—Grade point average
PRQ—Prerequisite

Definitions of Terms Used in This Catalog

*Academic dismissal:* Dismissal from the university for reasons such as not maintaining the required grade point average (GPA), or for accumulating excessive hours of graduate grades of D, F, and U.

*Academic probation:* Academic status of a graduate-level student whose graduate GPA is below 3.00.

Accredited Institution: A postsecondary institution that is accredited by the appropriate regional agency (New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges).

*See the more detailed discussion of this topic elsewhere in this catalog.*
Admission (to the Graduate School): Formal acceptance, both by the Graduate School and by a particular department or program, to pursue a specific graduate degree or certificate in a specified subject area.

Auditing: Registering for and attending a class regularly without completing the work required for credit; requires agreement of the instructor. (No grade points or credit hours are earned for audited courses.)

Concentration: An interdisciplinary area of study in which a student may pursue course work and research. Completion of the requirements for a particular concentration will result in an appropriate notation on the student's academic record.

Corequisite (CRQ): A requirement, usually enrollment in a course, which should be undertaken at the same time as the course being described (if that requirement or its equivalent has not been completed previously).

Correspondence course: A course, other than an independent study course, that does not involve significant real-time interaction between students and faculty, when such interaction would normally be a part of the same course offering on campus.

Departmental requirements: Courses or other requirements specified by a department as necessary for completion of a given course of study.

Dismissal: See Academic dismissal.

Drop: A procedure by which a course is deleted from a student's schedule so the course does not appear on the student's permanent academic record. A student may drop a course early in a term; this procedure must be completed by the date indicated in each academic term's Schedule of Classes. An administrative office may drop students from courses in which they are not eligible to enroll. See also Withdrawal.

Elective: A course in which a student chooses to enroll, as distinguished from a specific course required as part of a particular course of study.

Encumbrance: A hold placed on a student's record as a result of an unfulfilled obligation to the university. This may prevent the distribution of grade reports and transcripts and may prevent further registration. A student with an encumbrance preventing registration is not eligible to participate in course work and may not be enrolled in a course retroactively if the encumbrance is not cleared before the course is over.

Enrollment: Registration in a course that subsequently appears on the student's permanent academic record.

*GPA hours: The number of semester hours for which grades of A, B, C, D, F, or U are recorded.

*Grade point: The numerical value given to letter grades. A grade of D is equivalent to 1 point per semester hour, a C to 2 points, a B to 3 points, and an A to 4 points.

*Grade point average (GPA): A student's scholastic average, computed by dividing the total number of grade points earned by the total number of credit hours attempted. For a graduate student or student-at-large, the GPA is based on all courses taken at NIU that carry graduate credit.

Graduate-level student: A graduate student or student-at-large.

Graduate student: A student admitted to the Graduate School whose admission has not been canceled or terminated and who has not been academically dismissed.

Half-session courses: Courses that are offered for a half, rather than a full, academic term. They are distinguished in the Schedule of Classes by an F (first half term) or an L (last half) after the course number.

Hold: See Encumbrance.

Incomplete: A grade (I) that may be assigned by an instructor when a student is temporarily unable to complete course requirements because of unusual personal circumstances. Left unresolved, a grade of I becomes on the academic record a permanent grade of incomplete (IN).

International student: With respect to academic regulations in this catalog, any student who is not a U.S. citizen.

Major: A program of study leading to a graduate degree or certificate in a designated subject area.

Option: An academic track within a program or specialization.

Prerequisite (PRQ): A requirement, usually completion of another course or its equivalent, which should be met before a student registers for the course being described.

Probation: See Academic probation.

Proficiency examination: A way for a student to receive course credit for individual or special study. Graduate credit may not be earned by proficiency examination.

Reentry: Return of a student to study at NIU after a lapse in enrollment, into the same classification/program as that in which the student was previously enrolled.

Reinstatement: A procedure by which a student who was formerly enrolled in the university but was academically dismissed is permitted to enroll again.

Semester hour: The university's unit of academic credit reflecting a standard expectation of course activity.

Specialization: A subdivision of a graduate major representing a particular subject focus within the major area.

Student-at-large: A student who holds a baccalaureate or higher degree from an accredited institution, who is not admitted to the Graduate School, but who has received permission from the Graduate School to register for graduate-level classes and who has not been academically dismissed.

Transcript: A copy of a student's permanent academic record at a particular institution.

Transfer credit: Course work completed at an accredited institution other than NIU that is accepted in partial fulfillment of requirements for a graduate degree at NIU.

Withdrawal: Formal action by which a student officially discontinues participation in a course; a record of enrollment remains on the student's permanent academic record. This action must be taken by the deadline published each term in the Schedule of Classes. See also Drop.
Northern Illinois University

History

Northern Illinois University is a comprehensive university, whose faculty, staff, and students engage in instruction, research, and professional service in a variety of fields.

Established in 1895 by an act of the Illinois General Assembly, the Northern Illinois State Normal School opened its doors to students in September 1899. At that time only a two-year curriculum in teacher education was offered.

In July 1921, the legislature gave the institution the name Northern Illinois State Teachers College and empowered it to award the four-year degree Bachelor of Education. By action of the Teachers College Board in 1943 the title of the degree was changed to Bachelor of Science in Education. Eight years later, the Teachers College Board authorized the college to grant the degree Master of Science in Education, and the Institution’s Graduate School was established.

On July 1, 1955, as a result of action by the state legislature, the college was renamed Northern Illinois State College. Moreover, the legislature authorized the college to broaden its educational services by offering academic work in areas other than teacher education. The Teachers College Board then granted permission for the college to add curricula leading to the degrees Bachelor of Arts and Bachelor of Science.

By action of the Seventieth General Assembly, Northern Illinois State College became Northern Illinois University on July 1, 1957. Since that time, authority has been granted for the university to offer additional degrees and certificates at the baccalaureate, professional, and graduate levels.

In 1965, the Illinois State Teachers College Board became the Board of Governors of State Colleges and Universities; in 1967, Northern Illinois University was placed under the control of the newly created Board of Regents. In 1996, this authority was transferred to the Board of Trustees of Northern Illinois University.

Northern Illinois University has offered work leading to graduate degrees since 1951, and currently offers graduate study in more than 75 academic majors in more than 120 areas of study. The following master’s degrees, which encompass more than 60 academic majors, are now available: Master of Accounting Science (M.A.S.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Music (M.M.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), and Master of Science in Education (M.S.Ed.). In 1961 programs leading to the degrees Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) were authorized; currently, the Ph.D. is offered by nine academic departments and the Ed.D. in six academic majors. The Juris Doctor (J.D.) degree, offered by the College of Law, was authorized in 1979, the Performer’s Certificate in 1982, and the Educational Specialist (Ed.S.) degree in 1983.

Accreditation and Affiliation

Northern Illinois University is fully accredited by the North Central Association of Colleges and Schools. The university is fully accredited by the National Council for Accreditation of Teacher Education and the National Association for the Education of Young Children, and other bodies as appropriate to the degree and program. Student services are accredited by the American Council on Education, and the University Counseling Center is accredited by the American Psychological Association. The university and its colleges have institutional membership or other affiliations in or with the American Association of Colleges for Teacher Education, American Council on Education, Association of State Colleges and Universities, Council of Graduate Schools, and the North Central Association of Colleges and Schools.

Programs are available at undergraduate and graduate levels, and may be offered in conjunction with degree programs.

In the College of Business the M.A.S., M.B.A., M.S. in finance, and M.S. in management information systems programs are accredited by the American Assembly of Collegiate Schools of Business.

In the College of Education the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has accredited the following program areas in counseling within the Department of Educational Psychology, Counseling, and Special Education: community counseling, school counseling, and student development in higher education (M.S.Ed.), and counseling (Ed.D.).

In the College of Engineering and Engineering Technology, the undergraduate programs in electrical engineering, industrial engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The undergraduate technology programs are developed as appropriate according to ABET or National Association of Industrial Technology criteria.

In the College of Health and Human Sciences, the Department of Communicative Disorders offers an M.A. with specializations in audiology and speech-language pathology that are accredited by the Educational Standards Board of the American Speech-Language-Hearing Association and a specialization in deafness rehabilitation counseling that holds accreditation from the Commission on Rehabilitation Education. The specialization in marriage and family therapy in the M.S. program in applied family and child studies within the School of Family, Consumer, and Nutrition Sciences is accredited by the Commission of Accreditation for Marriage and Family Therapy. In the same department, the Approved Pre-Professional Practice Program (AP-4) in dietetics, taken in conjunction with the M.S. degree in nutrition and dietetics, is approved by the American Dietetic Association. The graduate program in the School of Nursing is accredited by the National League for Nursing.

In the College of Liberal Arts and Sciences, the Master of Public Administration within the Department of Political Science has its standards certified by the National Association of Schools of Public Affairs and Administration, and the clinical psychology area within the Doctor of Philosophy degree program in the Department of Psychology is accredited by the American Psychological Association.

In the College of Visual and Performing Arts, the School of Art, School of Music, and School of Theatre Arts are accredited, respectively, by the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Association of Schools of Theatre.

The College of Law is accredited by the American Bar Association and is a member of the American Association of Law Schools.

The university and its colleges have institutional membership or other affiliations in or with the American Association of Colleges for Teacher Education, American Council on Education, Association of State Colleges and Universities, Council of Graduate Schools, and the North Central Association of Colleges and Schools.
The Graduate School

Jerrold H. Zar, Ph.D., dean and associate provost for graduate studies and research
Carla W. Montgomery, Ph.D., associate dean
Irene H. Johnson, Ph.D., assistant dean

Graduate Council

W. Scott Bauman, D.B.A., College of Business
James P. Bobis, Ph.D., P.E., College of Engineering and Engineering Technology
Jon W. Carnahan, Ph.D., College of Liberal Arts and Sciences
Mark W. Cordes, J.S.M., College of Law
C. William Cummings, C.D.P., C.P.A., Ph.D., College of Business
Steven Dierks, B.S., student, College of Business
Pamela J. Farris, Ph.D., College of Education
Jerald D. Floyd, Ed.D., College of Education
James A. Gherity, Ph.D., College of Liberal Arts and Sciences
Donald Guernsey, B.A., student, College of Health and Human Sciences
Christopher Jones, Ph.D., College of Visual and Performing Arts
Martin F. Kaplan, Ph.D., College of Liberal Arts and Sciences
Dwight King, Ph.D., College of Liberal Arts and Sciences
Nancy M. Long, Ph.D., College of Health and Human Sciences
Michael J. Martin, Ph.D., College of Health and Human Sciences
Philip Melnick, M.F.A., College of Visual and Performing Arts
Carole W. Minor, Ph.D., College of Education
Carla W. Montgomery, Ph.D., associate dean of the Graduate School
Richard A. Orem, Ed.D., College of Education
Mary Sue Schriber, Ph.D., College of Liberal Arts and Sciences
David Shavit, D.L.S., University Libraries
Robert F. Wheeler, Ph.D., College of Liberal Arts and Sciences
Carl N. von Ende, Ph.D., College of Liberal Arts and Sciences
Jerrold H. Zar, Ph.D., dean of the Graduate School

Purpose

Northern Illinois University aims to create an environment that will foster attitudes of self-reliance and self-discipline conducive to professional excellence and intellectual maturity.

The university strives to provide graduate students with a body of knowledge in their own and related disciplines, to offer students opportunities to acquire and apply techniques that will aid them in their pursuit of knowledge, and to encourage students and the faculty to engage in research and artistic activity.

Graduate Programs

The graduate degrees and certificates offered by the university are listed below by the name of the college and of the department or school in which that degree program is housed.

College of Business

Master of Business Administration (M.B.A.)

Department of Accountancy

Master of Accounting Science (M.A.S.)

with or without specialization in Taxation

Department of Finance

Master of Science (M.S.)

College of Education

Department of Curriculum and Instruction

Master of Science in Education (M.S.Ed.)

Curriculum and Instruction

with specialization in Curriculum and Supervision

Outdoor Teacher Education

Secondary Education

Early Childhood Education

Elementary Education

Reading

Doctor of Education (Ed.D.)

Curriculum and Instruction

with specialization in Curriculum and Supervision

Elementary Education

Reading

Secondary Education
Department of Educational Psychology, Counseling, and Special Education
Master of Science in Education (M.S.Ed.)
   Counseling
   Educational Psychology
   Special Education
      with specialization in
      Behavior Disorders
      Blind Rehabilitation
      Early Childhood Special Education
      Learning Disabilities
      Multiply Handicapped, Deaf or Vision
      Visual Impairments
Doctor of Education (Ed.D.)
   Counseling
   Educational Psychology

Department of Leadership and Educational Policy Studies
Master of Science in Education (M.S.Ed.)
   Adult Continuing Education
   Educational Administration
   Foundations of Education
   Instructional Technology
   School Business Management
Educational Specialist (Ed.S.)
   Educational Administration
Doctor of Education (Ed.D.)
   Adult Continuing Education
   Educational Administration
   Instructional Technology

Department of Physical Education
Master of Science in Education (M.S.Ed.)
   with or without specialization in
   Adapted Physical Education
   Exercise Physiology/Fitness Leadership
   Sport Management

College of Engineering and Engineering Technology
Department of Electrical Engineering
Master of Science (M.S.)

Department of Industrial Engineering
Master of Science (M.S.)

Department of Mechanical Engineering
Master of Science (M.S.)

Department of Technology
Master of Science (M.S.)
   Industrial Management

College of Health and Human Sciences
School of Allied Health Professions
Master of Public Health (M.P.H.)

Department of Communicative Disorders
Master of Arts (M.A.)
   with specialization in
   Audiology
   Deafness Rehabilitation Counseling
   Speech-Language Pathology

School of Family, Consumer, and Nutrition Sciences
Master of Science (M.S.)
   Applied Family and Child Studies
   with or without specialization in
   Marriage and Family Therapy
   Home Economics Resources and Services
   Nutrition and Dietetics

Department of Mathematics
Master of Science (M.S.)
   with specialization in
   Applied Mathematics
   Computational Mathematics
   Mathematics Education
   Pure Mathematics
Doctor of Philosophy (Ph.D.)

Department of Philosophy
Master of Arts (M.A.)

College of Liberal Arts and Sciences
Department of Anthropology
Master of Arts (M.A.)

Department of Biological Sciences
Master of Science (M.S.)
   Doctor of Philosophy (Ph.D.)

Department of Communication
Master of Arts (M.A.)
   Communication Studies

Department of Computer Science
Master of Science (M.S.)

Department of Economics
Master of Arts (M.A.)
   Doctor of Philosophy (Ph.D.)

Department of English
Master of Arts (M.A.)
   Doctor of Philosophy (Ph.D.)

Department of Foreign Languages and Literatures
Master of Arts (M.A.)
   with specialization in
   French
   Spanish

Department of Geography
Master of Science (M.S.)

Department of Geology
Master of Science (M.S.)
   Doctor of Philosophy (Ph.D.)

Department of History
Master of Arts (M.A.)
   with or without option in
   Historical Administration
Doctor of Philosophy (Ph.D.)

Department of Mathematical Sciences
Master of Science (M.S.)
   Applied Probability and Statistics
   Mathematics
      with specialization in
      Applied Mathematics
      Computational Mathematics
      Mathematics Education
      Pure Mathematics
Doctor of Philosophy (Ph.D.)

Department of Philosophy
Master of Arts (M.A.)
Department of Physics
Master of Science (M.S.)
with specialization in
Applied Physics
Basic Physics
Physics Teaching

Department of Political Science
Master of Arts (M.A.)
Master of Public Administration (M.P.A.)
with specialization in
Comparative and Developmental Administration
Fiscal Administration
Human Services Administration
Public Administration
Urban Management
Doctor of Philosophy (Ph.D.)

Department of Psychology
Master of Arts (M.A.)
Doctor of Philosophy (Ph.D.)

Department of Sociology
Master of Arts (M.A.)
with or without specialization in
Criminology

College of Visual and Performing Arts
School of Art
Master of Arts (M.A.)
with specialization in
Art History
Studio Art
Master of Science (M.S.)
with specialization in
Art Education
Art Therapy
Master of Fine Arts (M.F.A.)

School of Music
Master of Music (M.M.)
Music Education
Performance and Pedagogy: Band and Orchestra
Performance and Pedagogy: Keyboard Instruments
Performance and Pedagogy: Voice
Individualized Major
Performer’s Certificate

School of Theatre Arts
Master of Arts (M.A.)
Master of Fine Arts (M.F.A.)
with specialization in
Acting
Design and Technology
Directing

Interdisciplinary Concentrations
Concentration in Biochemistry
Concentration in Biophysics
Concentration in Gerontology
Concentration in Higher Education
Concentration in Southeast Asian Studies
Concentration in Women’s Studies
Inquiries concerning graduate programs, specializations, and concentrations should be addressed according to the following list, using the individual's department or area of interest.

Prospective students seeking information on assistantships and fellowships should also direct their inquiries to the persons whose names appear below or to other offices that appoint graduate assistants.

Accountancy: John H. Engstrom, C.P.A., C.G.F.M., D.P.A., program director and adviser
Actuarial Science: Richard F. Orem, Ed.D., faculty chairman
Adult Continuing Education: Richard A. Orem, Ed.D., faculty chair
Allied Health Professions: Sherilynn F. Spear, Ph.D., chair of school
Anthropology: Fred H. Smith, Ph.D., chair of department
Applied Family and Child Studies: See Family, Consumer, and Nutrition Sciences
Art: Carmen Armstrong, Ed.D., graduate coordinator
Behavior Disorders: See Special Education
Biochemical and Biophysical Studies: Gordon C. Kresheck, Ph.D., director of center
Biological Sciences: Carl N. von Ende, Ph.D., coordinator of graduate studies
Blind Rehabilitation: See Special Education
Business Administration: Larry W. Jacobs, Ph.D., director of graduate studies; Harold O. Wright, Jr., J.D., director of executive M.B.A.
Chemistry: Jon W. Carnahan, Ph.D., director of graduate studies
Communication: Lois S. Self, Ph.D., chair of department
Communicative Disorders: Earl J. Seaver, Ph.D., chair of department
Comparative and Developmental Administration: See Public Administration
Computational Mathematics: See Mathematical Sciences
Computer Science: Rodney Angotti, Ph.D., chair of department
Counseling: Rick A. Meyer, Ph.D., faculty chair
Criminology: See Sociology
Curriculum and Instruction: Norman A. Stahl, Ph.D., chair of department
Curriculum and Supervision: See Curriculum and Instruction
Deafness Rehabilitation Counseling: See Communicative Disorders
Design and Technology: See Theatre Arts
Directing: See Theatre Arts
Early Childhood Education: See Curriculum and Instruction
Early Childhood Special Education: See Special Education
Economics: James A. Gherity, Ph.D., director of graduate studies
Educational Administration: Charles A. Sloan, Ph.D., faculty chair
Educational Psychology: Sarah Peterson, Ph.D., faculty chair
Electrical Engineering: Vincent McGinn, Ph.D., chair of department
Elementary Education: See Curriculum and Instruction
English: Neal A. Norrick, Ph.D., director of graduate studies
Exercise Physiology/Fitness Leadership: See Physical Education
Family, Consumer, and Nutrition Sciences: Mary E. Pritchard, Ph.D., chair of school
Finance: Robert E. Miller, Ph.D., chair of department
Fiscal Administration: See Public Administration
Foreign Languages: D. Raymond Tourville, M.A., chair of department
Foundations of Education: Wilma R. Miranda, Ph.D., faculty chair
French: D. Raymond Tourville, M.A., coordinator of program
Geography: John M. Harlin, Ph.D., chair of department
Geology: James A. Walker, Ph.D., director of graduate studies
Gerontology: John F. Stolte, Ph.D., director of program
Higher Education: William H. Young, Ed.D., coordinator
History: William H. Logue, Ph.D., director of graduate studies
Home Economics Resources and Services: See Family, Consumer, and Nutrition Sciences
Human Services Administration: See Public Administration
Industrial Engineering: Mohamed Dessouky, Ph.D., chair of department
Industrial Management: See Technology
Instructional Technology: James A. Lockard, Ph.D., faculty chair
Leadership and Educational Policy Studies: Gary L. McConeghy, Ed.D., chair of department
Learning Disabilities: See Special Education
Management: Daniel R. Wunsch, Ph.D., chair of department
Management Information Systems: See Operations Management and Information Systems
Mathematics: Peter F. Kaminski, Ph.D., chair of department
Mathematical Sciences: Henry S. Leonard, Ph.D., director of graduate studies
Mechanical Engineering: Parviz Payvar, Ph.D., P.E., chair of department
Multiplying Handicapped, Deaf or Vision: See Special Education
Music: Timothy Blickhan, D.M.A., graduate coordinator
Nursing: Marilyn Frank-Stromborg, Ed.D., chair of school
Nutrition and Dietetics: See Family, Consumer, and Nutrition Sciences
Operations Management and Information Systems: William J. Talion, Ph.D., chair of department
Outdoor Teacher Education: See Curriculum and Instruction
Performance and Pedagogy (band and orchestra, keyboard instruments, and voice): See Music
Performer's Certificate: See Music
Philosophy: Sherman Stange, Ph.D., chair of department
Physical Education: Judith A. Bischoff, Ph.D., chair of department
Physics: John C. Shaffer, Ph.D., chair of department
Political Science: Dwight Y. King, Ph.D., director of graduate studies
Psychology: Martin F. Kaplan, Ph.D., director of graduate studies
Public Administration: James M. Banovetz, Ph.D., director of division
Public Health: See Allied Health Professions
Reading: See Curriculum and Instruction
School Business Management: Ronald E. Everett, Ph.D., program director
Secondary Education: See Curriculum and Instruction
Sociology: Clinton J. Jesser, Ph.D., director of graduate studies
Southeast Asian Studies: Clark D. Neher, Ph.D., director of center
Spanish: John A. Kerr, Jr., Ph.D., coordinator of program
Special Education: Diane E. Delitz, Ed.D., faculty chair
Speech-Language Pathology: See Communicative Disorders
Sport Management: See Physical Education
Statistics: Mohsen Pourahmadi, Ph.D., director of division
Taxation: See Accountancy
Technology: Conard L. White, Ph.D., acting chair of department
Theatre Arts: Kevin Seligman, M.A., graduate coordinator
Urban Management: See Public Administration
Visual Impairments: See Special Education
Women's Studies: Amy K. Levin, Ph.D., director of program
Admission to Graduate Study

General Requirements for Admission to the Graduate School

To be admitted as a graduate student, an applicant must have obtained a baccalaureate or higher degree from a college or university that is accredited by one of the regional agencies that evaluates such institutions (or the equivalent from an institution outside the United States), prior to the start of the NIU term for which the student is admitted. Applicants must have the approval of the department in which they plan to major and either must have a minimum 2.75 overall grade point average (GPA), based on a 4.00 system, in their baccalaureate program or must have completed 15 or more semester hours of graduate work at an accredited institution with a GPA of 3.20 or better. These standards and criteria for admission must be satisfied prior to the start of the NIU term for which the student is enrolled. Applicants whose GPA is below the required level may, at the discretion of the major department, be recommended for admission if they satisfy one of the following criteria.

- Demonstrated ability to conduct graduate work at a regionally accredited college or university.
- Exceptional performance on required graduate-level admission tests (GRE or GMAT).
- Presentation of other relevant evidence acceptable to the department, such as a portfolio in art or an audition in music.

The above are minimum academic requirements for admission to the Graduate School. The applicant's character, integrity, and general fitness to practice a particular profession may also be considered in the admissions process. Departments reserve the right, in consultation with the Graduate School, to establish additional standards and criteria for admission. It is the responsibility of the applicant to ascertain the nature and extent of these requirements. In addition, limited resources may indicate a need for limited enrollments, requiring departments to restrict admissions and to entertain special admissions only under exceptional circumstances. Admission of any student failing to meet admissions criteria as set forth in the Graduate Catalog requires the approval of the office of the dean of the Graduate School.

A student-at-large must be in good academic standing to be admitted to the Graduate School; see “Enrollment for Graduate Study as a Student-at-Large.”

Application for Admission

In order to pursue a graduate degree, one must apply and be admitted to the Graduate School, as well as be accepted for admission by the faculty of the particular program he or she wishes to pursue.

Students who wish to take graduate course work but not pursue a degree program should refer to the section “Enrollment for Graduate Study as a Student-at-Large” in this catalog.

To obtain an “Application for Admission to the Graduate School,” applicants may call or write to the Graduate School. The completed application form, with the required application fee, must be received by the Graduate School no later than June 1 for admission to the fall semester, November 1 for the spring semester, and April 1 for the summer session. All remaining application materials—official transcripts, required test scores, and letters of recommendation—must be received by August 1 for the fall semester, January 1 for the spring semester, and June 1 for the summer session. These application deadlines are waived for a student already enrolled in a graduate program at NIU who wishes to apply for admission to another graduate program. See also “International Students” for application deadlines applicable to such students.

The above deadlines are Graduate School deadlines and represent the dates by which materials must be received in order for an application to be processed for a given academic term. However, an individual department's admission procedures may involve committee meetings, interviews, or other activities that only occur at certain times, which may be well before the Graduate School's final application deadline for a given term. Applicants are therefore advised to contact the department or program in which they are interested in order to ascertain any such special deadlines, and to refer to the departmental sections of this catalog for additional information. (The instructions on the application form include all such departmental deadlines of which the Graduate School was aware at the time of printing.)

Payment for the application fee indicated on the application form must accompany the submission of that form, unless the applicant is exempt from paying that fee. Unless the applicant is exempt from the fee, the official date of receipt of the application is considered to be the date upon which the application form is submitted with the fee; an application form submitted without the fee will be returned, unprocessed, to the applicant. A person who qualifies for the GRE fee waiver is exempt and should include evidence of that fee waiver in lieu of the application fee. Also exempt are students who have been enrolled in NIU graduate programs within two years prior to the start of the term for which they are seeking admission. Employed and retired NIU faculty and staff are also exempt and must indicate their faculty or staff affiliation when submitting the application form, which will be accepted subject to verification of exempt status.

Care should be exercised in selecting persons to write letters of recommendation. These should be persons in a position to write analytically about the applicant's academic qualifications to pursue graduate studies, and/or professional competence and ability to benefit from advanced study. For an applicant currently pursuing a graduate program, at least one of the letters should be from a faculty member in the department in which the student is enrolled. Applicants uncertain of the suitability of particular individuals as writers of recommendations should consult with the head of the department or program to which they are applying.

Applicants for admission to the Graduate School assume all responsibility for the completion of their admission files; the Graduate School assumes no obligation to inform them about erroneous or missing credentials.

Graduate assistantships are normally awarded to begin in the fall semester. A prospective student wishing to be considered for an assistantship is urged to apply for admission and submit the “Application for Graduate Assistantship” form and all application materials well in advance of June 1.
Admission Procedures for International Students

For international students, all application material—the application for admission, letters of recommendation, diplomas, mark sheets, and test scores—must be received by the Graduate School no later than May 1 for admission for the fall semester or October 1 for the spring semester. Normally, new international students will not be admitted to begin a degree program in the summer session. The application deadlines are waived for a student already enrolled in a graduate degree program at NIU who wishes to apply for admission to another graduate program. An international student who is enrolled as an undergraduate at NIU, who has permanent resident alien status in the U.S., or who resides in the U.S. is required to meet only the application deadlines specified for domestic students. A permanent resident must provide her or his alien registration number; an international student residing in the U.S. may be required to provide verification of this status.

A student seeking an F-1 or J-1 visa must also submit the financial statement and demonstrate adequate financial resources before an I-20 or IAP-66 form will be issued.

The TOEFL Bulletin of Information and registration form can be obtained in a number of cities outside the United States. They are often available at American embassies and consulates, or at offices of the United States Information Service (USIS). Students who cannot obtain a TOEFL bulletin and registration form locally should write well in advance for them to: TOEFL/TSE Publications, P.O. Box 6154, Princeton, New Jersey 08541-6154, U.S.A.

A comprehensive orientation program is provided by the International Student and Faculty Office for new students from abroad. This begins when the student, before arriving in this country, is granted admission to the university, and continues after the student’s arrival on campus. The program includes dissemination of information and materials concerning the university, the university community, and U.S. immigration rules and regulations; a week of intensive orientation activities at the beginning of the first semester of attendance; and follow-up activities during the remaining period of residency and study. A one-time orientation fee is charged for this program. As part of this orientation program, new international students whose native language is not English will be given further tests of their English language skills.

Examinations Required for Admission

Required examinations may be taken through NIU’s Office of Testing Services, or at other testing locations. For testing dates at this university and other locations, write to Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, U.S.A., regarding the GRE; Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103, U.S.A., regarding the GMAT; and TOEFL/TSE Publications, P.O. Box 6154, Princeton, NJ 08541-6154, U.S.A., regarding the TOEFL.

Up to eight weeks may be required for the Graduate School to receive scores after the administration of the tests. An applicant should plan to take the tests early enough so that scores may reach the Graduate School before the final application deadline for a given semester.

With the approval of the applicant's prospective major department, the requirement to submit official scores on the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT) may be waived for an applicant who has already earned a graduate degree from an accredited institution or for an applicant who is pursing or has completed a baccalaureate degree at NIU with a major in that department with a cumulative NIU undergraduate GPA of at least 3.00. In special cases, if an applicant who has already taken one of these standardized tests is applying for admission to a program that requires the other, the department may agree to accept scores on either the GRE or the GMAT.

Graduate Record Examinations (GRE)

In order to be admitted to the Graduate School, all applicants, other than those applying to programs in the College of Business, the M.M. degree program in the School of Music, the M.F.A. degree program with specialization in acting or in design and technology in the School of Theatre Arts, must have provided official scores (verbal, quantitative, and analytical) on the General Test of the GRE to the Graduate School. Applicants to the M.S.Ed. program in curriculum and instruction may submit Miller Analogies Test (MAT) scores in lieu of GRE scores.

In addition, the GRE scores on the Subject Test in biology or biochemistry are required as an admission credential for applicants to the Department of Biological Sciences. These scores must be no more than five years old.

The Educational Testing Service (ETS), which administers the Graduate Record Examinations program on behalf of the Graduate Record Examinations Board, has announced its intention of reporting student scores only if they are no more than five years old. Students who are unable to obtain their GRE scores from ETS because of this policy should contact the Graduate School about possible alternative means to satisfy the GRE requirement.

Graduate Management Admission Test (GMAT)

Applicants for graduate study in business must submit official scores on the GMAT to the Graduate School. Applicants to programs in the College of Business are not required to take the General Test of the GRE.

*Unless otherwise specified, the term "international student," as used in this catalog, includes all students or applicants who are not U.S. citizens.*
Test of English as a Foreign Language (TOEFL)

An applicant whose native language is not English must present a TOEFL score of at least 550, where the score is for an examination administered no more than 24 months prior to the beginning of the academic term for which admission is sought. At the discretion of the intended major department, possession of a baccalaureate or higher degree from an accredited institution in the U.S., the U.K., or Canada, at which the language of instruction was English, may serve in lieu of the TOEFL score. The TOEFL requirement is waived for a student already enrolled and in good academic standing in a degree program at NIU.

Notification of Admission

Admission decisions may be made within a few weeks following the receipt of all credentials. For programs in which space is limited, however, admission decisions may be made only at certain times during the academic year. Accordingly, notification of decisions may not be mailed until some time after the formal deadline for applications has passed. Applicants should consult individual program descriptions or contact departments directly for particular admission decision schedules that may be applicable.

A student must be admitted to the Graduate School by the Graduate School, and must be admitted to the Graduate School in order to be admitted to a graduate degree program. Therefore, the official notification of admission, and of any conditions attached to that admission, is a letter sent to the applicant by the Graduate School. Correspondence from individual departments or programs does not constitute official notice of admission.

When a student already enrolled in the Graduate School is admitted to an additional graduate degree program, any department to which the student is already admitted will be notified of the new admission.

A student must be admitted by the close of the first week of an academic term in order for the admission to be effective for that term. If the admission process is completed after that deadline, whether because the file was not completed or because departmental action was not taken earlier, the admission will be effective for the following academic term. The term for which the applicant is admitted is stated in the official admission letter from the Graduate School.

Provisional Admission

A person whose application file is incomplete because certain required application materials have not been received in the Graduate School, but who otherwise meets departmental and Graduate School requirements for admission, may, at the request of the major department, be granted provisional admission, for one term only, pending a final decision on his or her application for admission. Provisional admission may be considered in the absence of such materials as official transcript(s), letter(s) of recommendation, or GRE Subject Test scores; provisional admission will not be granted in the absence of scores from the GRE general test or the GMAT, as applicable. A person admitted provisionally is not a student-at-large. If the conditions of the provisional admission are not satisfied by the end of the term of admission, admission to the Graduate School will be terminated. Students whose provisional admission is terminated for failure to satisfy the conditions of the provisional admission must reapply for admission to the desired degree program, and are expected to remedy the previous deficiencies in the application file before admission will be granted.

Provisional status is a courtesy to persons who have not achieved full admission. The degree-seeking applicant who enrolls as a provisional student accepts the risk of termination of admission. Graduate assistantship appointments for students with provisional admission status are limited to the one academic term of that status, though they may be extended if the student subsequently is admitted unconditionally to the Graduate School.

Provisional admission may not be deferred; the student should instead arrange to provide the missing credentials to permit consideration for unconditional admission in a subsequent term.

Admission with Stipulation

Graduate students may be admitted with stipulation. Such a stipulation is specified by the particular department or program to which admission is sought. A student who fails to meet the stipulation may be dropped from the program at the end of the time period specified, at the discretion of the department. Admission to the Graduate School is also terminated, unless the student has been admitted to another graduate program. However, such a student may seek admission to another graduate program and readmission to the Graduate School through the normal processes provided that she or he is in good academic standing. Graduate assistantship appointments for students admitted with stipulation may be limited to the time period specified under the stipulation.

Tentative Admission

The admission of a student who will have completed a baccalaureate degree prior to matriculation as a graduate student at NIU, but who has not yet provided an official transcript verifying completion of that degree, is considered a tentative admission. The same is true of an applicant to a post-master's program who is admitted upon the condition that a master's degree must be completed prior to matriculation in that post-master's degree program. The student is expected to provide the requisite degree transcript within one month of matriculation in the program to which tentative admission has been granted, and will not be permitted to enroll in that program for more than one term if the required transcript is not provided.

If a student is granted tentative admission upon the presumption of a completed baccalaureate degree, and it is subsequently discovered that the baccalaureate degree was not completed prior to the start of the term for which tentative admission was granted, the student will lose any graduate credit earned during that term.

Early Admission of NIU Undergraduates

Early admission to the Graduate School is available to seniors in their final term of enrollment at NIU who wish to take courses for graduate credit. Students who apply for and receive early admission may take approved 400-level courses and 500- and 600-level courses for graduate credit. The student granted early admission must inform the Graduate School in writing, prior to the start of the final undergraduate term, which such 400-level courses are being taken for graduate credit to complete the requirements for the baccalaureate degree.

Application for early admission is made through the Graduate School. A student applying for early admission must meet Graduate School application deadlines and must also have applied for graduation from the baccalaureate program. No student may enroll more than one term under early-admission status.
Matriculation; Deferral of Admission

In order to establish their admission, graduate students must enroll in the semester or summer session for which they are admitted. At the discretion of the office of the dean of the Graduate School and with permission of the major department, matriculation may be deferred up to but not beyond two calendar years. The request for deferral of admission must be submitted to the Graduate School, in writing, no later than the end of the academic term for which admission has been granted. If students do not request a deferral, and fail to matriculate (enroll in the term of admission) as required, their admission to that program is canceled. If the student was not already admitted to another graduate program, admission to the Graduate School is also canceled as a result. Provisional admission may not be deferred; the student should instead arrange to provide the missing credentials to permit consideration for unconditional admission in a subsequent term.

U.S. Social Security numbers are required for registration purposes. New international students, and any students who cannot initially provide a U.S. Social Security number, are assigned temporary identification numbers by the Graduate School, but should obtain a permanent number from a Social Security office as soon as possible. New international students may obtain Social Security numbers as part of the orientation program prior to the start of the semester.

Change of Major/Specialization

A student who wishes to change from one degree program (major) or specialization to another must submit a completed application for this change to the Graduate School. The faculty of the prospective new program will be given the opportunity to review the student's original Graduate School application and supporting credentials, and any materials relevant to the student's subsequent academic progress at NIU. The prospective new program may request new letters of recommendation and/or a new goals statement specific to the new program the student desires to enter.

If the change of degree program is approved, admission to the original program will be canceled, and the student will be notified of the change. If the student is not admitted to the desired new program, the student's original admission will stand. A person must have matriculated as a graduate student before a change of degree program can be requested. A change of degree or major is subject to regular Graduate School application and admission deadlines, and it is effective when the student enrolls in the academic term specified in the official letter of admission to the new program. A change of specialization, or admission to a specialization, within the same program may be requested during any term in which the student is enrolled and it is effective immediately upon approval by the department. A student must be in good academic standing at the time a change in major or specialization is to take effect.

Concurrent Pursuit of Multiple Graduate Programs

A student may be admitted to two (or more) degree programs (majors) concurrently. A new application form must be completed for each degree program to which the student desires admission. As above, each intended program may review the student's existing Graduate School academic file and may require letters of recommendation and/or a goals statement pertinent to the particular program. When a student already enrolled in the Graduate School is admitted to an additional graduate degree program, the department(s) to which the student is already admitted will be notified of the new admission. A student admitted to more than one degree program is considered to be pursuing each one independently in the sense that each degree can be awarded as all requirements for it are satisfied. See also "Dual Credit for Graduate Course Work."

Termination of Admission; Retention

A student failing to maintain good academic standing may be academically dismissed from the Graduate School, as described under "Academic Standing" in the "General Regulations" section that follows. In addition, a student in good academic standing may be dismissed from a graduate program for various academic reasons, including falsification of application materials, failure to satisfy stipulations imposed upon admission to the program, and failure to satisfy other program or Graduate School requirements in timely fashion according to established policies. If a student has been admitted to a graduate degree program, and does not complete any course work applicable to that program for 24 consecutive months, then, at the discretion of the department, the student's admission to that program may be terminated. Satisfactory academic progress in a program also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program; failure to maintain these standards may result in termination of the student's admission to the program.

Admission to the Graduate School is contingent upon admission to a particular degree program. Therefore, when admission to a program is terminated, the student's admission to the Graduate School is also terminated (unless the student is already admitted to another graduate degree program). A student whose admission to the Graduate School is terminated because of dismissal from or termination of admission to a program may apply for admission to another degree program (if in good academic standing overall), or may apply for student-at-large status, in order to continue graduate-level study.

A student who has been academically dismissed while a graduate student or student-at-large at NIU is not eligible for admission or reentry but must petition the Graduate Council/Appeals Committee for academic reinstatement.

Readmission/Reentry

A student who earns a graduate degree at NIU retains the status of "graduate student" thereafter, unless academically dismissed from the Graduate School. Such a student may enroll in further course work as a graduate student (rather than as a student-at-large) if further course work is desired.

A student previously enrolled in a graduate degree program at NIU who did not graduate from that program, and who has not been enrolled for 24 consecutive months, will have that admission canceled. If the student still wishes to undertake a graduate degree program (the same or a different one), she or he must apply for admission to the Graduate School to pursue the desired degree program. If the student no longer wishes to pursue a degree, and did not previously complete a graduate degree at NIU, but does wish to undertake further graduate course work, she or he should apply for student-at-large status.

All other graduate students and students-at-large who interrupt their studies for more than ten consecutive years must notify the Graduate School of their intentions to reenter the university by submitting a completed application for reentry prior to registration, or supplying the necessary information during telephone registration. The reentry application serves as a notice of the student's intention to resume registration, so that institutional records can be brought up to date.

Graduate students and students-at-large who have been academically dismissed are not eligible for admission or reentry; they should see the section entitled "Academic Reinstatement" elsewhere in this catalog.
Enrollment for Graduate Study as a Student-at-Large

Persons who have not applied for regular admission to the Graduate School, who have applied but have not yet been admitted, who were previously admitted but whose admission was lapsed or was terminated prior to the completion of a degree, or who have been denied admission may be permitted to register for graduate work as students-at-large. In order to receive permission to register as a student-at-large, an individual must submit to the Graduate School a completed application for student-at-large status, and provide to the Graduate School an official transcript showing that the applicant holds a baccalaureate or higher degree from an accredited institution (or the equivalent from an institution outside the United States). The transcript must be provided by the institution conferring the degree.

A graduate student who has been academically dismissed from the Graduate School may not enroll as a student-at-large unless reinstated by the Council Appeals Committee. A student granted student-at-large status on the presumption of a completed baccalaureate or higher degree as described above is expected to provide the required degree transcript within one month of matriculation as a student-at-large at NIU, and will not be permitted to enroll for more than one term if that transcript is not provided. The student will remain ineligible for further registration, or for issuance of NIU transcripts, until the required degree transcript is received, and cannot expect any credit for work undertaken during the period of ineligibility for registration. If it is subsequently discovered that the necessary degree was not earned prior to the start of the term for which student-at-large status was granted, the student will lose any graduate credit earned during that term.

Student-at-large status is primarily for the purpose of taking graduate-level classes; persons with a baccalaureate degree wishing to take only undergraduate classes or to pursue another baccalaureate degree at NIU should do so through one of the student categories designed for that specific purpose (e.g., the "postgraduate" classification). Information about such categories is available from the Undergraduate Admissions Office.

Permission to register as a student-at-large should not be confused with admission to the Graduate School. A person seriously considering pursuing an advanced degree should apply for admission to the Graduate School as early as possible. Indeed, it is generally preferable for such a person to explore regular admission, provisional admission, or admission with stipulation prior to seeking enrollment as a student-at-large. Advice should be sought through the appropriate academic department or the Graduate School.

A student-at-large is not eligible for appointment to a graduate assistantship.

A student-at-large may apply for admission to the Graduate School. However, even if admission is achieved, the graduate credit accumulated as a student-at-large will not necessarily be counted toward an advanced degree at this university, and certain programs have limits on the number of student-at-large hours that can be applied toward a specific degree. Therefore, a student-at-large who intends to pursue a graduate degree should apply for admission as soon as possible. Students-at-large are normally prohibited from registering for graduate business courses.

Students-at-large are under the administrative jurisdiction of the office of the dean of the Graduate School. Inquiries concerning regulations and policies and requests for waivers or exceptions should be addressed to that office.

Unless otherwise indicated, the general provisions of the Graduate Catalog apply to students-at-large. In particular, a student-at-large is subject to the same regulations governing probation and dismissal as a student admitted to the Graduate School. These regulations, described under the heading "Academic Standing," include the requirement that a student-at-large must maintain a minimum 3.00 GPA in all graduate-level work undertaken at NIU in order to remain in good standing. Students-at-large who are placed on academic probation and fail to regain good standing within the prescribed period of further enrollment, or who accumulate 6 or more semester hours of D, F, U, or WF in graduate-level work, are subject to academic dismissal.

A student-at-large who is in academic probationary status or has been academically dismissed may not be considered for admission to the Graduate School. Also, if a student-at-large is admitted to the Graduate School but goes on academic probation prior to matriculation as a graduate student, then that student's admission to the Graduate School is canceled and good academic standing must be regained before the student can again be considered for admission to the Graduate School.

Postgraduate Status

A postgraduate is a student who has earned baccalaureate degree and wishes to take additional undergraduate courses or to pursue a second undergraduate degree. Admission as a postgraduate student is granted through the Undergraduate Admissions Office.

A postgraduate is not eligible to enroll in any course for graduate credit. However, postgraduate students may enroll in a limited number of 500- and 600-level courses for undergraduate credit; see "Undergraduates in Graduate Courses for Undergraduate Credit."

Credit earned while in postgraduate status is undergraduate credit and, therefore, may not be later applied toward a graduate degree. Conversely, graduate credit earned as a graduate-level student may not be applicable toward an undergraduate degree; the evaluations staff of the Office of Registration and Records should be contacted for further information.

Whether postgraduate or a graduate-level (graduate student or student-at-large) classification is the more appropriate will depend upon the student's educational objectives, and students are encouraged to consult with appropriate departmental or other academic advisers in making their choice. The student's classification may also affect eligibility for certain types of financial assistance; students should contact a financial aid counselor in the Student Financial Aid Office for more information. A student wishing to change from postgraduate status to a graduate-level status, or vice versa, must formally resign the original status before the new status is granted, and must have the approval of both the appropriate undergraduate college office (determined by the postgraduate major) and the office of the dean of the Graduate School.
General Regulations

Student Responsibility

It is the responsibility of students to know and observe all regulations and procedures relating to the program they are pursuing, as well as those of the university and Graduate School. In no case will a regulation be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation pertaining to studies at the graduate level should be addressed to the office of the dean of the Graduate School.

Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines. (See the Graduate School Calendar, copies of which may be obtained from the Graduate School.) It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether or not the student plans to attend the commencement ceremonies.

Students must satisfy the degree requirements of the catalog in force during the term for which they have been admitted to and begin course work in a degree program; or they may, with the consent of their advisers, meet graduation requirements by complying with the degree requirements of a later catalog. Students readmitted to a degree program must meet degree requirements of the catalog in force at the time of the later admission (or of a subsequent catalog, as provided above). Aside from degree requirements, all students are subject to the regulations and policies stated in the catalog currently in force.Exceptions to regulations contained in the Graduate Catalog require the written approval of the office of the dean of the Graduate School, unless otherwise stated in the catalog.

Student Responsibility for Obtaining Current University Information

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes may take precedence over catalog statements. While reasonable effort is made to publicize such changes, students should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student. The office of the dean of the Graduate School is the authoritative office for verifying deviations from provisions in this catalog.

Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the University Judicial Office shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student’s judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the University Judicial Office, making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the University Judicial System. Suspension or dismissal from the university for academic misconduct will result in a notation of that action on the transcript of a graduate-level student.

The university has adopted policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, which are available in department offices and in the office of the dean of the Graduate School, pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person’s work as one’s own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student’s admission to the program may be terminated.

A statement on students’ rights to the products of research is available in department offices and in the office of the dean of the Graduate School.

Registration

Registration procedures as well as class offerings are published in the Schedule of Classes for each academic term. Students will not receive credit for any course for which the registration is not completed according to university procedures. Conversely, it is not legitimate to attend or participate in a course in which one is not registered.

Students who have any obligation to the university (such as unpaid fines, tuition, fees, dormitory charges, missing admission documents) will not be allowed to register for classes in subsequent terms until all obligations are met and should not expect retroactive enrollment for a period of time during which they were not eligible to register. (See "Encumbrances.") Registration is not complete until all tuition and fees are paid. Individuals who have not paid tuition and fees by the applicable deadlines may have their registration canceled. However,
nonpayment of tuition and fees does not necessarily result in cancellation of registration, nor is it an appropriate means by which to effect withdrawal. A student wishing to drop or withdraw from a course must do so by following established procedures as described in the Schedule of Classes booklet for each term, and by the applicable deadline. Failure to do this by specified deadlines may result in continued registration and/or financial liability.

Registration may also be canceled for students who fail to satisfy admission or registration requirements or requirements for student-at-large status.

Immunization Policy

Illinois law and university policy require that all students born on or after January 1, 1957, enrolling in classes at the NIU DeKalb campus or the Lorado Taft Field Campus provide written evidence of current immune status with respect to certain communicable diseases, or evidence of exemption from this requirement, by the first day of the first term enrolled.

Students enrolled only in off-campus classes such as at the Hoffman Estates or Rockford centers; students born before January 1, 1957; and students enrolled in NIU prior to fall 1989 are exempt from these requirements. Students applying for religious exemption should contact the University Health Service for information.

Failure to provide the required documentation and be in compliance with the state law by the first day of the first term enrolled will result in a $25.00 late processing fee. An encumbrance will also be placed on all of the student's records if he or she is not in compliance.

Immunization forms may be obtained from the University Health Service. For information or forms for exemptions, contact the University Health Service at (815) 753-9555.

Encumbrances

A record encumbrance is a restriction placed on a student's official academic record. Academic records may be encumbered under a number of circumstances, examples of which include past-due obligation to the university (such as unpaid tuition, fees, fines, or residence hall charges); incomplete admission requirements (such as missing transcripts or other academic credentials); and a disciplinary action by the university or the Student Judicial Office.

Students may not be allowed to register or to have transcripts or diplomas issued after an encumbrance has been placed on their academic record. Students who have had an encumbrance placed on their record may direct inquiries to the office that requested the encumbrance or to the Office of Registration and Records. Only the office placing an encumbrance may authorize its removal. Students who are ineligible to register by reason of an encumbrance should not participate in courses and should not expect registration in course work to be effected retroactively for a period during which they were ineligible to register.

For immediate release of monetary encumbrances, all past-due obligations to the university must be paid with a cashier's check, certified check, or money order.

English Proficiency

Graduate students whose native language is not English are required to take university examinations of their English language skills, unless they have earned a baccalaureate degree from an accredited institution in the U.S., the U.K., or Canada, at which the language of instruction was English. Those whose English appears deficient or marginal for purposes of graduate study and scholarly communication will be required to improve their competence in the language. They will then be required to take and pass either the two-course sequence of ENGL 451 and ENGL 452, or the single course ENGL 453, depending on the results of competency testing. A student's major department may also require completion of other course work in English if deemed necessary for success in graduate study in the student's chosen field.

ENGL 451. ESL Rhetoric and Composition I (3). Only for graduate students whose native language is not English. Exploration of academic discourse in a cross-disciplinary context. The writing and revising of essays with special support for grammar and mechanics. Reading of academic prose. Weekly writing assignments. Not available for graduate credit. PRQ: Placement by testing and consent of department.

ENGL 452. ESL Rhetoric and Composition II (3). Only for graduate students whose native language is not English. A concentrated approach to disciplinary writing with special support for grammar and mechanics. Reading of academic prose. Documented writing required in all sections. Special support for grammar and mechanics. Not available for graduate credit. PRQ: ENGL 451 and consent of department.

ENGL 453. ESL Rhetoric and Composition (3). Only for graduate students whose native language is not English. A concentrated approach to disciplinary writing with special support for grammar and mechanics. Reading of academic prose. Documented writing required in all sections. Not available for graduate credit. PRQ: Placement into ENGL 453 and consent of department.

Course Load

A graduate-level student's course load includes all courses for which the student is registered, graduate or undergraduate, whether taken for credit or audited. A full-time load for a graduate student or student-at-large in a fall or spring semester is 9 semester hours, and in summer session is 6 semester hours. A graduate-level student on academic probation may not enroll for an overload. A student in good academic standing considering an overload should seek academic advice and must obtain approval to carry more than 12 hours in the fall or spring semester or 9 hours in the summer session. For a graduate student in a degree program, this approval must be obtained, in advance, by the student's major department; for a student-at-large, by a graduate student without a major department, the prior approval of the office of the dean of the Graduate School is required.

Graduate students holding assistantships during a fall or spring semester are to carry 9 semester hours of course work throughout the semester. In the summer session, students on such appointments are to carry 6 semester hours. Reductions of up to 3 semester hours in the expected course load, and any overload, must be approved in advance by the appointee's major department. Any greater reduction must be approved in advance, in writing, by the appointee's department chair and the office of the dean of the Graduate School. Graduate students holding fellowships, internships, or similar appointments are bound by the above regulations unless the conditions of their appointments specify otherwise and the exception has the approval of the Graduate School.

An international graduate student on an F1 or J1 visa is required to carry 9 semester hours in the fall and spring semesters. Such a student is not required to be enrolled in the summer session to be in compliance with immigration regulations, but may be required to be registered in the summer under other university regulations; see "Continuing Enrollment." Permission to take fewer than 9 semester hours in the fall or spring must be obtained in advance from the office of the dean of the Graduate School. An international student pursuing a program that requires a thesis, dissertation, or similar activity offered under course number 599 or 699 who has completed all other required course work for the program may, upon recommendation of the major department, be granted approval to carry a reduced course load for the balance of the time required for completion of the degree program.
Students may obtain certification that they are pursuing their studies full-time only if they are enrolled in a full course of study as defined above for their particular situation. A student with an approved underload is, by definition, not enrolled for a full course load. Therefore, such a student cannot expect to obtain official verification of full-time status, for purposes such as deferment of educational loans, for example.

### Graduate Credit for 400-level Courses

Some 400-level courses are available for graduate credit in a given academic term. These courses are starred in the Schedule of Classes. Undergraduate students may also enroll in these courses. When students enrolled for undergraduate credit and students enrolled for graduate credit are in the same course, additional course requirements for the latter group may be imposed. In any section of a 400-level course that is available for graduate credit, graduate students and students-at-large must be enrolled for graduate credit unless otherwise provided for that particular course in the Graduate Catalog. Not more than 50 percent of the minimum semester hours required for a master's degree may be earned in courses numbered 400-499; not more than 9 semester hours of the credit counted toward the Ed.S. degree may be earned in courses numbered 400-499; and not more than 24 semester hours in courses numbered 400-499 may be applied in doctoral programs.

### Eligibility to Enroll in Courses Numbered 599 and 699

Thesis and dissertation research, and other scholarly and creative activities offered under courses numbered 599 and 699, are intended as culminating academic experiences in the respective graduate programs. Therefore, in order to be eligible to enroll in a course numbered 599 or 699 a student must be admitted to the corresponding degree program; students-at-large are not eligible to enroll in such courses.

### Auditors

With permission of the instructor, a student may enroll in a class as an auditor. In order to have a satisfactory audit (grade of O) recorded on the transcript, the student must satisfy audit requirements as determined in advance between the student and the course instructor. A student who registers to audit a course and fails to meet such requirements may be assigned an unsatisfactory audit (grade of OW) at the discretion of the instructor. A student who enrolls as an auditor cannot expect to submit assignments to be graded by the instructor unless those assignments are part of the audit requirements established when permission to audit was granted. A student enrolled for credit who wishes to change that enrollment from credit to audit after the drop deadline must do so by the credit-to-audit deadline specified in the Schedule of Classes, and must have the approval of the instructor, the department, and the office of the dean of the Graduate School.

Tuition and fees are charged for audit hours on the same basis as for hours taken for credit. Audit hours are included in the calculation of the total course load, but a student who enrolls as an auditor will not receive credit for the course. A student enrolled as an auditor who wishes to change that enrollment to registration for credit must do so early in the term, no later than the add/drop deadline specified in the Schedule of Classes for that course.

### Graduate Students in Undergraduate Courses

Graduate students and students-at-large may enroll in undergraduate courses. Students admitted with undergraduate deficiencies are encouraged to remove these deficiencies at the earliest possible date in their course of study. Tuition for such classes is charged at the same rate as for graduate-level classes.

While undergraduate course grades are not included in the GPA, they are a part of the permanent record of the graduate student or student-at-large and appear on the transcript. Undergraduate hours are included in the calculation of academic load. For graduate students and students-at-large the deadlines and other conditions of enrolling in, dropping, or withdrawing from an undergraduate class are the same as those pertaining to a graduate class.

### Undergraduates in Courses for Graduate Credit

Seniors in their final term at NIU who want to take courses for graduate credit (approved 400-level and any 500- and 600-level courses) must apply for and receive early admission to the Graduate School, which requires the same documents and approvals as regular admission. No student may enroll more than one term under early-admission status. (See "Early Admission of NIU Undergraduates.")

### Undergraduates in Graduate Courses for Undergraduate Credit

Northern Illinois University undergraduate students may complete a maximum of 6 semester hours of 500- or 600-level course work for undergraduate credit, if they have completed 90 semester hours of credit towards their baccalaureate degree with a GPA of at least 3.00 or have previously completed a baccalaureate degree. They must also obtain, in advance, written approval from the instructor and from the office of the dean of the Graduate School to enroll in the course for undergraduate credit. In addition, for a 600-level course, the approval of the department offering the course is required.

### Law Students in Graduate Courses

A student in the Northern Illinois University College of Law may enroll in graduate courses, provided that he or she has earned a baccalaureate or graduate degree from an accredited institution and has obtained all necessary approval of the College of Law. A law student not also admitted to the Graduate School must obtain permission to register as a student-at-large. Enrollment of a law student in graduate courses will be for graduate credit.

### Graduate Students in Law Courses

With the approval of the student's major department and the office of the dean of the Graduate School, up to 9 semester hours of course work from the Northern Illinois University College of Law may be applied toward a graduate degree program. A graduate student not simultaneously pursuing a degree in the College of Law must petition the dean of the College of Law for permission to enroll in any law course. Such permission will only be granted in special circumstances. Credit hours in NIU law courses will be counted as transfer credit in the context of transfer-credit limits in degree programs and will not contribute to the student's GPA.

Law courses taken at other institutions are not accepted toward meeting the requirements of a graduate degree at NIU.
Variable Course Hours; Repeatability of Courses

The number of semester hours of credit indicated parenthetically for each course in this catalog denotes the credit that may be earned in that course in a given academic term. A course description may indicate that the course may be repeated to a specified maximum number of semester hours. There may be a lower or upper limit to the number of hours in a particular course that may be applied toward meeting the credit-hour requirements for a graduate degree. Unless otherwise specified in this catalog, graduate courses may be repeated only under the following circumstances.

If the student meets the requirements for the non-penalty repeat option, the course may be retaken under that option.

In a case where, to satisfy a program requirement, a student must achieve a certain grade as specified in the Graduate Catalog, the course may be repeated once. If the student again fails to achieve the required grade, the student's admission to that program will be terminated.

If a course taken to complete the requirements for a graduate degree does not fall within the period of time allowed for that degree, the course may be retaken for credit with approval of the student's major department.

The department in which authority for an approved teacher certification program resides may determine that credit in a course required for that program was obtained too long ago to be acceptable in meeting current requirements for certification. In that case, the department may approve retaking the course for credit.

A variable-hour course may be taken only once, unless the catalog description specifies that it may be repeated or unless one of the conditions listed immediately above is met.

Where a course is repeatable, maximum credit limits are stated in the course description. The statement, "May be repeated to a maximum of [number] semester hours," means that the semester hours earned both from the initial enrollment and any permitted subsequent enrollments cannot exceed that maximum.

These limitations on repeatability of courses do not restrict which courses may be taken under the nonpenalty repeat option described below, for under the nonpenalty repeat option credit is granted only once, even if the course is taken more than once. Restrictions on repeatability of courses apply only to registration for credit, not registration for audit.

If a graduate-level student wishes to repeat an undergraduate course for credit, the student must have the approval of the department offering the course. In addition, if the course is a deficiency for the student's major program, whether specified in this catalog or in the student's letter of admission or program of courses, the student must also obtain the approval of the major department to repeat the course.

Nonpenalty Repeat Option

The nonpenalty repeat option is available only for graduate courses in which a grade below B was attained. In order to repeat a course on a nonpenalty basis, a student in a graduate program other than a doctoral program must have written approval of the student's major department; students-at-large and others not in degree programs must have written approval of the Office of the Graduate School. When a course is repeated on a nonpenalty basis, only the higher of the two grades earned for the course is computed in the GPA. Enrollments resulting in recorded grades of IN, NG, NR, WF, or WP which are not instructor-assigned, and enrollments for audit (no credit), cannot be counted as "repeats" under this policy. If the grades are identical, either (not both) is computed in the GPA. No student may repeat more than 6 semester hours of course work on a nonpenalty basis; no course may be repeated more than once under this option. The nonpenalty repeat option is not available to a student admitted to a doctoral degree program.

Drop of or Withdrawal from a Course

All drops of or withdrawals from courses must be accomplished before the applicable deadlines. For courses conforming to the standard academic calendar, schedule-change deadlines are indicated in the Schedule of Classes for the particular term. Information on deadlines for courses with unusual schedules may be obtained from the Office of Registration and Records. Drop and withdrawal procedures are also described in each term's Schedule of Classes; questions about those procedures should be directed to the Graduate School.

It is possible for a student to drop a course prior to or early in the course. When a course is dropped, no record of the enrollment appears on the student's record. After the drop deadline, a period is specified during which the student may withdraw from the course with the course appearing on the student's record with a grade. A student who withdraws from all courses in which he or she enrolled in a given term is considered to have withdrawn from the university for that term. For each graduate course in which a student is doing passing work (C or better in a graduate course) at the time of withdrawal, as assessed by the instructor, a WP will be received; for any course in which the instructor determines that the student is not doing passing work, a WF will be received. If the instructor does not make an assessment of whether the student is passing or failing, a WP will be received. Grades of WP and WF are not included in the computation of the graduate GPA. Grades assigned in connection with withdrawals from undergraduate courses (W or F) are governed by the undergraduate grading system.

Students who fail to notify the Graduate School in writing of their intent to withdraw from the university, when required to do so according to the Schedule of Classes, or who fail to withdraw from a course or from the university in accordance with established procedure and by the established withdrawal deadline, may receive an F in any affected course(s). If withdrawal is accomplished early enough in the term, there may be reduced liability for tuition and fees under the university's refund policies, as described in the Schedule of Classes. Later withdrawal may leave the student wholly liable for tuition and fees. Questions about billing and refund policies should be directed to the Bursar's Office.

Continuous Enrollment

Most students, both full- and part-time, prefer to pursue an advanced degree without interruption in time. Those students who interrupt their studies should especially note the maximum time period allowed to fulfill all requirements for the degree sought. (See the sections entitled "Limitation of Time" elsewhere in this catalog.)

Students availing themselves of the services of the academic staff or the facilities of the university in any way that directly or indirectly relates to fulfilling degree requirements or receiving course credit must be enrolled. For example, a student must be enrolled in the term in which a comprehensive examination is taken. Also, once a student has begun work on a thesis, dissertation, or similar activity under course number 599 or 699, it is expected that such work progress each academic term, and enrollment must be continuously maintained in course number 599 or 699 until a final grade is received for the activity and the required documentation of the activity is formally approved by the Graduate School, unless a leave of absence is obtained, as described in the section "Requirements for Graduate Degrees." If such continuous enrollment in courses numbered 599 or 699 is not maintained, and a leave of absence is not granted, then upon recommendation of the department the student is subject to termination of admission.
to the program. This will also result in termination of admission to the Graduate School unless the student has been admitted to another graduate program.

A student is not required to be registered in the term of graduation simply in order to graduate, if the student is not otherwise required to enroll under the policies of the previous paragraph. However, in order to make use of academic or nonacademic services of the university, a student is generally required to be enrolled for the corresponding term.

Grading System

The cumulative grade point average (GPA) is computed by dividing the total number of grade points by the total number of credit hours that a student has taken in NIU courses earning grade points.

Grades and their grade point values are as follows.

<table>
<thead>
<tr>
<th>Grades Earning</th>
<th>Grade Points Per (Satisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Credit</td>
<td>Semester Hour 4.00 A</td>
</tr>
<tr>
<td></td>
<td>3.00 B</td>
</tr>
<tr>
<td></td>
<td>2.00 C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades Not Earning</th>
<th>Grade Points Per (Unsatisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Credit</td>
<td>Semester Hour D 1.00</td>
</tr>
<tr>
<td></td>
<td>F 0.00</td>
</tr>
<tr>
<td></td>
<td>U 0.00</td>
</tr>
</tbody>
</table>

**Other Transcript Entries**
- I (Temporary Incomplete)
- IN (Permanent Incomplete)
- WP (Passing at time of withdrawal)
- WF (Failing at time of withdrawal)
- O (Audit; no grade and no credit)
- OW (Unsatisfactory Audit; requirements not completed)
- NR (Grade temporarily not reported)
- NG (Grade permanently not reported)

An NR is recorded when an instructor submits the grade roll for the section after the deadline for reporting grades at the end of the term or when a grade is not submitted for a particular student in a course. The NR symbol may be changed to a grade specified by the instructor. A student may not graduate with a grade of NR on his or her record if the resolution of such a grade could render the student ineligible for graduation, whether or not the course involved is part of the student's official program of courses. If the instructor does not change the NR to a regular letter grade before the end of the term following that for which the NR was issued, the NR will be recorded permanently as NG. An NG is not counted in the computation of the grade point average. The NG symbol may not be subsequently changed to a regular letter grade. A student wishing credit in a course for which NG has been recorded must register again and complete the requirements then stipulated.

The Graduate School grading system generally applies to every student admitted to the Graduate School and all students-at-large.

Students doing less than satisfactory work will be assigned the grade of D, F, or U. Graduate credit is given only for those courses in which a grade of S, or C or better, is earned.

If eligible, undergraduate students may, with Graduate School approval, register for graduate course work for graduate or undergraduate credit; see "Undergraduates in Courses for Graduate Credit" and "Undergraduates in Graduate Courses for Undergraduate Credit." Undergraduate students taking a course for graduate credit will be graded according to the Graduate School grading system; undergraduates taking a graduate course for undergraduate credit will be graded according to the undergraduate grading system; graduate students taking an undergraduate course will be graded according to the undergraduate grading system, except that graduate procedures and deadlines apply to grades of I or NR.

Pass/fail grading does not exist in the graduate grading system at NIU. Therefore, a graduate-level student may not elect to be graded on a pass/fail basis in a course carrying graduate credit. A graduate student may elect the pass/fail option in undergraduate courses. This option may not be used in required undergraduate deficiency courses identified either in the student's letter of admission or on the student's program of courses. It may not be used in ENGL 451, ENGL 452, or ENGL 453 if the student whose native language is not English is required to take any of these courses. Some graduate schools and professional schools may require that actual grades earned in courses taken on a pass/fail basis be reported on the official transcript. If a student requests this restoration of grades for courses taken pass/fail, this will be done for all/such courses, and all/transcripts requested thereafter will report the actual grades earned.

Certain graduate courses may be graded as S or U; such grading, however, is restricted to courses titled dissertation, externship, independent study/research, institute, internship, practicum, seminar, thesis, or workshop; courses numbered 599 and 699 that reflect culminating experiences analogous to theses and dissertations; and courses that specify S/U grading in the course description in this catalog. In those courses to which the S/U grading basis is applicable, the use of S and U will apply to all students registered in any class section in which S/U grading is employed. Individual students may not elect S and U grading; S/U grading is not equivalent to the pass/fail option of the undergraduate grading system. In a given term, all students in all sections of each course numbered 599 or 699 shall be graded on the S/U basis, or all will be graded otherwise. If in doubt, graduate-level students should inquire from academic departments as to which of their courses are graded on the S/U grading basis.

Any change of grade (other than from I or NR) submitted more than one month after the opening of the next academic term following the assignment of the original grade, and any change from a grade of D, F, or U to a grade carrying graduate credit or to an incomplete, requires a written explanation from the instructor and the approval of the office of the dean of the Graduate School.

Incompletes

When special circumstances prevent a student's completing the requirements of a course, the instructor may, at her or his discretion, direct that the symbol I (indicating temporary incomplete) be entered in the student's record. When the I is assigned, the instructor will file in the departmental office a statement of the work to be completed and will set a deadline for the student to fulfill this requirement. In no case may the deadline be later than the end of the next term, including the summer session as one term, after the term for which the incomplete had been assigned.

The incomplete must be removed within the following term (including summer session) whether or not the student is enrolled. If an extension in time is required to remove an I, an extension of up to one term may be granted on the recommendation of the instructor and with the approval of the office of the dean of the Graduate School. Only one such extension per course may be granted.

If the student does not submit all required work by the deadline established, the instructor may assign a grade that is consistent with the work completed and the grading standards of the course. If the instructor does not change the incomplete to a regular letter grade within the period allowed for resolution, the incomplete I

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*See following section on "Incompletes."*
will be converted to a permanent incomplete (IN). An IN is not counted in the computation of the grade point average. The IN symbol may not subsequently be changed to a regular letter grade on the basis of additional work submitted after the deadline for resolution of the temporary incomplete. A student wishing credit in a course for which IN has been recorded must enroll in the course again and receive a grade based upon performance in the course during this enrollment.

Incompletes in courses numbered 599 and 699 (thesis, dissertation, and analogous courses) are exempt from the above regulations. These incompletes must be removed by completing the specific work, and by receiving a grade reflecting this work, in accordance with the "Limitation of Time" indicated for each degree program. A student transferring out of a thesis or dissertation program (or other program requiring course 599 or 699) may, at the discretion of the major department, receive credit for some or all of the work already conducted under course number 599 or 699; otherwise, any grades of incomplete (I) in 599 and 699 will be changed to IN (permanent incomplete).

A student may not graduate with a grade of I (temporary incomplete) on his or her record if the resolution of such a grade could render the student ineligible for graduation, whether or not the course involved is part of the student's official program of courses.

Grade Appeals

A graduate-level student may formally appeal a semester grade alleged to have been assigned capriciously. The definition of capricious grading is limited to (a) the assignment of a grade to a particular student on some basis other than performance in the course, (b) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course, or (c) the assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the term. A grade appeal may not be based upon the judgment of an instructor in assessing the quality of a student's work.

A description of procedures governing the appeal of allegedly capricious semester grades for graduate-level students may be secured in the offices of academic departments or in the office of the dean of the Graduate School.

Academic Standing

To remain in good academic standing a graduate student must maintain a minimum GPA of 3.00 in all graduate courses taken on the student's program of courses as well as in all graduate courses taken. The GPA is computed on a cumulative basis, by dividing the total number of grade points by the total number of credit hours that a student has taken in courses earning grade points. The GPA includes any course work taken at NIU for which a student earned graduate credit, but not graduate work taken at other institutions that is accepted toward meeting the requirements of an NIU graduate degree or certificate. Courses in which a student has received I, IN, NG, NR, O, OW, S, WF, or WP are not included in this computation.

Following any academic term at the end of which the cumulative graduate GPA falls below 3.00, the student will be considered on academic probation. A student on academic probation who fails to bring the GPA to the required level of 3.00 upon the completion of an additional 9 semester hours of graduate work, excluding S/U course work but including course work for which a grade of IN or NG has been recorded, or upon enrollment in any course work in 3 subsequent terms, will be academically dismissed from the Graduate School. A student on probation who has registered for but not completed 9 or more such additional semester hours, or has enrolled in three terms following the term for which the student was placed on probation, will not be permitted further registration until all grades of I and NR have been removed and the student has achieved good academic standing. A graduate student who has been academically dismissed from the Graduate School may not register as a student-at-large.

A graduate-level student who has accumulated 6 or more semester hours of grades of D, F, U, or WF in graduate course work at NIU will be academically dismissed from the Graduate School, regardless of the student's GPA.

A student who fails to maintain a GPA of 3.00 in his or her required program of courses for a particular degree may, upon recommendation of the department or program, be subject to termination of admission to that degree program.

A student-at-large must maintain a GPA of at least 3.00 in all graduate course work to be in good academic standing and is subject to the provisions of probation and dismissal as described above.

Although undergraduate course work is not included in the computation of the graduate GPA, it is also expected that graduate students achieve certain levels of competence in undergraduate courses pertinent to their graduate studies at NIU. If a graduate student fails to earn a grade of C or better in an undergraduate course specified as a deficiency course for the student's program, or in course work in English that is required as a consequence of the mandatory testing of English-language proficiency of students whose native language is not English, then upon the recommendation of the department, the student's admission to the corresponding degree program will be terminated. Some programs have more rigorous performance expectations for deficiency courses, which may be specified in this catalog or in the student's letter of admission to the Graduate School.

Academic Reinstatement

A graduate-level student, or student-at-large, who has been academically dismissed may petition for academic reinstatement. Such petitions are acted upon by the Graduate Council Appeals Committee. To submit a request for reinstatement, or for more information about the process, the dismissed student should contact the office of the dean of the Graduate School.

Graduate students or students-at-large who have been academically dismissed from NIU and who have been absent from the university for ten years or longer, may request consideration for reinstatement under the returning graduate student/student-at-large reinstatement policy. The cumulative GPA of a student reinstated under this policy will be based only on course work attempted after the date of reinstatement. The reinstated student will be considered to be on final academic probation. If upon completion of 9 or more semester hours of graduate-level course work (exclusive of course work graded on an S/U basis but including course work in which a grade of IN or NG has been recorded), or upon enrollment in any course work in three subsequent terms, the new cumulative GPA is below 3.00, a final academic dismissal will be issued to the student.

The student's status upon reinstatement will be governed by that held at the time of dismissal (i.e., graduate student or student-at-large) and prevailing Graduate School policy on reentering graduate students. A former graduate student reinstated to the Graduate School under this reinstatement policy must apply, or reapply, for admission to a desired degree program. All university regulations and program requirements in force at the time of reinstatement will apply to the reinstated student.
The Graduate Council Appeals Committee is authorized to review requests for exceptions to certain rules and certain kinds of appeals. The committee does not hear grade appeals, for which a separate procedure exists. Its primary authority lies in the sphere of Graduate School regulations—for example, admission, matriculation, and retention—but in special cases it may serve as an appellate body for academic matters deriving from the rules and practices of the departments and colleges. One major function of the committee is to review petitions for academic reinstatement from graduate students and students-at-large who have been academically dismissed. It will not review academic decisions that are based upon the disciplinary expertise of faculty in a particular field—for example, judgments of whether or not a student has passed a comprehensive examination, or whether or not a student who meets the university’s minimum requirements should be admitted to the Graduate School to pursue a particular program. However, it may examine the equitability of the process(es) by which such academic decisions have been arrived at. Similarly, if a student has requested an exception to a regulation (e.g., policy, procedure, deadline) at the appropriate level (departmental, college, etc.) and the request has been denied, the Appeals Committee may be asked to review the case only to the extent that the denial is alleged to be “capricious”—that the appellant’s request was handled in a fashion substantially different from those of other students in similar situations.

A student wishing to bring some matter before the Graduate Council Appeals Committee should address a written request to the office of the dean of the Graduate School.

Dual Credit for Graduate Course Work

For a student pursuing a doctoral degree at NIU after completing one or more master’s degrees at NIU, an unlimited number of semester hours of graduate work from those prior NIU programs may be applied to meeting the credit-hour requirements of the doctoral program, provided that the NIU course work was not applied to the NIU meeting requirements of a graduate degree at another institution. However, any NIU graduate work already applied toward two graduate degrees (whether at NIU or elsewhere) may not be applied also toward doctoral program requirements. Also, a maximum of 9 semester hours of NIU course work that has been applied toward meeting graduate degree requirements at another institution may be used in an NIU doctoral program. The doctoral Committee may in such cases make a determination of accepting credit from the other institution. The official program of courses to be taken for the degree should be submitted to the Graduate School for review for conformity with departmental and university requirements as early as possible. The program of courses must be submitted no later than the graduation application deadline for the term for which the student applies for graduation. Until a student’s program of courses is approved, in writing, by the Graduate Council Appeals Committee, students should consult with their academic advisers (named in the letter of admission) to plan an official program of courses for the first term at NIU. Care should be taken that such selections conform with the requirements of the specific program they wish to pursue in their major department.

Students are urged to consult early in or prior to their first term with their academic advisers (named in the letter of admission) to plan an official program of courses. Prior to registering each term, students should consult with their advisers for the purpose of reviewing and approving all course selections. The Graduate Catalog outlines the minimum course requirements for each degree program, for a student fully prepared to begin that program.

Departments may, and often do, require additional course work of individual students as necessary to address deficiencies of background or other specific needs for proper academic or professional preparation. And, a department is not obligated to accept any particular course for inclusion in a student’s program of courses, whether it was taken at NIU as a graduate student or as a student-at-large, or was taken at another institution. Some degree programs also have a limitation on the amount of credit from courses taken at NIU as a student-at-large, and/or on the combined total of student-at-large and transfer hours, that may be applied toward meeting degree requirements; such limitations are described below or in individual program descriptions in this catalog.

At least 50 percent of the credit for graduate course work required on the program of courses, excluding courses identified as deficiencies, must be in the student’s major. Individual degree programs may require a minimum of 75 percent of the credit be focused on the major field. For a student in a doctoral program who has a master’s degree, the requirement of 50 percent of graduate work in the major applies only to courses beyond the master’s degree. The official program of courses to be taken for the degree should be submitted to the Graduate School for review for conformity with departmental and university requirements as early in the student’s graduate studies as possible. The program of courses must be submitted no later than the graduation application deadline for the term for which the student applies for graduation. Until a student’s program of courses is approved, in writing, by both the major department and the Graduate School, the student cannot be assured that the proposed plan of study will be accepted as fulfilling the degree requirements. When the program of courses has been fully approved, a copy will be sent to the student and to the adviser.

The Official Program of Courses

Any other student who pursues two distinct graduate degrees at NIU, either simultaneously or consecutively, may have up to 9 semester hours of graduate course work accepted for credit in both degree programs. A student who pursues a master’s or Ed.S. degree at NIU after completing a graduate degree at another accredited institution may have up to 9 semester hours of graduate course work used in that other degree program accepted for credit in the NIU degree program, whether the courses were taken at NIU or at the other institution.

In taking advantage of these provisions, the student must complete all the stated requirements for each degree. Further, the course work applied to each degree must fall within the prescribed limitation of time for that degree. The written approval of the chair of the appropriate department is required when the degrees are being pursued simultaneously. For consecutive degrees, only written approval of the chair of the department in which the second degree is being pursued is required. In both situations the written approval of the office of the dean of the Graduate School is required. In no case may a course be accepted for credit in more than two graduate degree programs.

The Official Program of Courses

Students are encouraged to attend classes regularly, but individual instructors determine attendance policies for their own classes. The university recognizes that on occasion examinations or other scheduled academic activities may conflict with the religious observances of some members of the academic community, and accordingly encourages the instructional and administrative staff to make reasonable accommodations to minimize the resulting difficulties for individuals concerned. Students faced with such conflicts should notify the appropriate instructor or administrative area as much in advance of the examination or other activity creating the conflict as possible. Students believing that they have been unreasonably denied an educational benefit due to their religious beliefs or practices may bring the matter to the attention of the department chair for resolution; if for any reason this route would not be appropriate, the matter may be brought to the college dean or dean’s designee.
Accommodations for Students with Disabilities

A student who believes that special accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must (1) inform the faculty in charge of the academic activity either at the start of the course or as soon as the student becomes aware of the activity or requirement in connection with which accommodation is sought, (2) provide the required verification of the disability to the Center for Access-Ability Resources, and (3) inform the latter office from which faculty member accommodations have been requested. If contacted by the faculty member, the staff of the Center for Access-Ability Resources will provide advice about accommodations that may be indicated in the particular case.

A wide range of services can be obtained by students with disabilities, including housing, transportation, adaptation of printed materials, and advocacy with faculty and staff. Students with disabilities who need such services or want more information should contact the Center for Access-Ability Resources, University Health Service, at (815) 753-1303.

Facilities for Experimental Animals or Recombinant DNA

A student or member of the faculty or staff who proposes to engage in research utilizing living animals or recombinant DNA should consult first with her or his academic department or the research compliance office in the Graduate School to determine the federal and university requirements for facilities in which such research subjects are to be housed and to obtain the approval forms required by the Institutional Animal Care and Use Committee or the Institutional Biosafety Committee, respectively.

Use of Radioactive Substances

A student who proposes to use substances emitting ionizing radiation must be supervised by a faculty member and must use such materials in a facility approved by the University Radiation Safety Committee; and such radioactive substances may be purchased only with the approval of the University Radiation Safety Officer.

Protective Standards in Research

Protection of Human Subjects

Any Northern Illinois University student or faculty or staff member who proposes to undertake research involving human subjects is required by federal and university regulations to seek approval for the project from the Graduate School's research compliance office. Research using questionnaires, evaluations, or surveys—mailed or otherwise conducted—or involving personal interviews is included in the category of human-subjects research and must be reviewed by the Institutional Review Board or its chair. Each research project involving human subjects must receive formal approval or exemption from the Board or its chair.

The student must submit a completed departmental review form to the chair of the academic department under whose jurisdiction the research would be undertaken. The student should also ascertain from the department whether completion of the longer Application for Approval to Use Human Subjects in Research form is required. The department chair, or a designee, will review the submitted human-subjects form to determine if the project falls into a category requiring the approval of the NIU Institutional Review Board on the Protection of Human Subjects.

Departmental review forms and the Application for Approval to Use Human Subjects in Research may be obtained from most departmental offices or from the research compliance office within the Graduate School. Applicants are responsible for providing the information requested on the forms, for securing the required approval signatures, and for seeing that the completed, signed forms are received by the Graduate School. If research involving human subjects is part of a student's degree requirements, then to ensure eligibility for graduation, the student is urged to complete these required forms as soon as possible after the topic and protocols of the research have been determined. In no case should research involving human subjects begin before all necessary institutional approvals have been given. Questions concerning human subjects review may be directed to the student's faculty adviser, department chair, or to the research compliance office in the Graduate School.
Requirements for Graduate Degrees

The following are general university requirements for the various degree programs as established by the graduate faculty. Individual departments and programs may have established additional or more restrictive requirements, which are described in the corresponding departmental sections of this catalog. Students should consult those sections to determine such requirements and must meet all requirements specific to their own major/specialization in addition to the general requirements of the university.

Graduation

A student who intends to graduate at the end of a particular term must have submitted a completed graduation application, including the receipt for payment of the graduation fee, by the graduation-application deadline for that term. This deadline is published in the Graduate School Calendar and in the Schedule of Classes for each term. The application form must be submitted and the fee paid only once for each degree earned.

All requirements for a graduate degree must be completed no later than the date of Commencement of a particular term in order for the student’s degree to be conferred as of that graduation date. There are earlier deadlines for meeting some degree requirements; these are given in the Graduate School Calendar: It is the student’s responsibility to be aware of these deadlines.

If a student applies for graduation in a particular term and fails to graduate at the end of that term, the application will automatically be transferred once, to the next academic term. If the student also fails to graduate at the end of that next term, no further automatic transfer of application will occur. Thereafter, the student must notify the Graduate School, in writing, in order to reactivate his or her application for the anticipated graduation date, and must do so by the graduation-application deadline for the expected term of graduation in order to graduate at the end of that term.

After a student has applied for graduation and it has been verified that all degree requirements have been completed, an official “certificate of completion” can be issued by the Graduate School to the student or to another party designated in writing by the student. Such a certificate is commonly accepted as proof of completion in advance of issuance of the diploma and degree transcript.

Requirements for the Degrees

Master of Accounting Science
Master of Arts
Master of Music
Master of Public Administration
Master of Public Health
Master of Science
Master of Science in Education

The following regulations apply to students in programs leading to the degrees Master of Accounting Science, Master of Arts, Master of Music, Master of Public Administration, Master of Public Health, Master of Science, and Master of Science in Education. The regulations for the Master of Business Administration and Master of Fine Arts degrees are in subsequent sections. Detailed requirements for specific degrees appear in the departmental sections of this catalog.

Admission

The Graduate School admission requirements for all of the above-listed master’s degrees except for those in the College of Business are indicated in the section on “General Requirements for Admission to the Graduate School.” The admission requirements for graduate programs in the College of Business are described in that college’s section of this catalog.

There are additional admission requirements and earlier application dates for several programs; the catalog sections for individual programs should be consulted.

Credit Requirements

Students in master’s degree programs must earn a minimum of 30 semester hours of graduate credit with a minimum GPA of 3.00. This average must be earned over all NIU graduate courses required in the student’s program of courses (excluding deficiency courses taken for graduate credit) as well as over all graduate work taken at NIU. The minimum number of required semester hours is greater than 30 in some programs, as indicated in the respective major department sections.

Limitation of Time

The student must fulfill all requirements for a degree within the six consecutive years immediately preceding the date of the student’s graduation from that degree program. This time limit applies to enrollment in all graduate course work in the student’s program including work for which transfer credit is allowed.

If a course taken to complete the requirements for the master’s degree does not fall within the six-year period allowed for the degree program, the student’s major department may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses. Transfer courses falling outside the limitation of time may not be used in a graduate program.

In the College of Business, the six-year time limitation for course work applies only to Phase Two courses.

Advisory System

Each student is assigned an adviser or advisory committee whose purpose is to guide the student’s program and recommend him or her for the degree when the student is properly qualified.

The official program of courses is formulated by the student in consultation with the assigned adviser or advisory committee. This program should be submitted to the Graduate School for review and approval as early as possible. It must be submitted no later than the graduation-application deadline of the term for which the
student expects to graduate from that degree program. When the program of courses has been approved by the Graduate School, a copy will be sent to the student and to the adviser. Any changes subsequently made to an approved program must also be submitted to and approved by the Graduate School.

Removal of Deficiencies

Courses may be listed as deficiencies either in the letter of admission to the Graduate School or on the program of courses. Students are encouraged to remove such deficiencies as early in the program of study as possible. A schedule for completing courses identified as deficiencies may be established by the adviser or advisory committee.

Courses for Which Credit is Allowed at NIU

At NIU only courses which are numbered 400-499, 500-599, and 600-699 carry credit toward the master's degree. At least 50 percent of the minimum number of semester hours required for the master's degree in the student's major (or specialization, if any) must be earned in courses numbered 500 and above.

Some courses numbered in the 400s carry only undergraduate credit. Graduate students registering for 400-level courses are responsible for ascertaining whether these courses have been approved for graduate credit and whether the particular class section in which they enroll is offered for graduate as well as undergraduate credit.

Northern Illinois University does not offer correspondence courses, which are courses other than independent-study courses that do not involve significant real-time interaction between students and faculty, when such interaction would normally be a part of the same course offering on campus.

Student-at-Large, Study-Abroad, and Transfer Credit

With the approval of the student's major department and the office of the dean of the Graduate School, a maximum combined total of 15 semester hours of credit for courses taken for graduate credit that are accepted in transfer from other accredited institutions, plus NIU graduate courses taught outside the United States, may be counted toward meeting the requirements for an advanced degree. Some degree programs also have limitations on the amount of credit from courses taken at NIU as a student-at-large, and/or on the combined total of student-at-large, study-abroad, and transfer hours that may be applied toward meeting degree requirements; such limitations are described below or in individual program descriptions in this catalog.

In the School of Music no more than 6 semester hours of transfer credit may be counted toward meeting the requirements for a master's degree. In the School of Nursing no more than 9 semester hours earned from courses taken as a student-at-large may be applied to the master's degree. In the School of Art no more than 9 semester hours of transfer credit may be counted toward meeting the requirements for a master's degree, and in the School of Theatre Arts, no more than 10 semester hours of transfer credit may be counted toward meeting the requirements for a master's degree. For students pursuing the M.S.Ed. degree in special education or counseling, no more than 9 semester hours of transfer and student-at-large credit in combination may be applied to the master's degree.

The above semester-hour limits may be exceeded on a program of courses only by the use of transfer courses and only if the total number of semester hours required on the program of courses exceeds the minimum requirements for that major (and specialization, if any) by at least the same number of hours.

In evaluating transfer credit, three quarter hours are equivalent to two semester hours. If credit to be transferred was earned as quarter hours, it will be transferred in the ratio of two semester hours per three quarter hours. A grade of B- or better must have been earned in each graduate course accepted in transfer toward meeting degree requirements, and the overall GPA for all graduate transfer work accepted must be at least 3.0. Courses for which grades of S, Pass, Credit, or the like have been earned will be accepted in transfer only if it can be verified that the student's performance was at a level equivalent to a grade of B- or better. None of these transfer hours may be in correspondence courses, which are defined above and in "A Guide to Reading This Catalog" at the front of this publication.

To receive consideration for work done elsewhere, the student must submit to the Graduate School an official transcript of the work to be considered for transfer. Transfer credit is considered to be accepted toward a degree program only at the time a student is cleared to graduate from the program.

Language and Research-Tool Requirement

Certain departments require proficiency in a foreign language or a research tool for the master's degree. The departmental sections of this catalog should be consulted for such requirements. If applicable, proficiency in these skills is determined in the same fashion as described under "Requirements for Doctoral Degrees," unless specified otherwise in the program descriptions in this catalog.

Comprehensive Examination

Successful completion of a comprehensive examination is required in all master's degree programs described in this section except the M.A.S., the M.S.Ed. in counseling, and the M.S. programs in finance, in management information systems, and in nursing. The comprehensive examination may be either written or oral, or both, at the option of the department. These examinations are given by the major department. The number of semester hours of course work which a student must complete before taking this examination shall be determined by the department. A student planning to take a comprehensive examination may be required to file a letter of intent with his or her department, and should consult the department concerning applicable procedures and deadlines for such notification.

A student must be registered in the term in which a comprehensive examination is taken. A student must be in good academic standing, both overall and in the degree program, to be eligible to take this comprehensive examination. The department may allow a student who fails this examination to repeat it after a period of time determined by the department. A student who fails this examination a second time, or is not permitted a second attempt, will not be permitted to continue work toward the master's degree in that program, and admission to that program will be terminated.

If the comprehensive examination is to be given to a group of students rather than being scheduled individually for each student, the department should post notices of the date, time, and place for each examination at least two weeks before it is to be administered.

Thesis

The thesis will be a scholarly contribution to knowledge. Its subject must be in the area of the student's major and be approved by the student's thesis director or thesis committee. The thesis presents research that has been conducted under the supervision of a graduate faculty member approved as the thesis director. The document may not have been published previously, and the research must be successfully defended in an oral examination.

A student intending to write a thesis should identify a prospective faculty director for the thesis, who must be willing to serve as thesis director, meet Graduate School qualifications, and be approved by the department. The thesis director and thesis committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular thesis project, in which case the department will assist the student in
seeking a thesis director. If a student, with department approval, changes thesis director, the student may need to undertake additional work, or to change research projects, in accordance with the expectations and expertise of the new thesis director.

When thesis research involves human subjects, experimental animals, recombinant DNA, or the use of radioactive substances, special approval is required before the research is undertaken, as explained under the heading "Protective Standards in Research."

A student who has formally begun the thesis or its equivalent must register in course number 599 in each subsequent term until the thesis or equivalent is submitted to and formally approved by the Graduate School. Registration for this purpose may be in absentia. If circumstances prohibit continuing progress on the work, a student may request a leave of absence from the office of the dean of the Graduate School. If a student interrupts registration in a course numbered 599 without obtaining a leave of absence, then, upon recommendation of the major department, the student’s admission to the degree program will be terminated. After a student has registered for the maximum number of hours of credit that can be earned in a course numbered 599, he or she should register as an auditor in 599 each term until the thesis or equivalent receives final Graduate School approval.

A student following a thesis program shall submit three copies of the thesis and four abstracts thereof, after approval by the appointed departmental committee. The thesis must be submitted according to the instructions in The Graduate School Manual for Theses and Dissertations, available at campus bookstores, and must be approved by the Graduate School. Art documentaries and music recital tapes are treated much like theses, as explained in this manual.

A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a thesis or other final product of a course numbered 599 for review and acceptance by the Graduate School.

Any student using the services of the academic staff or the facilities of the university must be registered for the period during which the services are rendered or the facilities are used.

After the thesis has received final Graduate School approval, the three approved copies are distributed one each to the Founders Memorial Library, the University Archives, and the student’s major department.

Composition of Examination and Thesis Committees

The thesis committee and the final comprehensive examination committee shall each consist of at least three members. The majority of the committee must be regular faculty members at Northern Illinois University; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the student’s major department.

Application for Graduation

When nearing completion of requirements for a graduate degree, a student must submit an application for graduation to the Graduate School. See "Graduation."

Requirements for the Degree Master of Business Administration

The M.B.A. program is designed to serve business and other organizations by preparing students to be leaders. The themes of a global view of business, leadership, ethics, and communication are important and integral parts of the program. The M.B.A. program consists of two phases. Phase One (up to 18 semester hours) is designed to compensate for deficiencies in undergraduate course work or experiences considered to be prerequisites for the Phase Two (50 semester hours) graduate course work. Electives within Phase Two consist of 9 semester hours and can be used either to focus within a particular business discipline or to obtain a broader background in a variety of graduate-level courses either inside or outside the College of Business.

Admission

Admission to the M.B.A. program is competitive and limited to those who can demonstrate high promise of success. The College of Business considers several indicators of success including, but not limited to, previous academic accomplishments, demonstrated leadership, communication skills, letters of recommendation, and scores on the verbal and quantitative sections of the GMAT. All candidates are expected to have some minimal competencies in computer, mathematics, and communications skills. Applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) (see "Examinations Required for Admission"). Applicants must satisfy the admission requirements of the Graduate School (see "General Requirements for Admission to the Graduate School"). The College of Business requires additional material for the admission process. Contact the Office of Graduate Studies in Business for details.

Credit Requirements

For those with the minimum competencies mentioned above but without prior preparation in the business area, the M.B.A. may require a maximum of 48 semester hours. However, an individual student’s program may require fewer semester hours depending on the student’s previous education in business and economics.

Phase One consists of nine 2-semester-hour courses. Phase Two typically consists of ten 3-semester-hour courses, seven required of all students and three electives. In addition to maintaining a minimum GPA of 3.00 in all graduate course work completed in the program at NIU, the student must maintain a minimum GPA of 3.00 in all graduate course work completed in Phase Two.

For detailed information concerning this program see the College of Business section of this catalog.

Limitation of Time

The student must fulfill all Phase Two requirements for the M.B.A. within the six consecutive years immediately preceding the date of the student’s graduation from that degree program. This time limit applies to all Phase Two graduate course work in the student’s program including work for which transfer credit is allowed.

If a course taken to complete the requirements of Phase Two does not fall within the time limitation indicated in the preceding paragraph, the student may be required to retake the course for credit or may be allowed to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through such methods as an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses.

Advisory System

Each student is assigned an adviser who will guide the student’s selection of courses and recommend the student for the degree when the student is properly qualified.

The official program of courses is formulated by the student in consultation with the assigned adviser. This program should be submitted to the Graduate School for review and approval as early as possible and no later than the graduation-application deadline.
of the term for which the student submits a completed application for graduation. When the program of courses has been approved by the Graduate School, a copy will be sent to the student and to the adviser. Any changes subsequently made to an approved program must also be submitted to and approved by the Graduate School.

Removal of Deficiencies

Courses may be listed as deficiencies either in the letter of admission to the Graduate School or on the program of courses. Students are encouraged to remove such deficiencies as early as possible. A schedule for completing courses identified as deficiencies may be established by the adviser.

Courses for Which Credit is Allowed at NIU

At NIU only courses which are numbered 400-499, 500-599, and 600-699 carry credit toward the master's degree. No more than 6 semester hours of credit earned in courses numbered 400-499 may be applied to Phase Two of the M.B.A. program. Some courses numbered in the 400s carry only undergraduate credit. Graduate students registering for 400-level courses are responsible for ascertaining whether these courses have been approved for graduate credit.

Student-at-Large and Transfer Credit

Students-at-large are normally prohibited from registering for graduate business courses.

The total credit from courses taken for graduate credit at other accredited institutions which are accepted in transfer plus credit earned at NIU as a student-at-large may not exceed 10 semester hours. No transfer credit from another institution may be in correspondence courses, which are defined as courses other than independent-study courses, delivered via any medium, that do not involve significant real-time interaction between students and faculty. In transfer, three quarter hours are considered equivalent to two semester hours. A grade of B- or better must have been earned in each graduate course accepted in transfer toward meeting Phase Two requirements, and the overall GPA for all graduate transfer work accepted must be at least 3.00.

The above semester-hour limits may be exceeded on a program of courses only by the use of transfer courses and only if the total number of semester hours required on the program of courses exceeds the minimum requirements for that major (and specialization, if any) by at least the same number of hours.

Application for Graduation

When nearing completion of requirements for a degree, a student must file an application for graduation with the Graduate School. See "Graduation."

Requirements for the Educational Specialist Degree

The purpose of the Ed.S. degree program is to permit students to attain greater mastery of their chosen fields than they can attain in formal study through the master's degree level.

Admission

For admission to the Educational Specialist (Ed.S.) degree program, an applicant must have a minimum GPA of 3.20 in graduate work at the master's level and hold a master's degree or equivalent from an accredited institution or be in the last semester of work leading to the master's degree at NIU.

Credit Requirements

A student in the Ed.S. degree program must earn a minimum of 30 semester hours beyond the master's degree, with at least a 3.00 GPA in the degree program (excluding deficiency courses taken for graduate credit) as well as in all graduate course work taken at NIU. The Department of Leadership and Educational Policy Studies section of this catalog should be consulted for other requirements.

Limitation of Time

The student must fulfill all of the requirements of the Ed.S. program within the six consecutive years immediately preceding the date of the student's graduation from that program. This time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed.

If a course taken to complete the requirements for the Ed.S. program does not fall within the time limitation indicated in the previous paragraph, the student's major department may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses. Transfer courses falling outside the limitation of time may not be used in a graduate program.

General Requirements and Procedures

In general, the requirements and procedures for the Ed.S. degree are the same as for the Master of Arts degree detailed under the headings "Advisory System," "Removal of Deficiencies," and "Application for Graduation."

Courses for Which Credit is Allowed at NIU

At NIU only courses which are numbered 400-499, 500-599, and 600-699 carry graduate credit. Some courses numbered in the 400s carry only undergraduate credit. Graduate students registering for 400-level courses are responsible for ascertaining whether these courses have been approved for graduate credit.

Not more than 9 semester hours of the credit counted toward the Ed.S. degree may be earned in courses numbered 400-499. Credit for at least 21 semester hours must be earned in courses numbered 500-699.

Student-at-Large, Study-Abroad, and Transfer Credit

With the approval of the student's major department and the office of the dean of the Graduate School, a maximum combined total of 15 semester hours of credit either earned in courses taken for graduate credit at other accredited institutions, which are accepted in transfer, plus NIU graduate courses taught outside the United States, may be counted toward meeting the requirements for the Ed.S. degree, with a maximum of 9 semester hours of transfer credit applicable toward this 15-hour limitation.

None of these transfer hours may be in correspondence courses, which are defined as courses other than independent-study courses, delivered via any medium, that do not involve significant real-time interaction between students and faculty. A grade of B- or better must have been earned in each graduate course accepted in transfer toward meeting the requirements of the Ed.S. program, and the overall GPA for all graduate transfer work accepted must be at least 3.00.

The above semester-hour limits may be exceeded on a program of courses only by the use of transfer courses and only if the total number of semester hours required on the program of courses
exceeds the minimum requirements for that major by at least the same number of hours.

To receive consideration for work done elsewhere, the student must submit to the Graduate School an official transcript of the work to be considered for transfer. In transfer, three quarter hours are considered equivalent to two semester hours. If credit to be transferred was earned as quarter hours, it will be transferred in the ratio of two semester hours per three quarter hours.

**Comprehensive Examination**

Each student must successfully complete a comprehensive examination administered by the major department. The examination may be written or oral, or both, at the option of the department.

A student planning to take a comprehensive examination may be required to file a letter of intent with his or her department chair, and should consult the department concerning applicable procedures and deadlines for such notification.

A student must be registered in the term of the comprehensive examination. A student must be in good academic standing, both overall and in the degree program, to be eligible to take this examination. A student who fails this examination may, with the permission of the major department, repeat it no sooner than the following academic term. A student who fails this examination a second time, or is not granted approval for a second attempt, will not be permitted to continue work toward the degree in that program, and admission to that program will be terminated.

**Thesis**

The writing of a thesis or field study is optional in the Ed.S. program.

The thesis will be a scholarly contribution to knowledge. Its subject must be in the area of the student's major and be approved by the student's thesis director or thesis committee. The thesis presents research that has been conducted under the supervision of a graduate faculty member approved as the thesis director. The document may not have been published previously, and the research must be successfully defended in an oral examination.

A student intending to write a thesis should identify a prospective faculty director for the thesis, who must be willing to serve as thesis director, meet Graduate School qualifications, and be approved by the department. The thesis director and thesis committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular thesis project, in which case the department will assist the student in seeking a thesis director. If a student, with department approval, changes thesis director, the student may need to undertake additional work, or to change research projects, in accordance with the expectations and expertise of the new thesis director.

When such research involves human subjects, experimental animals, recombinant DNA, or the use of radioactive substances, special approval is required before the research is undertaken, as explained in the section of this catalog titled "Protective Standards in Research."

A student who has formally begun the thesis must register in course number 599 in each subsequent term until the thesis is submitted to and formally approved by the Graduate School. Registration for this purpose may be in absentia. If circumstances prohibit continuing progress on the work, a graduate student may request a leave of absence from the dean of the Graduate School. If a student interrupts registration in course number 599 without obtaining a leave of absence then, upon recommendation of the major department, the student's admission to the degree program will be terminated. After a student has registered for the maximum number of hours of credit that can be earned in thesis research (course number 599), he or she should register as an auditor in 599 each term until the thesis receives final Graduate School approval.

A student following a thesis program shall prepare a significant thesis which must be submitted according to the instructions in The Graduate School Manual for Theses and Dissertations.

A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a thesis for acceptance by the Graduate School.

Any student using the services of the academic staff or the facilities of the university must be registered for the period during which the services are rendered or the facilities are used.

After the thesis has received final Graduate School approval, the three approved copies are distributed one each to the Founders Memorial Library, the University Archives, and the student's major department.

**Composition of Committees**

The thesis committee and comprehensive-examination committee shall each consist of at least three members. The majority of the committee must be regular faculty members at Northern Illinois University; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the student's major department.

**Requirements for the Performer's Certificate**

The purpose of the Performer's Certificate program is to permit students to attain greater mastery of their chosen fields than they can attain in formal study through the master's degree level.

**Admission**

For admission to a Performer's Certificate program, an applicant must normally have completed work equivalent to that required for the Master of Music degree at Northern Illinois University. Other admission requirements are noted in the School of Music section.

**Credit Requirements**

The Performer's Certificate program requires a minimum of 24 semester hours of credit with a GPA of at least 3.00. The minimum GPA of 3.00 must be earned over all courses required in the student's program of courses as well as (excluding deficiency courses taken for graduate credit) as well as over all graduate courses taken at NIU. Additional information may be found in the School of Music section.

**Limitation of Time**

The student must fulfill all of the requirements of the Performer's Certificate program within the six consecutive years immediately preceding the date of the student's graduation from that program.

If a course taken to complete the requirements for the Performer's Certificate does not fall within this time limitation, the School of Music may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses.
General Requirements and Procedures

In general, the requirements and procedures for the Performer's Certificate are the same as for the Master of Arts degree detailed under the headings "Advisory System," "Removal of Deficiencies," "Courses for Which Credit is Allowed at NIU," and "Application for Graduation."

Student-at-Large and Transfer Credit

No student-at-large or transfer credit is accepted as part of the program of courses required for the Performer's Certificate.

Final Recital

Each student must successfully present a final recital and should consult with the School of Music concerning applicable procedures and deadlines for this recital.

A student must be registered and must be in good academic standing, both overall and in the Performer's Certificate program, in the term of the final recital to be eligible for its presentation. A student who fails to perform the final recital successfully may, with the permission of the School of Music, repeat it no sooner than the following academic term. A student who fails a second time, or is not granted approval for a second attempt, will not be permitted to continue work toward the Performer's Certificate, and admission to that program will be terminated.

Composition of Final Recital Committee

The Performer's Certificate final recital committee shall consist of at least three members. The majority of the committee must be regular faculty members at NIU; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the School of Music.

Requirements for the Degree Master of Fine Arts

The M.F.A. degree in the School of Art is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in an acceptable discipline relating to the fine arts or design. This is a terminal degree in the fields of studio art and design.

The M.F.A. degree in the School of Theatre Arts is appropriate for college teaching and/or entrance into the profession in the fields of acting, directing, design, and theatre technology.

Admission

The basic requirements for admission after the completion of the baccalaureate degree are those indicated in the section "General Requirements for Admission to the Graduate School." Students with an M.A. degree who wish to continue in an M.F.A. program must have a minimum 3.20 GPA in graduate work to be admitted.

Students seeking admission to the M.F.A. program in the School of Art or in the School of Theatre Arts should consult the corresponding school's section in this catalog.

Students seeking admission to the M.F.A. program in the School of Art should send slides to the graduate coordinator in the School of Art. Other application materials are to be submitted to the Graduate School.

Credit Requirements

A student in the M.F.A. program must earn 60 semester hours beyond a baccalaureate degree, exclusive of work taken to remove deficiencies, with a GPA of at least 3.00 in all graduate courses required in the student's program of courses (excluding deficiency courses taken for graduate credit) as well as over all graduate course work taken at NIU.

For detailed information concerning each program see the section of this catalog concerned specifically with the School of Art or the School of Theatre Arts.

Limitation of Time

All requirements for the degree Master of Fine Arts must be completed within the seven consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed.

If a course taken to complete the requirements for an M.F.A. degree does not fall within the seven-year period indicated in the preceding paragraph, the student's major department may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses. Transfer courses falling outside the limitation of time may not be used in a graduate program.

General Requirements and Procedures

In general, the requirements and procedures for the M.F.A. degree are the same as for the Master of Arts degree detailed under the headings "Advisory System," "Removal of Deficiencies," "Courses for Which Credit is Allowed at NIU," and "Application for Graduation."

Student-at-Large and Transfer Credit

For a student pursuing the M.F.A. degree in art, up to 30 semester hours of course work from the M.A. program in art at NIU may be counted toward meeting the requirements of the M.F.A. degree, with the consent of the student's M.F.A. advisory committee. With the consent of the School of Art and the office of the dean of the Graduate School, a maximum of 9 semester hours of graduate credit from an M.A. program completed at another institution may be accepted toward the M.F.A. degree in art. A maximum of 9 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.F.A. degree in art. However, in meeting the requirements for a graduate degree in art, the combined total of graduate credit accepted in transfer from other accredited institutions, plus that earned at NIU as a student-at-large may not exceed 15 semester hours.

In meeting the requirements for the M.F.A. degree in theatre arts, with the approval of the School of Theatre Arts and the office of the dean of the Graduate School, the combined total of graduate credit either accepted in transfer from other accredited institutions, plus credit earned at NIU as a student-at-large, may not exceed 21 semester hours.

In transfer, three quarter hours are considered equivalent to two semester hours. If credit to be transferred was earned as quarter hours, it will be transferred in the ratio of two semester hours per three quarter hours. A grade of B- or better must have been earned in each graduate course accepted in transfer toward meeting requirements of an M.F.A. degree, and the overall GPA for all graduate transfer work accepted must be at least 3.00. No transfer credit from another institution may be in correspondence work.
which is defined in "A Guide to Reading This Catalog" at the beginning of this publication.

One-Person Show: Art

In the M.F.A. program in the School of Art, the student's work must culminate in a one-person show, which serves in lieu of a final comprehensive examination. Three copies of a pictorial documentation of the show must be submitted to the Graduate School as the equivalent of a thesis according to the instructions in The Graduate School Manual for Theses and Dissertations, available at campus bookstores. Additional instructions for documentation of the show are available from the School of Art. After the documentation has received final Graduate School approval, the three approved copies are distributed one each to the Founders Memorial Library, the University Archives, and the School of Art.

A student intending to prepare a one-person show should identify a prospective faculty director for the show, who must be willing to serve as director, meet Graduate School qualifications, and be approved by the department. The director and committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular one-person show, in which case the department will assist the student in seeking a director. If a student, with department approval, changes director, the student may need to undertake additional work, or to change projects, in accordance with the expectations and expertise of the new director.

Approval of the M.F.A. one-person show is by a majority of a faculty committee, consisting of at least three members. The majority of the committee members must be regular faculty members at Northern Illinois University, a majority must be members of the graduate faculty in the School of Art, and the chair must be a graduate faculty member in the School of Art and an appropriate specialist in the specific discipline.

A student must be in good academic standing, both overall and in the degree program, to be eligible to submit this documentation for review and acceptance by the Graduate School.

Because the pictorial documentation of a one-person show is considered equivalent to a thesis, the student must register in ART 699B. Once registered in ART 699B the student is expected to continue to register in ART 699B up to and including the term in which the documentation is submitted to and formally approved by the Graduate School. Registration for this purpose may be in absentia. If circumstances prohibit continuing progress on the work, the student may request a leave of absence from the dean of the Graduate School. If a student interrupts registration in course number ART 699B without obtaining a leave of absence, then upon recommendation of the major department, the student's admission to the degree program will be terminated. After a student's first enrollment in THEA 697, he or she should register as an auditor in THEA 697 each term until the project receives final approval from the department.

Additional instructions about the project and the written documentation are available from the School of Theatre Arts.

Requirements for the Degrees

Doctor of Education

Doctor of Philosophy

The doctorate is the highest degree granted by the university and is conferred only for work of distinction in which the student displays powers of original scholarship and the ability to conduct independent research.

Admission

Normally a student applying for admission to a doctoral program will be expected to have completed both baccalaureate and master's degrees. A student with a baccalaureate degree may, with the approval of the department, be admitted directly into a doctoral program. No student will be admitted to doctoral work unless the undergraduate and graduate records (including test scores) indicate ability to do work of high quality in the field chosen.

For admission to a doctoral program, a student must have at least a 3.20 GPA in any previous graduate work and approval of the department in which he or she plans to major.

At least three letters of recommendation are required from persons who can write analytically about the applicant's academic qualifications and ability to do graduate work.

Admission to doctoral work in a specific department may also require passing whatever entrance tests, screening devices, or interviews are required by the individual department.

Credit Requirements

Graduate students working for a doctoral degree must complete at least 90 semester hours of work beyond the baccalaureate degree with a minimum GPA of 3.00. This will include formal course work, independent study, research, and the dissertation. The minimum GPA requirement applies to all graduate courses required in the student's program of courses (excluding deficiency courses taken for graduate credit) as well as to all graduate course work taken at NIU. Transfer credit will be allowed at the discretion of the department concerned and the office of the dean of the Graduate School, subject to the limitations described below. Not more than 24 semester hours subsequent to the baccalaureate degree shall be in graduate courses numbered 400-499. Although most of the work will be in the student's major field, at the discretion of the major department some course work may be taken in related fields. The departmental sections of this catalog should be consulted for other requirements.
None of the transfer credit accepted toward meeting the requirements of a doctoral program may be in correspondence courses, which are defined in "A Guide to Reading This Catalog" at the beginning of this publication.

The above semester-hour limits may be exceeded on a program of courses only by the use of transfer courses and only if the total number of semester hours required on the program of courses exceeds the minimum requirements for that major by at least the same number of hours.

In accepting courses in transfer, three quarter hours are considered equivalent to two semester hours. If credit to be accepted in transfer was earned as quarter hours, the transfer credit will be computed in the ratio of two semester hours per three quarter hours.

### Residence Requirement

Residence, the enrollment for a specified number of semester hours during a specified period of time, is not required for all doctoral programs. Those programs with a residence requirement state that requirement in the departmental description of the program in this catalog. Alternate procedures for meeting a program's residence requirements may be recommended by the student's advisory committee, and approved in advance by the department chair and the office of the dean of the Graduate School.

A statement of how the student intends to satisfy a program's residence requirement should be submitted to the Graduate School together with the doctoral program of courses. This residency statement must be signed by the student and the department chair. All course work applied toward meeting the residence requirement must be course work in which graduate credit was earned.

### Ph.D. Language and/or Research-Tool Requirement

Specific language and/or research-tool requirements for the Ph.D. degree vary by department. These requirements may be found in the description of the doctoral program under each departmental heading.

The general Graduate School requirement for proficiency in foreign language(s) and/or research tool(s) for the Ph.D. degree may be met by one of the following:

- Two foreign languages with average reading proficiency.
- One foreign language with a high level of proficiency.
- Two research tools with average proficiency.
- One research tool with a high level of proficiency.

Students wishing to demonstrate average proficiency in French, German, or Spanish may do so by achieving a grade of S (satisfactory) in FLFR 382, Reading Expository French II; FLGE 382, Reading Expository German II; or FLSP 382, Reading Expository Spanish II, respectively. These courses and their prerequisite courses are described at the end of this section.

Translation examinations in these and other languages are arranged through the Office of Testing Services. Details on the nature of the foreign language examination and how it is administered are available from the Office of Testing Services.

Average proficiency in a foreign language may also be demonstrated by the possession of a degree from a college or university at which that language was the language of instruction.

Course work to be used to satisfy research-tool requirements must be approved by the student's major department and the office of the dean of the Graduate School. Unless the major department specifies a higher grade, an undergraduate grade of C or better,
or a graduate grade of B or better, must be received in each such course. If course work from another university is to be applied toward meeting research-tool requirements, an official transcript showing satisfactory completion of the course(s) must be provided to the Graduate School.

Students should work closely with their advisers in coordinating efforts to satisfy the Graduate School and departmental language and research-tool requirements with their doctoral research objectives.

FLFR 381. READING EXPOSITORY FRENCH I (3). The development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with no prior knowledge of French. Grading is on the S/U basis.

FLFR 382. READING EXPOSITORY FRENCH II (3). Continuation of the development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with no prior knowledge of French. Grading is on the S/U basis.

FLGE 381. READING EXPOSITORY GERMAN I (3). The development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with no prior knowledge of German. Grading is on the S/U basis.

FLGE 382. READING EXPOSITORY GERMAN II (3). Continuation of the development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with no prior knowledge of German. Grading is on the S/U basis.

FLSP 381. READING EXPOSITORY SPANISH I (3). The development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with credit for FLFR 381. Grading is on the S/U basis.

FLSP 382. READING EXPOSITORY SPANISH II (3). Continuation of the development of reading skills through the study of grammar and vocabulary. Translation and discussion of representative texts in the humanities, sciences, and social sciences as appropriate. Open only to graduate students with credit for FLSP 381. Grading is on the S/U basis.

Qualifying Examination

The student may be required, at the discretion of the major department, to take a qualifying examination. This may be written or oral, and should test the student's knowledge and ability in the student's major and related fields. The department may allow a student who fails this examination to repeat it after a period of time determined by the major department. A student who fails this examination a second time, or who is not granted permission for a second attempt, will not be permitted to continue toward the doctorate, and admission to that doctoral program will be terminated. A student must be registered in the term in which the qualifying examination is taken.

Candidacy Examination

When students have completed most or all of the doctoral course work (except dissertation research), they will take written candidacy examinations. Departments may also require an oral examination. These examinations will cover work in the student's major department and related fields. The examining committee may allow a student who fails a candidacy examination to repeat it after a period of time determined by the committee. A student who fails a candidacy examination a second time, or is not granted permission for a second attempt, will not be permitted to continue toward the doctorate, and admission to that doctoral program will be terminated.

A student must be admitted to the doctoral program and must be enrolled in the term in which the candidacy examination is taken. A student must be in good academic standing, both overall and in the degree program, to be eligible to take the candidacy examination.

Admission to Doctoral Degree Candidacy

A student must be admitted to doctoral degree candidacy before the doctoral degree can be awarded. The student is admitted to candidacy by the Graduate School following successful completion of the candidacy examination in the student's major department and upon the recommendation of that department, which may have established additional requirements that must be satisfied before admission to candidacy is recommended.

Dissertation Requirements

The dissertation will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. Its subject must be in the area of the student's major and be approved by the student's dissertation director or dissertation committee. The dissertation presents research that has been conducted under the supervision of a senior member of the graduate faculty from, and nominated by, the major department and approved as the dissertation director by the dean of the Graduate School. The document may not have been published previously, and the research must be successfully defended in an oral examination.

Credit-hour requirements for the dissertation and research are determined by the major department. The dissertation is to be submitted in accordance with the Graduate School regulations found in The Graduate School Manual for Theses and Dissertations.

A student intending to write a dissertation should identify a prospective faculty director for the dissertation, who must be willing to serve as dissertation director and must be approved by the department, college, and Graduate School. The dissertation committee, which includes the dissertation director, must have in mind the acceptability of the work. A faculty member may decline to serve as director of a particular dissertation project, in which case the department may assist the student in seeking a dissertation director. If a student, with department approval, changes dissertation director, the student may need to undertake additional work, or to change research projects, in accordance with the expectations and expertise of the new dissertation director.

When dissertation research involves human subjects, experimental animals, recombinant DNA, or the use of radioactive substances, special approval is required, as explained under the heading "Protective Standards in Research." Once a student has begun registration in course number 699 (doctoral dissertation), the student must continue to register in course number 699 in each subsequent term until the dissertation is submitted to and formally approved by the Graduate School. Registration for this purpose may be in absentia. The designation of a dissertation adviser should be approved by the conclusion of the term in which a student first registers for 699. A student who fails to complete this procedure will, upon recommendation of the department, have all accumulated hours in the dissertation course converted to audit (no credit). After the student has registered for the maximum number of hours of credit that can be earned in dissertation research (course number 699), he or she should register as an auditor in 699 each term until the dissertation receives final Graduate School approval.

Any student using the services of the academic staff or the facilities of the university must be registered for the period during which the services are rendered or the facilities are used.

If circumstances prohibit continuing progress on the dissertation, a graduate student must request a leave of absence from the office of the dean of the Graduate School. If a student interrupts registration in course number 699 without obtaining a leave of absence, or upon recommendation of the major department, the student's admission to the degree program will be terminated.
After the dissertation has received final Graduate School approval, the three approved copies are distributed one each to the Founders Memorial Library, the University Archives, and the student's major department. Arrangements have also been made for all NIU doctoral dissertations to be microfilmed by University Microfilms International (UMI). The student is required to complete either the UMI microfilming contract or the UMI publish-abstract-only contract (both available from the Graduate School) and pay the applicable fee. This is a graduation requirement for all doctoral students. In most cases, the student is advised to enter into the full-microfilming contract, under the provisions of which the whole dissertation is microfilmed and made available for distribution through UMI and the abstract is published in *Dissertation Abstracts International (DAI)*. This facilitates wide dissemination of the scholarship to other interested parties. In the event that the nature of the work is such that the student may wish to pursue its publication in unit form such as a monograph, the student may, following consultation with the major department, elect to enter into the abstract-only contract, under which the abstract alone is submitted to UMI, for publication in *DAI*.

**Oral Defense of Dissertation**

After the student has completed all other requirements for the doctorate, including the writing of a dissertation, an oral defense of the dissertation will be scheduled. The defense will consist of two parts, in either order in accordance with department policy: a public presentation with opportunity for questions from any interested parties, and a restricted examination session with the dissertation defense committee. At the discretion of the department, members of the university's graduate faculty and/or graduate students from the candidate's department may be permitted to be present at the restricted session. The examining committee will inform the dean of the Graduate School, at least two weeks in advance, of the date, time, place, and dissertation title for the public presentation, and the dean will publicize this on campus, inviting attendance of interested persons.

The presentation and defense of the dissertation are culminating scholarly activities of the doctoral program. They provide the candidate with the opportunity to present, and other interested parties the opportunity to examine and respond to, the results of the finished dissertation research. Therefore, the dissertation presentation and defense should be scheduled only when both the student and the dissertation committee are satisfied that the scholarly work and its analysis are substantially complete, and believe that they reflect a level of rigor appropriate to a doctoral degree. Further research, analysis, or rewriting may be required by the committee as a result of discussions arising during the defense.

A student must be registered in the term of the oral defense of the dissertation. A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a dissertation to the Graduate School or to have a dissertation defense.

**Composition of Committees**

Committees to conduct the candidacy examination and the oral defense of the dissertation will be nominated by the chair of the student's major department and appointed by the dean of the Graduate School. Membership of candidacy and dissertation examining committees will include representatives of major and minor fields. The number of members on such committees normally will be three to five, and at least three are required. The majority of the committee members must be regular faculty members at Northern Illinois University; a majority must be members of the graduate faculty; and at least one-half of voting members of each committee must be senior members of the graduate faculty. A person who is not a member of the Northern Illinois University faculty may be a member, but no more than one voting member may be without NIU graduate faculty status. In addition, the dean of the Graduate School will serve as an ex officio, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean's designee is to participate in both parts of the defense.
Tuition and Fees

Tuition and fees are subject to change at any time. The following statements, which apply specifically to graduate-level students, should be used only as a general guide to expenses. The official charges are those billed by the Bursar's Office during the fee payment period for each term.

### Fall or Spring Semester

#### 12 or More Semester Hours

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<th>Out-of-State</th>
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<td>Tuition</td>
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<td>Fees(^1)</td>
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<tr>
<td>Health insurance(^2)</td>
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#### Fewer than 12 Semester Hours

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<td>Tuition per semester hour</td>
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### Summer Session

#### 12 or More Semester Hours

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<tr>
<td>Tuition</td>
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<td>Fees(^1)</td>
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<td><strong>Total</strong></td>
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#### Fewer than 12 Semester Hours

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<th>Out-of-State</th>
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<tbody>
<tr>
<td>Tuition per semester hour</td>
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<tr>
<td>Fees per semester hour(^1)</td>
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### Off-Campus, Lorado Taft Field Campus, and Workshop Courses

Off-campus courses and those taught at the Lorado Taft Field Campus are included in the calculation of tuition charges, but are excluded from total hours in the assessment of fees. Workshop hours are included in the assessment of fees. Tuition charges are applicable to the total enrolled hours, with an additional minimum $30 per semester hour delivery fee for each off-campus course. Out-of-state tuition is applicable to Lorado Taft Field Campus and workshop hours but not to off-campus hours.

### Special Fees

- **Application fee:** $30.00
- **Orientation fee for new international students:** $125.00
- **Graduation fee (nonrefundable):** $30.00
- **Late payment fee:** $25.00
- **Tuition charge for off-campus course delivery:** $30.00 per semester hour
- **Tuition charge for off-campus high tech delivery:** $137.00 per semester hour
- **Transcript fee:** $5.00
- **Enrollment certification fee:** $3.50
- **Replacement identification card (after the first is issued):** $15.00
- **Doctoral dissertation (microfilming) fee:** $50.00
- **Nursing thesis (microfilming) fee:** $35.00
- **Examination fees:**
  - General Test of the Graduate Record Examinations:
    - Paper-and-Pencil Test: $80.00
    - Computer-Based Test: $96.00
  - Subject Test of the Graduate Record Examinations:
    - Paper-and-Pencil Test: $80.00
  - Graduate Management Admission Test: $84.00
  - Special foreign language translation examinations:
    - Average proficiency: $30.00
    - High proficiency: $50.00

### Fee Coverage

Activity and athletic fees may be used to support services and privileges such as the use of the University Health Service; the use of gymnasium facilities and participation in intramural activities; admission to athletic events, concerts, dramatic productions, lectures, and speeches; and subscriptions to certain student publications. Additional charges for such services and privileges may be imposed as necessary.

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\(^1\) A complete listing of each fee amount and its designated use will be supplied upon request to the Office of Student Services.

\(^2\) A health insurance fee is not charged to students during the summer session. Students enrolled in the spring semester who pay the health insurance fee will have coverage through the summer session. New students enrolling in the summer session for 6 or more on-campus semester hours may purchase the insurance.

\(^3\) This fee is established by an outside agency; in the case of microfilming fees, or examinations administered through NIU, the fee is collected by NIU for transmission to that agency.
Payment of Fees

It is the policy of Northern Illinois University to open an account for each of its students for the purpose of charging tuition and fees, room and board, student book plan purchases (the book plan is limited to students receiving financial aid), and residence hall long-distance telephone calls. These and similar charges, other debits, payments, and credits for financial aid will appear on periodic statements. Students will be offered the opportunity to spread the cost of attending the university over a number of payments for each academic term. In general, there are three payments for a fall and a spring semester, and two payments for a summer session. The amount due the university should be settled no later than the payment due date shown on the periodic statement. Whenever the account (new balance shown on statement) is not paid in full by the due date, a finance charge is assessed.

You should understand the important information about the NIU Revolving Credit Plan that follows.

<table>
<thead>
<tr>
<th>Annual percentage rate</th>
<th>13%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum finance charge</td>
<td>$.50 whenever a finance charge is imposed</td>
</tr>
<tr>
<td>Grace period</td>
<td>If the new balance is paid in full within 14-18 days of the statement date, no finance charge will be assessed. *</td>
</tr>
<tr>
<td>Method of computing balance</td>
<td>Average daily balance (including current transactions during the last interest cycle) **</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>$25.00 ***</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

*The exact number of days is determined each month by the Bursar. The payment due date will appear on each periodic statement.

**The finance charge is calculated by applying the periodic rate to the average daily balance of an account (including current transactions during the last interest cycle). The average daily balance is determined by dividing the sum of all daily balances from the interest cycle by the number of days in the interest cycle. The daily balance is computed by adding the new charges and other debits to the account’s beginning balance and subtracting any payments, credits and unpaid finance charges for the day of the interest cycle. The interest cycle begins the day following a payment due date and continues through the next payment due date.

***Late payment may also result in the cancellation of your class schedule. If you reside in university housing, refer to your housing contract for additional information pertaining to penalties and assessments. Refer elsewhere in this catalog for other information pertaining to your enrollment at the university.

The information about the NIU Revolving Credit Plan is accurate as of October 1, 1996. This information may have changed after that date. You may contact the Bursar’s Office, Northern Illinois University, DeKalb, Illinois 60115 regarding any changes to the plan.

Tuition and fees are due at the time of registration, unless the Revolving Credit Plan is used. Under certain circumstances, liability for tuition and fees may be reduced, as described below.
Refund Policies

Refund Policies

In the following discussion of policies governing refunds of tuition and fees it should be understood that "refund" refers to "refund of monies paid" only in cases in which a student has already paid the full balance due. Where payment in full has not yet been made, an equivalent adjustment may be made on the total amount due. If only a partial reduction in tuition or fee liability occurs, a student who had a balance due may still owe an additional amount beyond that already paid. If no reduction in liability occurs, not only will fees paid will not be refunded, but the student will be liable for the unpaid balance.

Tuition and fees, due at the time of registration, include tuition, general student fees, material fees, course delivery fees, and health insurance fees. Refunds can be applied for at the Bursar's Office, unless otherwise noted. The following provisions govern refunds of tuition and fees.

A student who has registered and officially withdraws from the university may receive a refund of tuition and fees including any advance deposit thereon, according to the following schedule.

If withdrawal is prior to the first regularly scheduled class day - all tuition and fees.
If withdrawal is within the 60 percent point in time of the period of enrollment - a refund equal to the portion of the period of enrollment remaining, rounded down to the nearest 10 percent, less an administrative fee not to exceed the lesser of 5 percent of the tuition, fees, and other charges assessed the student or $100.00.
If withdrawal is after the 60 percent point in time of the period of enrollment - no refund shall be made.

The university may designate shorter refund periods for special courses, short courses, and other enrollments of a limited nature.

Students may receive a refund of tuition and fees if the university declares them ineligible for enrollment or fees including any advance deposit thereon, according to the following schedule.

Students who reduce the number of credit hours carried within the first 15 calendar days beginning with the first regularly scheduled class day may receive a refund of tuition and fees not applicable to their new status, excluding student health insurance. If the number of credit hours is reduced to less than six, the student health insurance may be refunded.

Students who reduce the number of credit hours carried (but remain enrolled in some course work) after the 15th day but no later than the 30th calendar day may receive a refund of 25 percent of the difference in tuition only. If the number of credit hours is reduced to less than six, the student health insurance may be refunded.

Part or all of a student's tuition and fees may be refunded because of a student's death or disability, extreme hardship, or institutional error. The student, or in the event of a student's death, his or her family, must contact the Office of Student Services to request an adjustment of charges for tuition and fees and to receive a partial or full refund when university withdrawal is the consequence of one of the aforementioned circumstances. The student or his or her family will be required to provide documentation supporting the request. In the event of disability (medical withdrawal), medical documentation is to be sent to the University Health Service. In the event of a student's death, extreme hardship, or institutional error, documentation should accompany the request sent to the Office of Student Services. (Note that university withdrawal, i.e., withdrawal from courses, is an academic procedure that must be completed by the student's college advisor/advisement office. Contact with the Office of Student Services should be only for the purpose of seeking an adjustment of tuition and fees charges.)

Students who have paid tuition and fees may receive a refund if they later receive scholarships which cover tuition and fees. The application for refund must be made no later than 60 days after the close of the term.

Students enrolled in courses of study over 15 miles from the campus which require their absence from the campus for the entire semester and who are residing over 15 miles from the campus may receive refunds of activity, student bus, health service, and athletic fees. To receive such a refund, students must apply to the Bursar within the first 15 calendar days beginning with the first regularly scheduled class day. Refunds will be processed after the sixth week of the semester.

Students who receive financial assistance and withdraw from the university or reduce the number of credit hours carried may be required to repay a portion of their award(s) from any university refunds which they may have been eligible to receive. The exact amount to be repaid to financial aid accounts will be determined by the amount of aid received, the educational costs incurred, and the length of time attended during the semester.

Students enrolled in foreign study programs must adhere to the refund regulations stipulated by the Office of International Programs.

For answers to questions on tuition and fee payment refunds call (615) 753-1885, 8:15 a.m. to 4 p.m.

The above refund policies are subject to change.

Room and Board Rates

Costs for housing for 1996-97 varied from $1765 per semester for a 14-meal plan in a double room in one of the "low rise" residence halls to $2350 for a single room with a 21-meal plan in one of the "high rise" residence halls. Charges for the 1997-98 academic year are expected to increase slightly.

Room and board, tuition, and fees may be paid each semester in one payment or by a Revolving Credit Plan. Students who elect to pay on the Revolving Credit Plan will be charged an interest rate to be determined by the university. (See "Payment of Fees.")

Illinois Residence Regulations

The tuition fee for in-state students is charged according to the definitions of residence below. Length of university attendance or continued presence in DeKalb during vacation periods is not considered proof of Illinois residence. The following is based upon Regulations of the Board of Trustees, a copy of which is available upon request in the Office of Registration and Records.

Adult students. Students 18 years of age and over are considered residents for tuition purposes, if they have been bona fide residents of the state for at least six consecutive months preceding the first class day of the term and continue to maintain that residence. An adult student whose parents are Illinois residents and who lives with them or elsewhere in the state also will be regarded as a resident.

Minor students. The residence of a student under 18 years of age is considered to be and follow that of the parents. Self-supporting minors are subject to the same regulations as adults.

1Note that in this section, the term "refund" is strictly applicable only if all charges for which the student is liable have already been paid. Otherwise, any refund due will take the form of a corresponding reduction in the total liability on the bill.
Exceptions

Marriage. If a nonresident student marries a resident, the nonresident can request reclassification as a resident.

Armed forces personnel. The nonresident portion of the tuition will be waived for a person on active duty who is stationed and present in the state in connection with that service and who submits evidence of that service and station. Spouses and dependent children who live in the state are also eligible for waivers.

University staff and faculty members. Staff members of the university and faculty members of Illinois state-supported institutions of higher education, employed at least one-quarter time, and their spouses and dependent children are considered residents.

Teachers. Teachers in the public and private elementary and secondary schools of Illinois are considered residents if they are employed at least one-quarter time.

International students. To be considered a resident, a student who is not a United States citizen must have "Permanent Resident" status or "Refugee" status with the U.S. Immigration and Naturalization service and must also comply with all other requirements of these regulations.

Students who take exception to the residence status assigned shall pay the tuition assessed, but may file a petition in writing to the Office of Registration and Records for a reconsideration of residence status.

The written claim must be filed within 30 calendar days from the date of assessment of tuition, or the first class day of the term for which tuition is payable, whichever is later, or the student loses all right to a change of status and adjustment of the tuition assessed for the term in question.

Tuition Waivers for Senior Citizens

Anyone 65 years of age or older whose annual income is less than $14,000 is eligible to take credit courses tuition free. The student must pay all general university fees and any course-related fees. Available classroom space must exist and tuition-paying students enrolled must constitute the minimum number of required students for the particular class except for credit courses designed specifically for senior citizens. Interested senior citizens should contact the Student Financial Aid Office or the Gerontology Program.
Financial Support

Assistantships

Graduate teaching assistantships, graduate research assistantships, and graduate staff assistantships are available to qualified graduate students. To be eligible for a graduate assistantship, students must be admitted to the Graduate School and be in good academic standing. Assistantship stipends vary among the units offering them, but they may be as much as $9540 for the nine-month academic year, with a few positions exceeding this figure. Assistantships may be extended through the summer session with additional remuneration. Application forms are available from the Graduate School.

The 1986 Immigration Reform and Control Act mandates that any person beginning employment at Northern Illinois University after November 6, 1986, must either be a U.S. citizen or possess current employment authorization from the U.S. Immigration and Naturalization Service. All such employees, including graduate assistants, must be prepared to present original documentation to the employing department/cost center within three days of the reporting date on their employment contract or risk cancellation of the contract. Specific terms of employment and verification procedures must be included in the assistantship offering letter.

Further information is available from the Graduate School.

In accordance with State statute, teaching assistants engaged in oral instruction in the classroom shall be persons who possess adequate competence in spoken English (unless the language of instruction is not English). For students whose native language is not English, this competence may be demonstrated by achieving a score of at least 50 on either the Speaking Proficiency English Assessment Kit (SPEAK) administered at Northern Illinois University or on the Test of Spoken English (TSE), or a higher score if required by the employing department.

State law also prohibits a person from accepting or retaining a graduate assistantship if that person is in default on the repayment of any educational loan from any public source for a period of six months or more and in the amount of $600 or more, unless a satisfactory loan repayment arrangement is made no later than six months after the start of employment.

The Rhoten A. Smith Assistantship Program has been established at Northern Illinois University to help provide graduate assistantships to minorities and white women enrolled in graduate programs in which these groups are underrepresented. The assistantships to minorities and white women enrolled in graduate degrees. A student may hold two graduate assistantships for which the terms of appointment overlap only if each of the assistantships is a half-time appointment during the period of overlap.

A student who accepts and later resigns a graduate assistantship (whether or not the term of appointment has begun) may accept another assistantship only if its term of appointment begins no sooner than the start of the academic term following the effective date of the resignation or at least one month after the effective date of the resignation, whichever is the later date, unless the written consent of the former employing unit is submitted to the Graduate School. A resignation should be submitted in writing to the employing unit and to the Graduate School. The effective date of resignation is considered to be the date on which the written resignation is received by the Graduate School. For purposes of this policy the fall term is considered to begin on August 16; the spring term is considered to begin on January 1; and the summer term is considered to begin on May 16.

An appointment to a graduate assistantship shall be for a specified period of time and is accepted by the graduate assistant with the understanding that such an appointment entails no assurance or implication that it will be renewed or extended. The employment unit or the Graduate School may terminate a graduate assistantship appointment for cause, in which case it will then notify the student of this action in writing. Failure to report for work on the reporting date specified in the offering letter constitutes grounds for immediate termination of the assistantship by the employing unit, unless that unit has agreed, in writing, to a later starting date. If an assistantship appointment is terminated during an academic term, the student should expect that there will be a proration of any associated tuition waiver scholarship with a concomitant tuition payment liability. Detailed procedures for the termination of a graduate assistantship, and for appealing such termination, are available from the office of the dean of the Graduate School.

Graduate assistantships are intended to support students pursuing graduate degrees. A student may hold a graduate assistantship for not more than the one academic term immediately following graduation from a graduate degree program, unless the student is admitted to and enrolled in an additional graduate program.

All employees of the university must conform with the ethics policies as set forth in the university’s “Conflict of Interest Document” available in department offices and at the Graduate School located in Altgeld Hall 206. This document requires that all employees of the university, including students employed on a part-time basis or as graduate assistants, report on specified forms all real, potential, and apparent conflicts of interest.

Information on how academic probation and dismissal affect assistantship appointments.

Tuition is waived, via a tuition-waiver scholarship, for students during the period of their appointment to assistantships. In addition, tuition is waived for the summer session adjacent to (preceding or following) the assistantship appointment period providing the student is an admitted graduate student during that summer.

Assistantships do not normally provide payment of students’ fees. Students who hold assistantship appointments should be prepared to pay the full amount of fees in accordance with published university procedures.

A graduate assistant is obligated to provide up to 20 hours per week of service if appointed full time, up to 15 hours per week if three-quarter time, and up to 10 hours per week if half time. A student may hold two graduate assistantships for which the terms of appointment overlap only if each of the assistantships is a half-time appointment during the period of overlap.

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Fellowships and Other Awards

Graduate School Fellowships are available to a limited number of outstanding students. They pay stipends of $6,000 over ten months. Tuition (whether in-state or out-of-state) is waived for recipients via a tuition-waiver scholarship. Selection is based upon academic achievement and departmental recommendation—not financial need. Recipients must enroll for 9 semester hours each semester. Students in programs other than doctoral programs are eligible. There are no application forms for Graduate School Fellowships. A student seeking nomination for one of these awards should contact the chair of her or his major department. NIU Graduate School Fellowships are awarded in the spring for the following academic year.

The Graduate School Minority/ Jeffrey T. Lunsford Fellowships are awarded to superior minority students fully admitted to the Graduate School. (Proventially admitted students, students admitted with stipulation, and students-at-large are ineligible.) These fellowships enable minority students to pursue a degree other than a doctoral degree. The stipend for this fellowship is $6,000, and the fellowship includes a tuition-waiver scholarship. Support is available only to U.S. citizens who are members of the following underrepresented groups: African Americans, Latinos, and American Indians. Awards are made by the Graduate School with the concurrence of major departments and the Graduate School Minority Fellowship Committee.

Dissertation Completion Fellowships are available for a limited number of doctoral students finishing their dissertations. These nine-month awards carry a stipend of $8000 plus a tuition-waiver scholarship and modest funds to defray the costs of the student's research. A student applies for one of these awards by submitting a dissertation research proposal to her or his major department, which may recommend the student to the Graduate School for this support.

Carter G. Woodson Scholars are outstanding minority students enrolled in full-time study in doctoral programs in which minorities are underrepresented. The Carter G. Woodson Scholars Program enables current minority teachers/scholars to undertake study for doctoral degrees and in the process achieve greater recognition in their fields and develop professional associations for more effective and productive academic careers. The stipend for these scholars is $14,300 per year plus a one-time $500 travel and relocation allowance; and a tuition-waiver scholarship is granted for the duration of the award. Support is available only to U.S. citizens. Awards are made by the Graduate School with the concurrence of major departments.

For information on externally funded fellowships, the graduate student should contact the Office of Sponsored Projects' Grants and Fellowships Office which has organized files on over 600 federal, state, and private funding programs, as well as on each of the internally funded programs listed above; detailed synopses of these have been compiled into a grants and fellowship directory. Individual descriptions include the name, type of support, purpose, eligibility requirements, award amounts, application information, and deadline dates of the granting institution or agency. Directories are currently available for review in the Graduate School and in each department and college office. Staff members of the Grants and Fellowships Office are available to assist students in using the directory and in preparing and submitting applications for externally based fellowships. In addition, some academic departments maintain information on external fellowship and student grant support in their specific fields of study.

Loans

Information on student loan programs may be obtained from the Student Financial Aid Office. Students should particularly be aware that their classification (graduate, student-at-large, or postgraduate) and the nature of their course load (graduate or undergraduate courses, and whether courses are taken for credit or audited) may affect their eligibility for certain types of financial assistance, and are encouraged to seek advice about their individual situation.

Federal Perkins Loan Program

Northern Illinois University participates in the Student Loan Program of the National Defense Act of 1958. Students who demonstrate exceptional need for financial assistance to commence or continue their college education may be able to borrow through this loan program up to a total of $30,000 aggregate for undergraduate and graduate study.

Borrowers at the graduate level must be full-time graduate students and must be, as determined by the university, capable of maintaining good standing in their chosen course of study. Financial need must be determined through application to the Federal Student Aid Programs.

All students applying for a Federal Perkins Loan must submit a Free Application for Federal Student Aid (FAFSA) to the address on the application, preferably by March 1 prior to the academic year financial aid is needed. In addition to submitting the FAFSA, applicants must submit the NIU Financial Aid Application to the Student Financial Aid Office along with signed copies of the prior year's federal income tax returns. Application forms are available from the Student Financial Aid Office.

Federal Stafford Loan Program

Eligibility for the Federal Subsidized Stafford Loan Program is based on financial need as determined through application to the Federal Student Aid Programs. Eligible students may borrow from $100 to $8500 per year, up to a $65,500 combined undergraduate and graduate maximum.

A student applicant must be a citizen of the United States or eligible non-citizen; attending school at least half time (4.5 graduate-level semester hours or more, not including audits); capable of recognizing and accepting the responsibility of ultimate repayment of any loan indebtedness; and not in default on any previous loans and not owing a refund on any Title IV financial aid.

All applicants must file an FAFSA with the Federal Student Aid Programs. The NIU Financial Aid Application must be submitted along with copies of the prior year's tax returns to the Student Financial Aid Office. Students will be notified when eligibility has been determined. Students must first identify an Illinois lender by code number on the NIU loan request form. If other than an Illinois lender is preferred, a separate loan application must be obtained from that lender. Application should be made by March 1 to receive priority. Loan funds will not be disbursed until the beginning of each semester.

Federal Unsubsidized Stafford Loan

A Federal Unsubsidized Stafford Loan has been established, with the same terms and conditions as the Federal Stafford Loan Program except that the borrower is responsible for paying interest which accrues during the in-school period. This program is open to students who do not qualify for fully subsidized Federal Stafford Loans. Borrowers may receive both subsidized and unsubsidized Federal Stafford Loans, totaling up to the applicable Federal Stafford Loan limit (if they do not qualify for the full amount permitted under the subsidized Federal Stafford Loan).

The maximum loan amount that can be borrowed per year through both Subsidized and Unsubsidized Federal Stafford Loan programs is $18,500 up to a total borrowing of $138,500 (including undergraduate loans) for a graduate student. The amount of the loans and all other financial aid cannot exceed the cost of education. Interest on loans must be paid every quarter while the student is in school.
Short-Term Loan Funds

The Student Financial Aid Office makes available short-term loans to students who encounter unforeseen or emergency expenses during the course of the academic year. (Students must be in good academic standing and up to date on payments to the university.) Short-term loans are not available for the payment of tuition and fees. Generally loans are made on a 30-day-repayment basis. The amount of the loan depends on the student's needs and the amount of loan funds available but generally does not exceed $100. Applications may be obtained from the Student Financial Aid Office.

Scholarships

The Student Financial Aid Office supervises the awarding of an unlimited number of scholarships funded by private donors for undergraduates. Graduate scholarships are limited. Many of the awards have specific requirements for major academic classification and grade point average. The information for private scholarships can be obtained in the Student Financial Aid Office (SFAO). Scholarship funds are disbursed in two equal amounts, half for the fall semester and the other half for the spring semester, unless the donor indicates in writing that the funds should be disbursed differently. To qualify for NIU awarded endowment scholarships, an applicant must be currently admitted as an NIU student and have a minimum 3.00 GPA. An NIU Financial Aid Application must be submitted to SFAO, and a Free Application for Federal Student Aid (FAFSA) must be mailed to the address listed on the application by March 1. Students must also submit an individual scholarship card to the SFAO (which is available from the SFAO) by April 1 prior to the academic year for which the scholarship is desired. Students will be notified by mail in June.

Student Employment

A variety of part-time employment is available to NIU students, including employment in the Federal Work-Study Program for persons who are eligible on the basis of financial need. Jobs on campus are available in many academic departments as well as in the University Libraries, the Residence Halls Food Services, the Holmes Student Center, and other university offices. All students who wish to work on campus must register through the Student Employment Office, Swen Parson 245. Assistance in finding part-time off-campus employment is also provided by the Job Location and Development Office which is located in the Campus Life Building, Room 230.

Veterans' Educational Benefits

The Veterans Assistance Office provides a liaison between the Veterans Administration and student veterans and the dependents of deceased veterans regarding their educational benefits. The office assists veterans, their widows or widowers, and their minor dependents in the processing of their applications and certification of their enrollment. Assistance is also provided when difficulties arise concerning receipt of the benefits for which students are eligible. Applications are also available for the Illinois Veterans' Grant, the Illinois National Guard Grant, and the Illinois MIA/POW Scholarship.
Scholarly Activities at Northern Illinois University

Creative Work: Research and Artistry

Original research and artistic endeavors are integral to the intellectual life at Northern Illinois University. Members of the graduate faculty are scholars who are expected to engage in research or artistry as part of their regular responsibilities, and thus be aware of, and contribute to, advancements in their fields of expertise. Graduate students, through theses, dissertations, and other independent studies, become introduced to the processes of scholarly inquiry and expression in their academic disciplines. These activities continually confirm the university as an institution dedicated to the pursuit and transmission of knowledge, both basic and applied. The Graduate School is responsible for the general encouragement of research and artistry.

Presidential Research Professorships and Distinguished Research Professorships

The NIU Presidential Research Professorships were established in spring 1982 in recognition and support of the research and artistic mission of the university. Recipients of this award are selected on the basis of significant and sustained scholarly or creative work, including the achievement of national or international reputation in their individual fields. Up to three such professorships are granted each year, providing budgetary support and release time for research or artistic activities. After four years as a Presidential Research Professor, each of these eminent faculty members is designated a Distinguished Research Professor. Distinguished Research Professors and Presidential Research Professors are identified in the faculty listings of their respective academic departments.

Presidential Teaching Professorships and Distinguished Teaching Professorships

The NIU Presidential Teaching Professorships were established in 1991 to recognize and support faculty who excel in the practice of teaching. Recipients of this award have demonstrated over time their commitment to and success in the many activities associated with outstanding teaching. Up to three such professorships are granted each year, providing budgetary support and release time for the enhancement of their teaching activities. After four years as a Presidential Teaching Professor, each of these eminent faculty members is designated a Distinguished Teaching Professor. Distinguished Teaching Professors and Presidential Teaching Professors are identified in the faculty listings of their respective academic departments.

External Support for Research and Development

The Office of Sponsored Projects provides a wide range of assistance in the development of proposals for external project funding. The office staff is available by appointment to discuss research projects and to advise applicants concerning strategies and procedures for obtaining grant or contract support. A Grants and Fellowships Office specifically provides information on external support available for graduate students.

The Technology Commercialization Office provides assistance in the assessment and screening of new technology, and for the protection and commercialization of intellectual property through patents and licenses.

The Office of the associate provost for graduate studies and research serves as the university’s intellectual property office, administering institutional policies pertaining to patents, copyrights, and licensing. This office, together with the Office of Sponsored Projects and the Technology Commercialization Office, can assist researchers in dealing with such matters.

Resources for University Research and Public Service

The university maintains a wide range of research facilities, offices, and resources to facilitate a variety of research and public service activities. These include the following.

Academic Computing Services

Academic Computing Services (ACS) provides extensive support for research, instructional, and individual computer use to the university community. The environments that ACS supports include Windows/DOS, Macintosh, MVS/Superwylbur, Unix, and OS/2. Software for word processing, electronic mail, Internet browsing, statistical analysis, numerical presentation, illustration, desktop publishing, database management, and program development is generally available.

Networked personal computers in on-campus labs and dial-in facilities are available to all registered students. File servers provide the lab computers with access to office productivity, electronic mail, and web browser software. Access to the Internet is available through these labs and through the dial-in facilities. All labs have access to laser printers.

While personal computers running Windows or MacOS have become the primary platform for faculty and students, there are many Unix systems on campus used for research by individuals and groups and an Amdahl 5890/300B running MVS. Researchers use a variety of programming languages as well as statistical analysis software such as SAS and SPSS. ACS provides software under site licenses and volume purchase agreements to departments.

All buildings on campus are connected to the campus backbone and the Internet. In addition to walk-in or phone-in consulting, ACS also offers regular workshops and documentation on the use of computers and software on campus. For further information contact ACS.

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All buildings on campus are connected to the campus backbone and the Internet. In addition to walk-in or phone-in consulting, ACS also offers regular workshops and documentation on the use of computers and software on campus. For further information contact ACS.
Interdisciplinary Academic Centers and Institute

The following centers and institute encourage and coordinate multidisciplinary research and graduate study. Each is described in the "Interdisciplinary Academic Centers and Institute" section in the back of this catalog.

- Center for Biochemical and Biophysical Studies
- Center for Burma Studies
- Center for Governmental Studies
- Center for Plant Molecular Biology
- Center for Southeast Asian Studies
- Social Science Research Institute

Illinois Council on Economic Education

The Illinois Council on Economic Education coordinates the continuing education activities of ten university centers for economic education throughout the state. The council's activities involve in-service and preservice teacher training in economics and the development, distribution, and evaluation of economic education materials. The council also offers services for students, adults, employee groups, and other interested community and professional groups.

The NIU regional Office for Economic Education is one of ten centers in the Illinois Council network. The NIU office provides services, materials, and consultation to school systems throughout 15 counties in northern Illinois. Thirty-six school systems in this region are formally committed to economic literacy through the EconomicsAmerica Schools Program. Graduate-level courses for teachers, workshops and awareness programs, curriculum review, and classroom materials for teaching economics are among the offerings available through the Office for Economic Education.

Inter-university Consortium for Political and Social Research (ICPSR)

Northern Illinois University is a member institution in the Inter-university Consortium for Political and Social Research (ICPSR). The Consortium was founded in 1962 as a partnership between the Social Science Research Institute of Michigan and some 190 other universities, colleges, and nonprofit research organizations in the United States and abroad. It is committed to interdisciplinary inter-university research and training for the social sciences. Its objectives are (1) to maintain archives of machine-readable social and political data sets that will serve a variety of research and training needs; (2) to develop and distribute computer-based systems for the analysis of these data sets; and (3) to conduct training in the use of quantitative methods for social science investigations.

ICPSR is based at the Center for Political Studies at the University of Michigan. A liaison office in the Social Science Research Institute (SSRI) at NIU provides a link for the campus to Consortium archives and other services. Research areas are international in scope. The data sets range from U.S. election returns and U.S. Census data to public opinion surveys. A substantial number of data files on social structure, public policy, economics, health, and political life in over 130 other countries are also available. These data sets lend themselves to comparative research, particularly on modernization processes and social change in many nations. Access to these data is generally via Superwylbur; however, some data files are now available for PC use. For detailed holdings of data available from ICPSR, faculty and students are encouraged to consult copies of the ICPSR Guide to Resources and Services that the SSRI provides to chairs of all social sciences departments on campus.

Further information regarding the ICPSR data may be obtained from the Social Science Research Institute (753-1910).

The Roper Center

Established in 1946, the Roper Center is the oldest and largest archive of sample survey data in the world. The raw data and supporting documentation from thousands of individual studies, carried out in more than 70 countries, have been deposited in the center through the cooperative efforts of the world's major survey research organizations. Center services include data set duplication, information retrieval, and computer data analysis.

Northern Illinois University is a member institution of the International Survey Library Association, which is an active partnership between the Roper Center and the academic community. This affiliation provides NIU faculty and students with access to center data services, usually at no cost to the individual.

Included in the center's holdings are surveys by Gallup, Harris, Roper, Yankelovitch Clancy Shulman, the National Opinion Research Center (NORC), the Opinion Research Corporation, CBS News/New York Times, ABC News/Washington Post, NBC News/Wall Street Journal, CNN/USA Today, Los Angeles Times, Canadian Gallup, Social Surveys LTD (Gallup) in the UK, and Brute Ville Associates in France. Questions and margins from the surveys archived at the center can be accessed on-line and frequently the data sets themselves can be obtained.

Additional information regarding the center and access to its holdings may be obtained from the Social Science Research Institute, 753-0918.

Regional History Center and University Archives

The Regional History Center has as its basic goal to acquire, preserve, and make available to the public the most significant historical records of the northern Illinois region. The center actively collects historical material from the 18 northernmost counties of Illinois, excluding Cook County. Since 1964 the center has evolved from a small university archival unit to a multi-faceted research center containing three related sets of historical records available to researchers: Regional Collections, University Archives, and Local Government Records.

Holdings in the Regional Collections include original manuscripts and records generated by private individuals, institutions, and organizations from throughout the area, with particular emphasis on several major themes in the region's history: agriculture, politics, ethnic heritage, commerce and industry, the role of women, and urban expansion. University records that have permanent historical or administrative value are housed in the University Archives. These materials include Illinois Board of Higher Education and governing board proceedings, records of university administrative offices, faculty papers, records of student government and organizations, a range of publications, and extensive photographs of campus life. The Local Government Records collection, as part of the Illinois Archives Depository system administered by the Illinois State Archives, has the responsibility of preserving local public records and making them available to researchers.

University Libraries

The Northern Illinois University Libraries system consists of Founders Memorial Library and branch libraries which include the Faraday Library, the Hoffman Estates Education Center Library, the Lorado Taft Instructional Materials Center, the Map Library, and the Music Library. The University Libraries collections contain over 1.3 million volumes as well as periodicals, government publications, microforms, maps, recordings, and audiovisual materials. There is also a library located at NIU's Hoffman Estates Education Center. In addition, the Regional History Center houses historical materials on the Northern Illinois region.
Founders Memorial Library, the main library, has five levels with 290,000 square feet of space and seating capacity for 2,200 students. The Faraday Library serves faculty and students in the disciplines of chemistry and physics. Similarly, the Music Library serves the music curriculum; the Map Library contains maps and atlases important to research in geography; and the Instructional Materials Resources Center complements the outdoor teacher education program at the Lorado Taft Field Campus. The Hoffman Estates Education Center Library services the information needs of library users at that site.

For further information, see "University Libraries" in the "Other Academic Units" section of this catalog.

University Press

The Northern Illinois University Press was founded in 1965, with the general mission of facilitating the advancement of knowledge and disseminating the results of scholarly inquiry. In carrying out its role, the press publishes both specialized scholarly work and books of general interest to the informed public. Most of its titles are in the humanities and social sciences, but it has also published in various fields of science, education, and the arts. As one of three state-supported presses in Illinois, it has an interest in publications that advance understanding of the history, nature, and culture of the region. At present, there are approximately 230 titles in print.

Decisions regarding publication are made by the University Press Board, a faculty committee made up of representatives of the colleges and the University Libraries and chaired by the associate provost for graduate studies and research and dean of the Graduate School. The main function of the board is to assure high standards of quality in all the publications of the press.

The press has been a member of the Association of American University Presses since 1972.
University Services

University Office Hours

Most administrative offices are open Monday through Friday from 8 a.m. to 12 noon, and from 1 to 4:30 p.m. University office hours are subject to change. For current information consult the most recent Schedule of Classes. All offices are closed on legal holidays.

Student Housing

University Residence Halls

Northern Illinois University offers several residence hall options which may appeal to graduate students attending the university. Several floors are designated for students 21 years and older and graduate students. These floors are designed for mature students and should be characterized by an appropriate study atmosphere at all times. Another option popular with graduate students is the nine-month floor where students may be in occupancy from the day residence halls open in August until graduation in May, including the vacation periods at Thanksgiving between semesters, and in March. Twelve-month residence hall accommodations are also available. In addition, graduate students may apply for either a 21-meal- or 14-meal-per-week plan. Upon acceptance by the Graduate School, a student may apply for an assignment to a University residence hall. All university residence hall contracts are for the full academic year (August-May), and the fee includes both room and board. All assignments to university residence halls are made without reference to race, religion, or national origin.

Graduate students who want to live in a university residence hall should apply as soon as the notification of acceptance from the Graduate School has been received. Disabled students who find they may require special residence hall accommodations should contact Student Housing and Dining Services, Neptune East (753-1525).

University Family Apartments

The university has 80 apartment units for married students and single parents. These units (40 efficiency and 40 one-bedroom units) are completely furnished. Rentals cover all utilities except telephone. Because these apartments are very much in demand, applicants may be placed on a waiting list. Applications and further information may be obtained from the housing office.

Off-Campus Housing

A card list of student housing (rooms, apartments, and houses) in the DeKalb area is maintained in the Office of Student Housing and Dining Services. These cards can be reviewed in the office in Neptune East but cannot be mailed.

University Health Service

The University Health Service (UHS) offers a wide variety of high quality, out-patient health care services to help students maintain and improve their health. The UHS also offers health education and prevention programs as well as services for persons with disabilities. The UHS is nationally accredited by the Accreditation Association for Ambulatory Health Care and is among the elite five percent of accredited college health services. All UHS physicians have had post-graduate medical training and are specialists in a wide range of clinical areas. The UHS physicians, nurse practitioners, nurses, and professional and support staff have extensive experience in college health and are sensitive to the special needs of the college community.

All students, full- or part-time, automatically pay the University Health Service fee and need only to present their valid NIU photo ID to receive services at the UHS. Students may use the UHS whether or not they are enrolled in the university’s or a private health insurance plan. There are no charges for physician services, x-rays, most laboratory tests, physical therapy, and most other services. There are charges for medications, immunizations, and certain specialized medical procedures and supplies. A fee schedule is available from the UHS business office. Some of the fees are reimbursable through health insurance plans.

The UHS clinical areas and services include

Allergy Clinic—provides administration of allergy injections.

Center for Access-Ability Resources (CAAR)—provides advocacy and support services for students, faculty, and staff with a variety of disabilities and other special needs.
Gynecology—provides private personalized care in the area of women’s health with emphasis on prevention and self-responsibility.

Health Enhancement Services (HES)—the wellness program for NIU students, provides information, workshops, presentations, and services to promote health and prevent disease.

Injury and Initial Care Center—provides care and initial assessment for most illnesses and injuries, including sports-related injuries, and some minor surgery.

Medical Clinic—provides assessment and treatment of general medical conditions by appointment.

Nutrition counseling—counseling regarding general nutrition, weight management, eating disorders, and nutritional management for medical conditions such as diabetes.

Preventive medicine—inmunizations, tuberculosis testing and preventive therapy, anonymous HIV testing, sexually transmitted disease counseling, health related travel services, and contagious disease reporting and follow-up.

Psychiatry—provides individual out-patient psychiatric assessment, follow-up, and/or referral.

Self-Serve Cold Stop—a self-care service which allows students to quickly assess and evaluate cold-like symptoms.

Additional diagnostic and therapeutic services are available through the laboratory, pharmacy, x-ray, and physical therapy areas.

Appointments are not required in the Injury and Initial Care Center or for most preventive medicine services. Appointments are required in the Allergy Clinic (815-753-9760), Gynecology (815-753-9728), Medical Clinic (815-753-9594), and Psychiatry (815-753-1311). There is a fee for missed appointments in some UHS areas. If unable to call to keep a scheduled appointment, students should call the 24-hour appointment cancellation line, (815) 753-9594, to cancel.

The UHS does not pay for medical care received elsewhere; students are responsible for payment. This policy applies both to students who have been referred by the UHS for special consultation and/or care and to students who require care in an emergency or when the UHS is closed. Students are advised to check their health insurance coverage to determine if a portion of the expenses of referral services are reimbursable.

The university offers a separate student health insurance plan; more information, phone (815) 753-0122. For additional information regarding the UHS, call (815) 753-1311.

Student Medical Insurance

Students who register for 9 or more on-campus semester hours by the thirtieth calendar day of the semester are automatically assessed the fee for student medical insurance on their tuition account through the Bursar’s Office. The student medical insurance plan provides coverage for hospitalization and/or medical treatment for accidents and illnesses.

Students enrolled for 6-8 on-campus semester hours in the fall or spring semester may elect to purchase student medical insurance. Students wanting this option must come in person to the Student Insurance Office within the first 15 calendar days of the semester to enroll for coverage.

All international students are required to carry the student medical insurance. These students are automatically charged the fee for student insurance when they register for at least one on-campus hour.

Eligible dependents of insured students, including spouse and unmarried children under 19 years of age, may also be insured. The insured student may apply for dependent coverage at the Student Insurance Office within the first 15 calendar days of the semester.

Students who have been assessed the student medical insurance fee and can provide evidence of equal or better health insurance coverage may apply for cancellation by completing an academic-year cancellation form and providing proof of other coverage at the Student Insurance Office on or before the 15th calendar day of the semester. Students who cancel their coverage during the fall semester are not assessed the student insurance fee for spring and do not need to apply for cancellation for the spring semester.

Students (and their dependents) who are insured for the spring semester are automatically covered through the summer whether or not they enroll in the summer session. New students entering the university for summer session who are registered for 6 or more on-campus semester hours may elect to purchase student health insurance for themselves and their dependents by making application at the Student Insurance Office during the first four days of the summer session.

Students who withdraw from the university due to medical reasons must immediately contact the University Health Service and the Office of Student Services as well as their college advisement office if they have paid for and wish to retain their student medical insurance coverage.

Information concerning the hospital-medical insurance may be obtained from the Student Insurance Office located in the University Health Center building (753-0122).

Campus Information Center

The Campus Information Center, located in the Holmes Student Center, provides information about campus and community events and referral services for students, parents, faculty, staff, and visitors by telephone and in person.

Additional services include course registration information, information about class closings during severe weather, a system for relaying family or medical emergency information to individual students in class, and a system for reporting student absences of at least five consecutive class days to instructors. The center also offers COMPOOL, a matching service for commuting students interested in forming carpools to campus, a rider’s/driver’s board for one-time ride sharing, and campus tours.

A person needing more information or wishing to make use of the above services should contact the Campus Information Center, (815) 753-1157.

Center for Access-Ability Resources

In concordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the university provides support services for students with a variety of disabilities. A wide range of services can be obtained including, but not limited to, housing, transportation, adaptation of printed materials, sign language interpreters, and advocacy with faculty and staff. Students wishing to request services or who want more information should contact the Center for Access-Ability Resources, University Health Service, (815) 753-1303 (voice or TDD). Verification of disability and the request for service need to be received in a timely manner so that services may be arranged and provided.

Counseling and Student Development Center

The Counseling and Student Development Center (CSDC, Campus Life Building, 200, 753-1206) supports the mission of the university to develop the whole person—intellectually, personally, socially, and culturally. The staff’s goal is to assist students in coping with issues of a personal nature, adjusting to the demands in a higher education environment, selecting and achieving educational goals, and reducing sources of interference to learning. Toward these ends, the CSDC provides services in the following major need areas.
Individual, couple, and group counseling and therapy, psychiatric evaluation, crisis intervention, and psychological referrals

Career counseling (career resources, printed materials, testing, computer-assisted exploration, individual counseling, and workshops)

Drug and alcohol assessment

Educational skills (Learning Assistance and Study Skills Laboratory, counseling, and workshops)

Developmental workshops (in residence halls, classes, and other settings)

Consultation (concerning mental health issues, programming, and organizations)

Training

Research and evaluation

Support services for minorities

The center offers opportunities to a limited number of graduate students in psychology and counseling. They may serve as counselors, group facilitators, and program assistants through supervised internships, assistantships, and practica.

Other Campus Human Service Agencies

The Counseling Laboratory (416 Graham Hall, 753-9312) offers counseling services to persons who want assistance improving their personality development, modifying self-defeating behavioral characteristics, or resolving personal, career, or educational dilemmas. Counselors are advanced graduate students in counseling. Services are free, except that a nominal fee may be charged for some psychological or career interest testing.

The Family Center (429 Garden Road, 753-1684) provides couple, premarital, marital, individual, and family therapy for persons in the greater northern Illinois area. Therapists are advanced graduate students under the supervision of approved supervisors of the American Association for Marriage and Family Therapy in the School of Family, Consumer, and Nutrition Sciences.

The Speech and Hearing Clinic (Lucinda Avenue, 753-1481) offers a comprehensive program of evaluation, rehabilitation, and counseling services for any student with a hearing loss and/or speech-language disorder. Hearing aids, accessories, and repairs are available. The clinic is a unit of the Department of Communicative Disorders.

Career Planning and Placement Center

The university helps its students and alumni identify and secure employment through the Career Planning and Placement Center, a centralized office serving all departments. The following services are available.

- Individual counseling about job-related concerns
- Assistance in locating part-time/temporary off-campus employment
- Workshops and seminars focusing on job search strategies, resume writing, interviewing, and related topics
- On-campus opportunities to interview with employers
- Permanent credential files for students in education, nursing, and social service
- Current job vacancy listings and bulletins
- Alumni resume referral service
- A library of job search, employer information, and a variety of specialized directories

During the fall and spring semesters, the center is open 8 a.m. - 4:30 p.m. Monday, Thursday, and Friday and from 8 a.m. - 6 p.m. Tuesday and Wednesday. Summer hours are 8:00 a.m. - 4:30 p.m. Monday through Friday. Staff members are available for students and alumni on an individual basis during these hours.

Special arrangements can be made for workshops and seminars for student groups and classes during regular office hours or at other times.

Office of Campus Recreation

Located in the Student Recreation Center, the Office of Campus Recreation provides a broad-based recreation program for the entire university community. A recent addition includes two full-size hardwood multipurpose courts for basketball and volleyball, a 6000 square foot cardio-weight room with the latest fitness equipment, and a fitness assessment room. Activities include intramural sports (organized tournament play), creative arts, fitness/weight training opportunities, aerobics, yoga, club sports, and outdoor adventures such as canoeing, backpacking, kayaking, caving, and rock climbing. In addition to organized activities, the student recreation center and swimming pools are open for self-directed pursuits including basketball, volleyball, badminton, table tennis, tennis, pickelball, and a three-lane jogging track. Ten racquetball/handball/wallyball courts, five with viewing walls, are also available. In addition, there are weight training room fully equipped with free weights, and a fitness room with hydraulic fitness machines, exercise bikes, rowers, ski trainers, and stairmasters. Locker and shower facilities with sauna are provided. For more information call 753-0231.

The University maintains the largest university bus system in Illinois. The 13-bus system, governed by the Student Association Mass Transit Board, provides free transportation for all fee-paying students to campus and the DeKalb-Sycamore communities. The Huskie buses are in operation seven days a week during school sessions, and for limited hours during summer school. All Huskie buses are equipped with chair lifts to provide all students easy access to and from campus, shopping, and entertainment areas. For more information, call the Student Association at (815) 753-9922.

In conjunction with the University Police, the Mass Transit Board runs Late Nite Ride Service, which provides free safe passage home for students. The service operates Friday and Saturday nights from 2 a.m. to 6 a.m. and can be reached at 753-2222.
Through the Huskie Bus System and the Center for Access-Ability Resources, the NIU Student Association operates the FREEDOM-MOBILE which provides transportation around the campus and vicinity for students with disabilities. During winter months class-to-class transportation is available for students with a qualifying disability. For more information, call the Center for Access-Ability Resources at (815) 753-1303.

Child Care

The Campus Child Care Center at NIU is a nationally accredited and licensed facility which provides a supportive service for families of students, faculty, and staff. The center is staffed with a director and qualified degreed teachers who design an educational program for children from 2 through 6 years of age. Each child has the opportunity to express his or her own ideas and feelings through a developmentally appropriate curriculum including activities in the areas of art, language, large and small motor development, literature, science, math, dramatic play, music, and creative movement. A nutritious breakfast, lunch, and snack are served each day.

The center is located in Gabel Hall 170 and operates between the hours of 7:30 a.m. and 5:30 p.m., Monday through Friday. Additional information may be obtained by writing the Campus Child Care Center, or calling 753-0125.

Students' Legal Assistance Office

Two Illinois attorneys and their staff provide legal information and assistance to eligible fee-paying NIU students. The office handles a large variety of cases including landlord-tenant, criminal misdemeanor, traffic, consumer, discrimination, tort, public benefits, employment, and domestic relations. It is preferred that appointments be made. The offices are located in the Holmes Student Center and can be reached by calling 753-1701.

The operation is funded by the NIU Student Association. The attorneys are prevented by their contracts and the Code of Professional Ethics from handling matters relating to Northern Illinois University and matters between Northern Illinois University students. Persons able to procure private counsel are not eligible for litigational representation.

In addition to direct legal services, the lawyers have instituted a mediation service to handle problems between students and have developed an extensive "preventative-law" program designed to prevent problems through community education. Handout materials include a Tenant/Landlord Handbook, Roommate Survival Guide, Sexual Assault Handbook, Used Car Buyer's Guide, a Traffic Ticket Handbook, and legal forms including subleases, room condition reports, and roommate agreements.

Office of the Ombudsman

The Office of the Ombudsman provides members of the university community neutral and confidential assistance and advice regarding concerns related to the university. Staff members of the office provide information designed to address any concerns or grievances.

The services of the ombudsman are available to every member of the university community—students, staff, and faculty. Any type of concern may be brought to the attention of this office: academic, financial, housing, consumer, work-related, or personal. As a designated neutral party, the ombudsman is precluded from advocating on behalf of any individual but will listen to the concern, help explore options, offer suggestions and advice, and assist in the resolution of the concern from an objective point of view.

Mediation services, direction and referral to appropriate individuals and offices, and clarification of university policies and procedures are distinctive services of the office. All communications with the Office of the Ombudsman are held in strict confidence.

The Office of the Ombudsman is located in the Holmes Student Center, Room 601. Appointments may be made by calling 753-1414.

International Student and Faculty Office

The International Student and Faculty Office provides a variety of services for international (foreign) students and faculty. For further information see "International Programs."

Assistance for Hearing Impaired Students

In conformance with Section 504 of the Rehabilitation Act of 1973, the university provides support services for students who are deaf or hard of hearing. Students may request such services at Room 313, Adams Hall, or write to Services for Higher Education of the Hearing Impaired, Department of Communicative Disorders, Northern Illinois University 60115-2854.

Office of University Resources for Women

The Office of University Resources for Women (URW) offers information, programs, and services to NIU’s community of women, including students, faculty, and staff. URW is especially interested in women returning to school—or thinking of returning to school—after an interruption in their education. The staff provides workshops, seminars, networking, and support groups on career development, life transition, personal effectiveness, academic skills, and leadership development. Short-term counseling is available regarding academic progress, careers, personal development, and other concerns. Where more extensive counseling or assistance is required, referrals are made to appropriate experts on and off campus. Located at 105 Normal Road, the office is accessible to disabled persons. Telephone: (815) 753-0320.

Center for Black Studies

The Center for Black Studies is an academic and research center that collects and analyzes data on all aspects of minority experiences, particularly those of blacks. The center also coordinates an interdisciplinary undergraduate minor in black studies. In addition, the center seeks to stimulate students' professional and career interests through the sponsorship of various distinguished speakers and cultural events.

Center for Latino and Latin American Studies

The Center for Latino and Latin American Studies facilitates the study of Latinos in the United States and their countries of origin. The center administers the undergraduate minor in Latino and Latin American Studies, sponsors colloquia, funds research, and offers additional support services to graduate students and faculty with research interests in these fields.

Office of University Resources for Latinos

The Office of University Resources for Latinos offers a variety of programs and activities designed to assist, encourage, stimulate, and motivate Latino students. Some of the services available include the provision of cross-cultural counseling, career information, referral to the appropriate university office so students may obtain the administrative and academic assistance they require, a peer mentor program, and other general support services.

Office of Testing Services

The Office of Testing Services, located in Altgeld Hall 125, provides a variety of services to students and faculty. This office administers many of the tests associated with course placement, departmental qualification requirements, university graduation
requirements, and admission to graduate and professional schools. Testing Services maintains files of test scores and serves as the campus location to which scores on tests taken at other institutions or test centers may be directed.

External Programming

Graduate credit courses are offered off campus by the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts. For a list of off-campus graduate course locations, students should consult the spring, summer, and fall Schedule of Classes. In addition, the Illinois Board of Higher Education has authorized several NIU graduate degree programs to be offered in a number of specific areas, primarily in the Hoffman Estates, DuPage, and Rockford areas.

College of Business: M.B.A.
College of Education: M.S.Ed. in adult continuing education, counseling, curriculum and instruction, early childhood education, educational administration, elementary education, reading, school business management, and special education
College of Engineering and Engineering Technology: M.S. with majors in electrical engineering and mechanical engineering
College of Liberal Arts and Sciences: M.P.A. and M.S. in computer science

Students admitted to the NIU Graduate School or accepted as students-at-large may enroll in off-campus (as well as on-campus) classes for graduate credit. Adult students who are exploring various disciplines before formal commitment to a degree program may enroll under the student-at-large status in off-campus classes. Others may wish to pursue noncredit courses for personal or professional development. Students should consult with graduate advisers in their chosen field, and should become familiar with the regulations in this catalog, to determine the amount of credit earned as a student-at-large that may be applied to their graduate degree programs.

The university also provides professional development experiences in a variety of appropriate formats, such as one-day workshops, seminars, conferences, training programs, short courses, guided individual study courses, and consultations. Enlisting the instructional and research expertise of the diverse university faculty, the university matches these resources with the articulated needs of practicing professionals. Many of these short courses are tailored to meet the professional needs of a particular agency or business. Others are offered more broadly, attracting participants from across professions, communities, and employers.

Cooperative Education/Internship Program

The Cooperative Education/Internship Program provides opportunities for students to apply their academic training in job positions relevant to their career fields. Internships and cooperative education positions are typically paid and are located with approved employers. Academic credit may be arranged through the appropriate academic department. The program assists graduate students in fulfilling the practicum/internship requirements of their academic programs. To participate in the Cooperative Education/Internship Program students must be enrolled in a degree-granting program, have career goals related to the type of work experience available through the program, and obtain the approval of the appropriate program coordinator. Information about the Cooperative Education/Internship Program may be obtained from the Cooperative Education/Internship Program office, Campus Life Building, Room 240, (815) 753-7138 or via e-mail at coop-ed@niu.edu or check the home page at http://www.niu.edu/depts/coop_ed.

Development and University Relations

The Division of Development and University Relations is responsible for increasing awareness, interest, and support of NIU. Offices within the division are responsible for fund raising and development projects as well as for promoting the university to its constituent groups through events and internal and external communications.

The Office of the Vice President for Development and University Relations provides administrative direction to the Offices of Alumni Relations, Development, Publications, Printing Services, Public Affairs, and Northern Public Radio, the university's public radio service. The office also coordinates the efforts of the Alumni Association and the NIU Foundation boards.

Each year, alumni and friends of NIU make gifts totalling nearly $3 million that benefit scholarships, academic programs, facilities, and athletics, as well as other endeavors. This support is in the form of direct gifts, wills and bequests, insurance plans, trust funds, or property. Gifts to the university from private sources are channeled through the Office of Development and the Northern Illinois University Foundation.

Alumni Association

The Northern Illinois University Alumni Association is an organization of graduates and other former students which fosters a continuing relationship with the university. The association is dedicated to serving NIU and its alumni by providing a program that enhances communication and support by alumni for the university.

The Alumni Association helps to publish Northern Now, which is mailed to all graduates, interested former students, and friends of the university. The association offers programs throughout the year, on campus and off, designed to appeal to the diverse interests of alumni. Through its Annual Fund, the Alumni Association provides merit scholarships to outstanding students, supports NIU libraries, and assists financially with special university and academic departmental activities. All graduates are members of the Alumni Association, and active membership is conferred upon those alumni who assist the university and the Alumni Association with a financial contribution of any amount.

The Alumni Association is in the NIU Broadcast Center and is part of the Division of Development and University Relations. The director of alumni programs works with a policy-making body of elected alumni who serve on the board of directors and with alumni volunteers who serve the university in many roles. The Alumni Association works closely with the NIU Foundation, which is established to receive major gifts for Northern Illinois University's development as an institution of higher education.

Northern Illinois University Foundation

The Northern Illinois University Foundation is a nonprofit, tax-exempt corporation that assists to develop and increase the facilities and programs of the university and to encourage gifts of money, property, works of art, or other material having educational and historical value. It receives and administers such gifts to support university programs with supplemental resources where state funding is non-existent or inadequate.

The foundation is governed by a board of directors consisting of elected representatives of alumni and friends. This board is empowered to transfer to the university any property assigned or conveyed to it. The foundation provides educational fund-raising for the university.

One of the foundation's major projects is the support of the Outstanding Scholar awards, which provide scholarships to outstanding high school graduates. The foundation also provides departmental and general university support.

Additional information may be secured through the Office of Development.
Admission to Graduate Programs in Business

Admission to the various graduate programs in business is competitive and limited to those candidates who can demonstrate high promise of success in a graduate business degree program. In addition to compliance with the policies of the Graduate School, the College of Business considers several indicators of potential for success in graduate business studies including, but not limited to, the following:

- A minimum cumulative GPA of 2.75 (based on a 4.00 system) at the baccalaureate institution, or a minimum cumulative GPA of 2.75 in the last 60 hours of the baccalaureate program, or the completion of 15 or more semester hours of graduate work at an accredited institution with a minimum GPA of 3.20.
- The total score and verbal and quantitative percentiles, and where available the analytical writing assessment (AWA) score, on the GMAT standards set by the individual graduate programs in business.
- Work experience at the post-baccalaureate level, where applicable.
- Leadership and communication skills as documented in a goals statement and resume.
- A minimum of two letters of recommendation.
- Submission of results on the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English.

At the discretion of the respective program directors, candidates may be required to come in for an interview or to submit additional materials deemed important in assessing potential for success in graduate business studies.

Graduate Study in Business

The College of Business offers the Master of Business Administration (M.B.A.); the Master of Accounting Science (M.A.S.), with an area of study or with a specialization in taxation; and Master of Science (M.S.) programs in finance and management information systems. These programs are accredited by the American Assembly of Collegiate Schools of Business (A.A.C.S.B.).

All master's degree programs consist of two phases. Phase One (a minimum of 18 semester hours) is designed to compensate for deficiencies in undergraduate course work or experiences considered to be prerequisites for the Phase Two (30 semester hours) graduate course work. The M.A.S. and M.S. in management information systems programs have additional requirements which are discussed in the sections describing these programs.

Whether enrolled on or off campus, all students must have access to business library material and a personal computer with spreadsheet and word processing software.

Limitation of Time

All Phase Two requirements must be met within six consecutive years. This time limitation commences with entry into the first Phase Two course, including work for which transfer credit is allowed. If a course taken to complete the requirements for Phase Two does not fall within the six-year period allowed for the degree, the student must demonstrate currency by examination or by repeating the course.

Students-at-Large

Students-at-large are normally prohibited from registering for graduate business courses.

Phase One

Phase One requirements must be included in a student's program of courses unless a grade of C or better has been earned in corresponding undergraduate courses, or a grade of B or better has been earned in equivalent graduate courses elsewhere, or a "Pass" has been achieved on the first and only attempt of the Phase One exemption examinations. Phase One courses may not be used as Phase Two electives; credit earned in Phase One will not count toward the 30-semester-hour degree requirement in Phase Two.

Phase One consists of 18 semester hours.

MGMT 672, Strategic Management and Policy, must be completed by all M.B.A. students, and by all M.A.S. students who have not completed a capstone course in strategic business problems and decision making.

Phase Two

Phase Two consists of an advanced core and electives. See the respective master's degree program sections for specific Phase Two requirements. Students must file and follow an approved program of courses.

MGMT 672, Strategic Management and Policy, must be completed by all M.B.A. students, and by all M.A.S. students who have not completed a capstone course in strategic business problems and decision making.
Master of Business Administration

The primary mission of NIU's M.B.A. program is to serve business and other organizations by preparing students to be leaders. The themes of a global view of business, leadership, ethics, and communication are important and integral parts of the program. Students are encouraged to integrate these themes into term papers, case presentations, and classroom discussions.

Phase One

See Phase One requirements listed under "Graduate Study in Business."

Phase Two

Phase Two consists of the following seven required core courses (21 hours) and three electives (9 hours).

ACCY 630, Managerial Accounting Concepts (3)
FINA 607, Financial Analysis (3)
MGMT 635, Organizational Behavior (3)
MGMT 672, Strategic Management and Policy (3)
MKTG 627, Operations Management (3)
OMIS 627, Operations Analysis (3)
OMIS 640, Management of Information Systems Technology (3)

Electives (9)

Executive Master of Business Administration

The executive M.B.A. program is designed to meet the needs of working executives who desire to earn the degree while continuing to work full time in an organization. Students must have had five or more years of previous managerial experience and be sponsored by their employer. While participating in the executive M.B.A., students continue working full time. Courses are offered on Saturdays for four semesters. Students may begin the executive M.B.A. only in the fall semester. For further information contact the executive M.B.A. office, (815) 753-0257.

Master of Accounting Science

The objective of the M.A.S. program is to provide its graduates with technical expertise and competence for advancement in industrial, public accounting, accounting systems consultant, government, and nonprofit organizations. The courses emphasize analysis of alternative theory structures and integrate practical problems, case studies, and studies of socioeconomic phenomena involving uncertainty.

The educational experience enables students to develop further their intellectual, interpersonal, and communication skills and professional orientation. Additionally, the educational experience enables graduates to develop the motivation and ability to learn throughout their careers.

In addition to the College of Business standards listed above under "Graduate Study in Business," the admission standard for the Department of Accountancy is a minimum 3.00 GPA in undergraduate accountancy courses. Candidates may also be asked by the department graduate adviser to complete an interview either in person or by phone.

Phase One

See requirements listed under "Graduate Study in Business."1

The graduate Phase One requirements must be included in the student's program unless a grade of C or better has been earned in the corresponding undergraduate courses. A student with a baccalaureate degree in business and acceptable undergraduate grades may have already satisfied Phase One requirements.

In addition to Phase One, the student must show proficiency in accounting information systems, intermediate cost management, intermediate financial reporting I and II, auditing investigation and attestation, and individual taxation.

This requirement must be satisfied through credit with a grade of C or better in appropriate courses, or through acceptable performance on a proficiency examination. The GPA earned for all courses in this group must be 3.00 or above.

None of the above courses may be counted as accountancy electives in Phase Two.

The writing of a thesis is optional. It is recommended that calculus be taken in addition to finite math (equivalent to MATH 210).

Phase Two

The M.A.S. student is required to select an area of study—general accounting, public accounting, accounting information systems/information systems auditing, cost management, or governmental and not-for-profit accounting—or the specialization in taxation.

The student is required to complete a minimum of 30 semester hours of work beyond Phase One and the baccalaureate degree. Of these 30 semester hours, 21 must be in classes reserved exclusively for admitted graduate students and 15 of the 21 hours must be in accounting.

M.A.S. with an Area of Study

Core Requirements (9)
ACCY 644, Advanced Taxation (3),
OR ACCY 647, Corporate Taxation (3)
ACCY 664, Financial Statement Auditing (3)
ACCY 670, Accounting Research (3),
OR ACCY 645, Professional Tax Research (3)

Area of Study (21)
General Accounting
Accountancy courses in consultation with and approval of department adviser (6)
Non-accountancy courses in consultation with and approval of department adviser (9)
Electives with approval of department adviser (6)

Public Accounting
ACCY 433, Financial Reporting III (3)
ACCY 634, Financial Accounting Theory (3)

1ACCY 310, or its equivalent, will be accepted as meeting the Phase One requirement of OMIS 507 for entering M.A.S. students.
2A substitute course approved by department adviser.
3Students in the accounting systems/information systems auditing area of study must select one elective in accountancy at the 500 or 600 level.
4Or MGMT 412, MGMT 635, and/or OMIS 600, if not used to fulfill requirement below.
5One of these courses (3 semester hours) must be outside accountancy.
6A student with a strong background in finance may, with approval of his or her adviser, select an alternative finance course.
FINA 455, Futures and Options Markets (3)
MGMT 412, Business Law (3)
MGMT 537, Entrepreneurship and Venture Management (3)
Electives with approval of department adviser (6)

**Accounting Information Systems/Information Systems Auditing**
ACCY 421, Advanced Cost Management (3)
ACCY 511, Advanced Accounting Information Systems (3)
ACCY 667, Information Systems Auditing (3)
Three of the following (9)
OMIS 649, Operating Systems (3)
OMIS 651, Systems Analysis and Design (3)
OMIS 652, Database Systems (3)
OMIS 660, Data Communications (3)
Electives with approval of department adviser (6)

**Cost Management**
ACCY 421, Advanced Cost Management (3)
ACCY 622, Cost Management Theory (3)
Two of the following (5-6)
ACCY 433, Financial Reporting III (3)
ACCY 480, Governmental and Not-for-Profit Accounting (2)
ACCY 611, Advanced Accounting Information Systems (3)
ACCY 673, Internship in Accountancy (3)
MGMT 412, Business Law (3),
or a substitute course approved by department adviser
MGMT 635, Organization Behavior (3),
or a substitute course approved by department adviser
OMIS 600, Managerial Economics (3),
or a substitute course approved by department adviser

**Governmental and Not-for-Profit Accounting**
ACCY 480, Governmental and Not-for-Profit Accounting (2)
ACCY 680, Advanced Governmental and Not-for-Profit Accounting (3)
PSPA 510, Public Budgeting and Financial Management (3)
An elective chosen from PSPA courses approved by department adviser
Electives with approval of department adviser (9)

Related study in law, political science, and public finance is highly recommended.

**M.A.S. with a Specialization in Taxation**
ACCY 645, Professional Tax Research (3)
ACCY 646, Tax Administration and Practice (3)
ACCY 647, Corporate Taxation (3)
ACCY 649, Partnership Taxation (3)
ACCY 664, Financial Statement Auditing (3)
Electives in taxation with approval of department adviser (9)
Other electives with approval of department adviser (6)

Related study in law, political science, and public finance is highly recommended.

**Master of Science in Finance**
The purpose of the M.S. in finance program is to provide preparation for careers in corporate financial management, investments, banking and other financial institutions, real estate, and insurance. In addition, the M.S. in finance might be chosen by those students interested in a career in teaching or pursuing a doctoral degree in finance.

Phase One
See requirements listed under “Graduate Study in Business.”

Phase Two
The student is required to complete a minimum of 30 semester hours of work beyond Phase One and the baccalaureate degree. Of these 30 semester hours, 21 must be in classes reserved exclusively for admitted graduate students.

**Course Requirements (24-30)**
ACCY 640, Financial Statements Analysis (3)
OMIS 671, Business and Economic Forecasting (3)
(Financial Markets)
FINA 651, Seminar in Financial Institution Management (3)
International Finance
FINA 585, International Business Finance (3)
Investments
FINA 622, Security Analysis (3),
OR FINA 623, Investment Management (3)

**Electives** with approval of department adviser (9)

**Related Area** (0-6)
Electives as approved by the department adviser (6),
OR FINA 599, Master’s Thesis (0-6)

**Master of Science in Management Information Systems**
The M.S. program in management information systems combines the technical area of computer science with business administration. The purpose of the program is to prepare students to assume administrative and managerial roles in the field of management information systems.

Phase One
See requirements listed under “Graduate Study in Business.”

In addition to Phase One requirements, the student must demonstrate proficiency in a business applications oriented computer programming language acceptable to the management information systems faculty (COBOL for example) either by work experience or the satisfactory completion of appropriate coursework.

Any course that satisfies the proficiency listed above may not be counted as an elective in Phase Two.

Phase Two
The student is required to complete a minimum of 30 semester hours of work beyond Phase One and the baccalaureate degree. Of these 30 semester hours, 21 must be in classes reserved exclusively for admitted graduate students. With the approval of the adviser or chair of the Department of Operations Management and Information Systems, other courses may be substituted for a maximum of 9 semester hours of Phase Two course work.

1ACCY 310, or its equivalent, will be accepted as meeting the Phase One requirement of OMIS 507 for entering M.A.S. students.
2Or a substitute course approved by department adviser.
3Students in the accounting systems/information systems auditing area of study must select one elective in accountancy at the 500 or 600 level.
4Or MGMT 412, MGMT 635, and/or OMIS 600, if not used to fulfill requirement below.
5One of these courses (3 semester hours) must be outside accountancy.
6A student with a strong background in finance may, with approval of his or her adviser, select an alternative finance course.
OMIS 649, Business Computer Operating Systems (3)
OMIS 651, Business Systems Analysis and Design (3)
OMIS 652, Business Applications of Data Base Management Systems (3)
OMIS 660, Business Telecommunications (3)
OMIS 661, Business Decision Support Systems (3)
OMIS 690, Information Systems Management (3)
OMIS 697, Research Methods for Information Systems (3)
Electives (9)
Selected with the approval of the student's adviser from among relevant graduate offerings in the department or elsewhere in the university.

International Business

The College of Business, through its courses dealing with international marketing, international finance, international management, travel seminars, and similar topics, is prepared to meet the needs of students who have interest and aptitude in the broad area of international business.

Interdisciplinary Courses Offered by the College of Business

UBUS 490. TOPICS IN BUSINESS (1-3). Selected topics from the various business disciplines. Course content includes an integration of the functional areas of business administration and topics of current importance. May be repeated to a maximum of 6 semester hours. PRQ: Consent of instructor.

UBUS 595. INTERNSHIP IN BUSINESS (3-6). Designed primarily for students lacking full-time business experience. Full-time work for a summer or a semester as an intern in a business firm under the supervision of a coordinator from the College of Business. No more than 3 semester hours may be applied to Phase Two program requirements. The only grades awarded are S, U, and I. PRQ: Consent of department.
Department of Accountancy (ACCY)

Graduate Faculty

Richard E. Baker, professor, Distinguished Teaching Professor, Ernst and Young Professor of Accountancy, C.P.A., Ph.D., University of Wisconsin
Robert E. Bennett, associate professor, C.M.A., C.P.A., Ph.D., University of Missouri
Rodger A. Brink, professor, LL.M., University of Florida
Gregory A. Carnes, assistant professor, C.P.A., Ph.D., Georgia State University
C. William Cummings, associate professor, C.D.P., C.P.A., Ph.D., University of Missouri
Patrick R. Delaney, professor, Arthur Andersen & Co. Alumni Professor of Accountancy, C.P.A., Ph.D., University of Illinois
James A. Hendricks, professor, Square D Professor of Accountancy, C.P.A., Ph.D., University of Illinois
Linda M. Johnson, associate professor, C.P.A., Ph.D., Arizona State University
Van E. Johnson, assistant professor, C.P.A., Ph.D., Arizona State University
David E. Keys, professor, Household International Professor of Accountancy, C.M.A., C.P.A., Ph.D., University of Illinois
Connie L. Esmond Kiger, assistant professor, C.P.A., Ph.D., Indiana University
Curtis L. Norton, professor, Deloitte and Touche Professor of Accountancy, Ph.D., Arizona State University
John R. Simon, professor, Coopers and Lybrand Professor of Accountancy, C.P.A., Ph.D., University of Illinois
Pamela A. Smith, assistant professor, C.P.A., Ph.D., University of North Texas

Course List

421. ADVANCED COST MANAGEMENT (3). Advanced study of the information required in management planning and control systems. The theory and application of product costing, operational control, cost allocation, and performance evaluation for manufacturing and service organizations are covered. Topics include transfer pricing, costing, division performance measurement, regression analysis, statistical quality control, activity-based costing, automation and cost management, target costing, and Japanese cost management. PRQ: ACCY 320 or consent of department. CRQ: UBUS 311 or consent of department.

433. FINANCIAL REPORTING III (3). The study of financial accounting theory and practice relating to accounting for business combinations under the purchase and pooling methods, consolidated financial statements, international operations, segment and interim reporting standards, debt restructure, corporate insolvency, partnership accounting, and accounting for specialized industries such as banking, construction, franchising, and real estate. Coverage of SEC reporting standards. Use of data bases in researching accounting issues and in analyzing and preparing disclosures. Extensive use of group projects. PRQ: ACCY 432 with a grade of C or better, or consent of department.

456. ADVANCED FEDERAL TAXES (3). A study of federal taxes imposed on business entities with emphasis on corporations, partnerships, and S corporations. Also includes an overview of tax research techniques. Not available for credit in the M.A.S. specialization in taxation. PRQ: ACCY 455 or consent of department.

460. ADVANCED AUDITING (3). An in-depth analysis of advanced topics in auditing with special attention to professional standards, the impact of SEC on auditing, the objectives in planning an audit, and current topics in auditing. Students may not receive credit for both ACCY 460 and ACCY 664. PRQ: ACCY 360 with at least a C or consent of department.

462. INTERNAL AUDITING (3). An understanding of the internal audit function. Topics include internal audit standards, internal controls, risk assessment, evidence and documentation, and communications. Auditing techniques including sampling and use of systems-based audit techniques. Review of ethics, emerging issues, and industry specific matters. PRQ: ACCY 360 and ACCY 473, or consent of department.

475. C.P.A. PROBLEMS (3). The analysis and review of accounting principles and practices as developed and illustrated in complex selected problems. Discussion of selected problems and theory. Laboratory practice in the solution of typical problems encountered in the C.P.A. examination. PRQ: Consent of department.

480. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (2). Basic introduction to state and local government accounting, federal government accounting, not-for-profit organization accounting, GAO audit standards and the single audit act, and not-for-profit tax issues. PRQ: ACCY 331 or consent of department.

505. FINANCIAL ACCOUNTING CONCEPTS (2). An introduction to the nature, uses, and limitations of financial accounting information. Financial accounting concepts presented from the viewpoint of the user. Problems and cases used to emphasize the kinds of financial accounting information relevant for decision making. Open to students with fewer than 6 semester hours in accounting, or by consent of department.

509. FEDERAL TAXATION: PLANNING AND CONTROL (3). A study of the basic rules of federal income taxation as they relate to the planning and control opportunities that exist in the conduct of business and nonbusiness transactions. Not open to students with credit in either ACCY 309 or ACCY 455. PRQ: ACCY 505 or equivalent completed within the past five years with a grade of A or B, or consent of department.

557. ACCOUNTING FOR PUBLIC ADMINISTRATION (3). A survey of governmental and other public sector accounting for nonaccounting majors. Topics include an introduction to accounting, budgeting, auditing, and financial statement analysis as applied to state and local governments, hospitals, colleges, universities, and other nonprofit organizations. Designed for M.P.A. students, but other graduate students may be admitted with consent of department.

599. MASTER'S THESIS (1-6). Open to students writing a thesis under the M.A.S., M.S., or M.B.A. program. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours.

604. INDEPENDENT STUDY IN ACCOUNTING (1-3). Open to students qualified to do individual study in accounting. Not for credit on the thesis. May be repeated to a maximum of 6 semester hours. Not available for S/U grading. PRQ: 21 semester hours of accounting and consent of department.

611. ADVANCED ACCOUNTING INFORMATION SYSTEMS (3). In-depth analysis of advanced accounting information system concepts and applications. Special emphasis on current topics and developments in the area. Coverage of various industries' accounting information systems and their different information systems platforms. Students may not receive credit for both ACCY 411 and ACCY 611. PRQ: ACCY 310 with at least a C or consent of department.

622. COST MANAGEMENT THEORY (3). A study of the theory underlying management planning and control systems. Readings and cases used to examine product costing, operational control, cost allocation, and performance evaluation in manufacturing and service organizations. PRQ: 9 semester hours of accounting, including ACCY 320 or consent of department.
630. MANAGERIAL ACCOUNTING CONCEPTS (3). The uses of accounting information in interpreting, coordinating, and implementing management's policies, in measuring and evaluating performance, and in tactical and strategic planning for future business activity. Not open to students with more than 9 semester hours of accounting except by consent of department. PRQ: ACCY 505 or consent of department.

634. FINANCIAL ACCOUNTING THEORY (3). A study of the conceptual and theoretical aspects of financial accounting and the economic environment of accounting. Students analyze the existing conceptual framework of accounting and apply that framework to current significant accounting problems. PRQ: 21 semester hours of accounting or consent of department.

640. FINANCIAL STATEMENTS ANALYSIS (3). Analysis and interpretation of financial reports with particular reference to the construction of statements, the meaning of accounts, ratios, and other evaluating indices. PRQ: ACCY 630 or consent of department.

644. ADVANCED TAXATION (3). A study of the federal income taxation of business entities. Emphasizes corporations, partnerships, and S corporations and includes an introduction to tax research. Students may not receive credit for both ACCY 456 and ACCY 644. Not available for credit in the M.A.S. specialization in taxation. PRQ: ACCY 455 or consent of department.

645. PROFESSIONAL TAX RESEARCH (3). An examination of tax research methodologies with particular emphasis on the legal research methods. Includes several independent research projects designed to emphasize the evaluation of various tax authorities. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

646. TAX ADMINISTRATION AND PRACTICE (3). A study of the structure, powers, and procedures of the Internal Revenue Service, including the IRS audit process. Examines rules governing tax practice and professional ethics. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

647. CORPORATE TAXATION (3). A study of federal income taxation of corporations and shareholders with emphasis on transactions between the corporation and its shareholders. Topics include corporate contributions, distributions to shareholders, stock redemptions, corporate liquidations, penalty taxes, and special rules for S corporations. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

648. ADVANCED CORPORATE TAXATION (3). A study of the federal income taxation of corporate reorganizations, including mergers, acquisitions, corporate divisions, and the carryover of tax attributes, and the tax rules concerning consolidated tax returns. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

649. PARTNERSHIP TAXATION (3). A study of the federal income taxation of partnerships, with emphasis on the tax laws related to the formation, operation, and liquidation of partnerships. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

651. FEDERAL ESTATE AND GIFT TAXATION (3). A study of the federal estate and gift tax laws with emphasis on tax-planning techniques designed to minimize transfer taxes and ensure the orderly transfer of assets to succeeding generations. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

652. TAXATION OF ESTATES AND TRUSTS (3). A study of federal taxation of income from estates and trusts, and the use of trusts in tax planning to minimize income, estate, and gift taxes. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

654. TAX SEMINAR (3). An intensive study of selected topics of current interest. May be repeated to a maximum of 6 semester hours. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

655. INTERNATIONAL TAXATION (3). A study of the U.S. laws that have tax implications for international transactions. Primary emphasis on the U.S. taxation of multinational operations and the taxation of foreign persons in the U.S. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

656. TAXATION OF BUSINESS AND INVESTMENT DECISIONS (3). A study of selected topics including the tax rules that underlie accounting principles and methods, the taxation of property transactions, and the taxation of security transactions. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

657. DEFERRED COMPENSATION (3). A study of tax rules and reporting requirements related to qualified pension, profit-sharing, and stock bonus plans. Other topics include individual retirement accounts, retirement accounts for self-employed individuals, and the taxation of different forms of compensation. PRQ: 21 semester hours of accounting including ACCY 455, or consent of department.

664. FINANCIAL STATEMENT AUDITING (3). An in-depth analysis of financial statement auditing topics with special attention to audit theory and professional standards. Topics include professional responsibilities of financial statement auditors, impact of the SEC on auditing, objectives in planning an audit, and preparation of the final audit report. PRQ: ACCY 331, ACCY 360, and ACCY 432, or consent of department.

667. INFORMATION SYSTEMS AUDITING (3). Study of the practical aspects of information systems auditing (ISA). Includes assurance services, internal control assessments, and evidence-gathering activities in advanced accounting information systems. PRQ: ACCY 360 or consent of department.

670. ACCOUNTING RESEARCH (3). An examination of the methods of inquiry and research and development of competence in professional writing. Includes outside readings in those areas and written critiques of selected accounting literature. A major paper also required. PRQ: 18 semester hours of accounting or consent of department.

673. INTERNSHIP IN ACCOUNTANCY (3). Designed primarily for students lacking full-time business experience. Full-time work for a summer or a semester as an intern in a business firm under the supervision of a coordinator from the Department of Accountancy. No more than 3 semester hours may be applied to Phase Two Program requirements. S/U grading basis. PRQ: Consent of department.

679. SEMINAR IN ACCOUNTING (3). The study of theories, principles, practices, and procedures in all areas of accounting. Independent and group investigation of problems of special interest in the field of accounting. May be repeated to a maximum of 6 semester hours with departmental approval. PRQ: 21 semester hours of accounting or consent of department.

680. ADVANCED GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Designed for students interested in careers in federal, state, or local governmental units, or in not-for-profit organizations. Internal management of government and not-for-profit organizations, budgeting/financial management, systems applications, internal controls, GNP audit issues, not-for-profit tax issues, and financial statement analysis. PRQ: ACCY 480 or consent of department.
Robert E. Miller, chair, professor, Ph.D., University of Kansas

Graduate Faculty

William Chittenden, assistant professor, Ph.D., Texas Tech University
C. Mitch Conover, assistant professor, Ph.D., Florida State University
Richard J. Dowen, professor, C.M.A., Ph.D., State University of Nebraska at Lincoln
John J. Dran, associate professor, D.B.A., Kent State University
Gerald R. Jensen, associate professor, Ph.D., University of Wisconsin
James M. Johnson, professor, Ph.D., Ohio State University
Robert E. Miller, professor, Ph.D., University of Kansas
Donald E. Weiss, associate professor, Ph.D., University of Wisconsin

Course List

455. ANALYSIS OF DERIVATIVE INSTRUMENTS (3). The risk allocation function of options and futures markets from the perspective of market users. Hedging strategies and equilibrium pricing models. The roles of government regulation and international developments. PRQ: MATH 211 or consent of department.

500. SURVEY OF BUSINESS ECONOMICS (2). Business economic concepts relevant to an analysis of the environment within which the business enterprise operates and those economic concepts basic to an analysis of a broad scope of business problems.

505. FUNDAMENTALS OF FINANCIAL MANAGEMENT (2). For graduate students with little formal background in finance. Financial theory and activities connected with the organization and operation of a business enterprise. The relationship of these financial activities to other aspects of business administration. Financial planning and control, working capital considerations, capital budgeting, sources and use of funds, valuation of enterprise, and the financial environment in which the firm operates. PRQ: ACCY 505 and OMIS 524, or consent of department.

520. INVESTMENT FUNDAMENTALS (3). Conceptual foundations and strategies for investment analysis and management. Focus on functions, structure, and efficiency of securities markets; an overview of risk and return; introduction to analysis and valuation of common stocks, fixed-income securities, and other alternative investments; and an introduction to the portfolio management process. Not open to students with credit in FINA 340. PRQ: FINA 505 and OMIS 524, or consent of department.

550. FUNDAMENTALS OF FINANCIAL MARKETS (3). The structure, operations, goals, and strategies of banking and nonbanking financial intermediaries. Attention given to the financial markets with emphasis directed to financial instruments including futures contracts. Not open to students with credit in FINA 350. PRQ: FINA 500 and FINA 505, or consent of department.

585. INTERNATIONAL BUSINESS FINANCE (3). The methods, practices, and institutions for financing international and foreign business firms including direct and indirect investments. Current developments relating to specific finance and monetary problems. PRQ: FINA 320 and FINA 350, or consent of department.

595. INTERNSHIP IN FINANCE (1-6). Designed primarily for students lacking full-time experience in finance. The student works for a summer or a semester as an intern in a business firm. No more than 3 semester hours may be applied to Phase Two program requirements. S/U grading basis. PRQ: Consent of department.

599. MASTER'S THESIS (1-6). Open to students writing a thesis under the M.S. or M.B.A. program. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

600. MANAGERIAL ECONOMICS (3). Those phases of business economics that are particularly useful to the management of large industrial corporations. Profit objectives and the measurement and forecasting of demand and costs related to the decision-making processes in business. PRQ: FINA 500 or consent of department.

603. SEMINAR IN FINANCIAL RESEARCH (3). Review and evaluation of current research in finance giving consideration to the implication of findings for the improvement of business practices. Not for thesis credit. PRQ: OMIS 524 or consent of department.

604. INDEPENDENT STUDY IN BUSINESS (1-3). Open to students qualified to do individual study in business. Not for credit on the thesis. May be repeated to a maximum of 6 semester hours. Not available for S/U grading. PRQ: 21 semester hours of accounting and consent of department.

607. FINANCIAL ANALYSIS (3). Analysis of current and future financial position that serves as the foundation for decision making by creditors, managers, and owners. Includes ratio analysis, sources and uses of funds, operating and financial leverage, capital budgeting under risk and uncertainty, the cost of capital, and the financial structure. The course is problem oriented but cases and reading may be utilized. PRQ: FINA 320 or FINA 505, or consent of department.

613. READINGS IN FINANCE (1-3). Special readings useful to a student's individual program and objectives, but not available in regular course offerings. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

622. SECURITY ANALYSIS (3). A detailed study of the methods utilized in analyzing the major types of securities. Particular emphasis on equities. Due consideration given to economic, corporate, financial, and management factors. PRQ: FINA 520 and OMIS 524, or consent of department.

623. INVESTMENT MANAGEMENT (3). Institutional and individual strategies for portfolio selection, supervision, and performance evaluation. Examination of recent analytical and theoretical developments. PRQ: FINA 520 and OMIS 524, or consent of department.

650. SEMINAR IN MANAGERIAL ECONOMICS (3). Selected topics in managerial economics emphasizing current literature on the theory and analysis of business. PRQ: FINA 600 or consent of department.

651. SEMINAR IN FINANCIAL INSTITUTION MANAGEMENT (3). Topics include contemporary developments in the management of financial institutions; management problems of different classes of institutions including banks, thrift institutions, insurance companies, investment banks and companies; and effects of increased concentration of government regulation. PRQ: FINA 350 or FINA 550, or consent of department.

662. FINANCIAL MANAGEMENT STRATEGIES (3). Current developments in financial management, including critical evaluation of selected topics dealing with theoretical and applied aspects of the decision-making process in business finance. PRQ: FINA 607 and OMIS 524, or consent of department.

695. SEMINAR IN FINANCETOPICS (3). Critical analysis and discussion of financial topics, empirical research, and applications. Review of evolving topics in the scholarly literature, including contemporary issues and controversies. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.
Department of Management

Daniel R. Wunsch, chair, associate professor, Ph.D., University of California at Los Angeles

Graduate Faculty

Curtiss K. Behrens, associate professor, LL.M., DePaul University
Terrence R. Bishop, associate professor, Ph.D., University of Iowa
Paula E. Brown, assistant professor, Ed.D., Northern Illinois University
Ralph F. Catalanello, professor, Ph.D., University of Wisconsin
Luis G. Flores, associate professor, Ph.D., Texas Tech University
Charles R. Gowen, associate professor, Ph.D., Ohio State University
Marvin F. Hill, professor, J.D., Ph.D., University of Iowa
Albert S. King, professor, D.B.A., Texas Tech University
C. Lynn Nealey, associate professor, Ph.D., University of Tennessee
Christine L. Scheck, associate professor, Ph.D., Arizona State University
Betty L. Schroeder, associate professor, Ph.D., Michigan State University
David R. Wade, associate professor, J.D., University of Iowa
Curtiss K. Behrens, associate professor, LL.M., DePaul University
Luis G. Flores, associate professor, Ph.D., Texas Tech University
Marvin F. Hill, professor, J.D., Ph.D., University of Iowa
Albert S. King, professor, D.B.A., Texas Tech University
C. Lynn Nealey, associate professor, Ph.D., University of Tennessee
Christine L. Scheck, associate professor, Ph.D., Arizona State University
Betty L. Schroeder, associate professor, Ph.D., Michigan State University
David R. Wade, associate professor, J.D., University of Iowa

Course List

Management (MGMT)

412. BUSINESS LAW (3). Commercial transactions, basic legal concepts of commercial paper, sales, secured transactions, and related topics. Uses case materials and problems. PRQ: MGMT 217 or consent of department.

413. LEGAL AND ETHICAL CONSTRAINTS ON BUSINESS CONDUCT (3). Study of legal and ethical constraints on conduct in the corporate setting. Includes a close examination of relevant statutes and discussion of current issues in the regulation of corporate behavior. PRQ: MGMT 217 or consent of department.

436. COMPENSATION AND BENEFITS ADMINISTRATION (3). Design and implementation of organizational compensation systems. Integration of internal equity and external market considerations in wage systems through use of job evaluations and market surveys. Compensation as a means of effective recruitment, motivation, and retention of employees. Benefits program design, cost containment, and program management. Performance appraisal processes and implementation of merit systems. Statutes affecting compensation practices (e.g., minimum wage laws, unemployment compensation, worker’s compensation). PRQ: MGMT 217 or consent of department.

444. TRAINING AND DEVELOPMENT (3). Training needs analysis at organizational, task, and individual levels. Design, implementation, and evaluation of training and development systems. Evaluation of types of training media. Coordination and integration of employees’ development with organizational human resource planning. Broad-scale organization development efforts. CRQ: MGMT 433 or consent of department.

487. MULTINATIONAL BUSINESS MANAGEMENT (3). An analysis of the problems and practices of multinational business management activities. The issues covered include American management technology in foreign countries; comparative management among different countries; and complexity introduced by the management of multinational organizations with specific focus on objectives, strategies, policies, and organizational functioning. The course is designed to allow for cross-fertilization of ideas from students to gain a diversity of views and sensitivity to cultural differences. PRQ: UBUS 310 and UBUS 311, or consent of department. CRQ: MGMT 333 or consent of department.

498. EQUAL OPPORTUNITY AND EMPLOYMENT (3). An in-depth presentation of management, union, and individual perspectives of the causes and remedies of employment-based discrimination. Topics discussed include recruiting, promoting, seniority, discrimination, affirmative action, and testing. CRQ: MGMT 433 or consent of department.

505. PRINCIPLES OF MANAGEMENT (2). An introduction to the role of manager in interaction with superiors, subordinates, associates, and staff; theories of leading, organizing, planning, and controlling; and skills in communicating, coordinating, and directing. PRQ: Consent of department.

511. LEGAL ASPECTS OF BUSINESS (2). A general seminar in legal problems affecting business in the areas of contracts, personnel, taxation, property, and government regulation of business.


538. EMPLOYMENT LAW (3). Review, analysis, and evaluation of the National Labor Relations Act as amended. Primary emphasis includes an in-depth analysis of employment law; rights to organize and undertake concerted activity; legal framework of labor-management relations; selection and representation of unions; union member rights; etc. Current legislative and judicial developments as well as an extensive review and analysis of court and NLRB decisions. PRQ: MGMT 505 or consent of department.

595. INTERNSHIP IN MANAGEMENT (3-6). Designed primarily for students lacking full-time business experience. Full-time work for a summer or a semester as an intern in a business firm under the supervision of a coordinator from the Department of Management. No more than 3 semester hours may be applied to Phase Two program requirements. S/U grading basis. PRQ: Consent of department.

598. SEMINAR IN MANAGERIAL LEADERSHIP (3). Leadership and its role in managing organizational change. Focus on recognizing, developing, and applying leadership skills in changing business environments and on developing negotiation strategies and skills. PRQ: MGMT 505 or consent of department.

604. INDEPENDENT STUDY IN MANAGEMENT (1-3). Available to graduate students of demonstrated capability for specialized independent study in management. May be repeated to a maximum of 6 semester hours. Not available for S/U grading. PRQ: MGMT 505 and consent of department.

611. BUSINESS ETHICS AND STRATEGIC MANAGEMENT (3). Responses of organizations to environmental expectations and analysis of external and internal variables affecting the legal and ethical implications of strategic decisions. The role of general managers as mediators between organizational and societal interests and study of the firm as a corporate citizen. PRQ: MGMT 505 or consent of department.

619. MANAGERIAL COMMUNICATIONS (3). Communication techniques and strategies relevant to managerial positions. Application of communication techniques and strategies in leadership roles. Development of organizational communication skills.

620. HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS (3). Management’s problems, opportunities, and policy alternatives in personnel management and labor relations. Examination of recruiting, selection, compensation, training, and career development and day-to-day personnel issues. PRQ: MGMT 505 or consent of department.

633. ORGANIZATION THEORY (3). Traces historical development of organization theory from preclassical through contemporary theories. Analysis of organizational structure and behavior ranging from systems in the steady state to complex, dynamic social systems concerned with adaptation, growth, and conflict. PRQ: MGMT 505 or consent of department.
635. ORGANIZATIONAL BEHAVIOR (3). A critical evaluation of theory, research, and practice related to individual and group behavior in organizational settings. Examination of motivation, leadership, communication, decision-making, diversity, and other processes in terms of their influence on individual, group, and organizational outcomes. PRQ: MGMT 505 or consent of department.

638. SEMINAR IN HUMAN RESOURCES AND LABOR RELATIONS (3). Synthesis of existent diverse philosophies relating to the growth of organized labor, with particular focus on the patterns of relationships between labor and management and the impact of these relationships on the socio-political environment of the community and the nation. Strong organized labor, with particular focus on the patterns of relationships and corporate success. PRQ: MGMT 505 or consent of department.

650. STRATEGIC ENVIRONMENTAL ANALYSIS (3). Development of methodological approaches to the study of the formulation of corporate strategy, strategic planning, and resource allocation processes. Analysis of relevant variables and their effects on strategic business behavior. Contingency theories of corporate strategy and strategic patterns for corporate success. PRQ: MGMT 505 or consent of department.

661. STRATEGIC PLANNING SYSTEMS (3). Development and analysis of the strategic management function. The design and organization of strategic planning systems, strategic organizational structures, and processes for strategy and implementation. PRQ: MGMT 505 or consent of department.

666. SEMINAR IN HUMAN RESOURCE MANAGEMENT RESEARCH (3). A review and evaluation of current research in human resource management giving consideration to implications of findings for the improvement of human resource management practices. PRQ: Completion of 15 semester hours of Phase Two courses or MGMT 505, or consent of department.

672. STRATEGIC MANAGEMENT AND POLICY (3). Integrating course analyzing the firm in its environment with emphasis on formulation of policies and strategies and application of concepts through case studies and/or simulation exercises. Course is designed to develop skill in problem identification, analyses, solutions, and making oral and written presentations. Must be taken in final semester or last 9 semester hours of master's program. PRQ: MGMT 505 and FIN 607, or consent of department.

687. INTERNATIONAL MANAGEMENT (3). Identifying, understanding, and managing the cultural components of organizational and business dynamics present in global business enterprises. Focus on strategic issues involved in international expansion, international competition, international organizational relationships, and international human resource utilization. PRQ: MGMT 505 or consent of department.

697. SEMINAR FOR EXECUTIVES (1). Offers executives the opportunity to enrich the background of participants. Lectures and discussions on economics, literature, philosophy, art, music, science, history, and world affairs. May be repeated to a maximum of 3 semester hours. PRQ: MGMT 505 or consent of department.

Business Education (MGBE)

492. ORIENTATION TO BUSINESS TEACHER EDUCATION (1). An orientation to the teaching profession with special emphasis on business teacher education. Includes philosophical foundations, curriculum structures, foundations of methodology, instructional materials and media, employment requirements, career opportunities, and mainstreaming. Also includes 30 clock hours of preclinical teaching experience, 15 of which will be general experiences with different age groups, cultures, and subjects outside of business education. May be repeated to a maximum of 3 semester hours. PRQ: MGMT 505 or consent of department.

500. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION (3). The characteristics of present-day business education in terms of its basic principles and typical practices, problems, and trends. Open only to M.S.Ed. students majoring in business education or by consent of department.

501. INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION (3). Designed to acquaint students with significant research in business education and to develop competence in research methodology through an intensive study of the methods, techniques, and procedures used in research in business education. Open only to M.S.Ed. students majoring in business education or by consent of department.

510. CURRICULUM IN BUSINESS EDUCATION (3). Philosophies, problems, and methods in the development, implementation, articulation, and evaluation of curricula in business education. Open only to M.S.Ed. students majoring in business education or by consent of department.

520. STRATEGIES IN TEACHING INFORMATION PROCESSING (1-3). Strategies for improving the techniques of teaching courses in information processing through an examination of current research and the discussion of such problems as information retrieval, instruction in the curriculum; objectives of curriculum; testing and grading for typewriting/keyboarding/word processing; business communications; data processing; dictation systems; computer-related business courses; and human dimensions of information processing in the workplace.

522. STRATEGIES IN TEACHING ACCOUNTING AND BASIC BUSINESS (1-3). Strategies and concepts of teaching accounting and basic business subjects, with special emphasis on curriculum planning; teaching learning strategies; instructional resources available; application of research findings; and current trends, and issues.

525. METHODS OF TEACHING BUSINESS SUBJECTS (3). Objectives, content, materials, specific presentation methods, and evaluation, as applied to accounting, basic business, business communication, computer education, entrepreneurship and marketing education, shorthand, typewriting/keyboarding, and word processing. Special attention given to teaching students in a multicultural and mainstreamed setting. Includes a preclinical component. PRQ: MGBE 492 and 6 semester hours in graduate professional education, or consent of department.

536. STRATEGIES IN TEACHING ENTREPRENEURSHIP EDUCATION (1-3). A study of the instructional strategies and materials used in entrepreneurship education and evaluation of research. Content areas: contributions of entrepreneurship to the American economy, career options, implementation models, resources for program development, and an overview of successful teaching strategies at various educational levels.

558. INTERNSHIP (3-7). For the student who has exhibited superior characteristics of leadership, business experience, or potential success as an educator. A full semester required under the supervision of a member of the university business education department in a junior high school, secondary school, community college, or similar institution. A maximum of 3 semester hours may be included in a master's degree program. May be repeated to a total of 7 semester hours. PRQ: consent of department.

585. STUDENT TEACHING (SECONDARY) IN BUSINESS EDUCATION (1-3). For experienced teachers of business subjects in secondary and college institutions. Students participate in all instructional activities available in the schools, including the actual teaching of various business subjects studied through discussion, demonstration, and practice supplemented by presentations from specialists in the field. May be repeated to a maximum of 6 semester hours.

594. DIRECTED PARTICIPATION IN BUSINESS EDUCATION (2). Prospective business teachers work with business teachers in public high schools or other educational institutions. Students participate in all instructional activities available in the schools, including the actual organization and implementation of learning plans. Videotaping utilized as an analysis technique. PRQ: Consent of department.

599A. MASTER'S THESIS OR DIRECTED RESEARCH IN BUSINESS EDUCATION (3-6). Designed to utilize research skills and techniques through writing and developing papers and projects. A student must select, complete, and present in approved written form one or more projects or papers based on significant problems. May be repeated to a maximum of 6 semester hours. PRQ: MGBE 500, MGBE 501, or consent of department.

599C. INDEPENDENT STUDY IN BUSINESS EDUCATION (1-6). For students who wish to pursue individual study and analysis of problems in business education. Open to M.S.Ed. students majoring in business education or by consent of department.

600. SEMINAR IN BUSINESS EDUCATION (3). The forces, issues, principles, practices, procedures, and problems of establishing and maintaining quality business education at all levels. Investigation of problems of special interest to students within the field of business education. PRQ: Consent of department.
605. READINGS IN BUSINESS EDUCATION (3). Special readings useful to a student's individual program and objective, but not available in regular course offerings. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

639. SEMINAR IN TEACHING COLLEGE BUSINESS SUBJECTS (3). The teaching of business administration at the college level. The problems, principles and techniques of effective instruction in teaching college business subjects. Problems and cases covering objectives, instructional procedures, measurement, and evaluation.

640. BUSINESS EDUCATION IN POSTSECONDARY INSTITUTIONS (3). Program development and evaluation, instruction, and staffing in community colleges, four-year colleges and universities, and other post-secondary institutions.

645. RESEARCH IN BUSINESS EDUCATION (3). Advanced methods and techniques of research involving statistical analysis and data processing methods employed in the investigation of business education problems. Study and analysis of significant research in business education. PRQ: MGBE 501 and EPSY 522, or consent of department.

699. DOCTORAL RESEARCH AND DISSERTATION (1-12). Student must accumulate 24 semester hours prior to graduation. May be repeated to a maximum of 36 semester hours.
Department of Marketing (MKTG)

Peter F. Kaminski, chair, professor, Ph.D., Pennsylvania State University

Graduate Faculty

Douglas J. Ayers, assistant professor, Ph.D., University of Kentucky
Geoffrey L. Gordon, associate professor, Ph.D., University of Kentucky
Nessim Y. Hanna, professor, Ph.D., University of Illinois
Peter F. Kaminski, professor, Ph.D., Pennsylvania State University
Rick E. Ridnour, associate professor, Ph.D., Iowa State University
Denise D. Schoenbachler, assistant professor, Ph.D., University of Kentucky
Jay S. Wagle, professor, Ph.D., University of Nebraska
Dan C. Weilbaker, associate professor, UARCO Professor of Sales, Ph.D., University of South Carolina

Course List

445. ADVANCED MARKETING RESEARCH (3). Involves the development and administration of various data collection instruments, the evaluation of the advantages and disadvantages of different data collection methods, the statistical and computer analysis of data, and the oral and written presentation of the results of surveys and/or experiments. PRQ: MKTG 443 or consent of department.

467. INTERNATIONAL BUSINESS (3). An examination of international marketing in the context of a firm's international operations, stressing organization, economic, and marketing analysis. Particular emphasis on the multinational firm. PRQ: MKTG 310, or UBUS 310 and UBUS 311; and MKTG 367; or consent of department.

475. BUSINESS MARKETING STRATEGY (3). Advanced concepts of business marketing management and decision-making. Focus on developing quality customer service relationships through planning, analysis, industrial research, computer information systems, and marketing technology. PRQ: MKTG 310, or UBUS 310 and UBUS 311, MKTG 325, and MKTG 345; or consent of department.

490. CURRENT ISSUES IN MARKETING (1-3). A study of new developments in marketing, including current topics and issues. A research paper or project also is required. PRQ: Consent of department.

505. GRADUATE SURVEY OF MARKETING (2). A comprehensive survey analysis of marketing functions, institutions, policies, and problems designed specifically to serve the needs of graduate students with no previous formal marketing education.

550. PERSONAL SELLING FOR MANAGERS (3). Designed for students who have not had full-time sales experience and/or have not had a previous course in personal selling. Includes basic theories and techniques for the selling of self, ideas, and proposals within the firm as well as externally to customers and prospects; selling skills for both dyadic and group situations; and presentations by students in a variety of business related selling situations. PRQ: MKTG 505 and consent of department.

565. MARKETING STRATEGIC PLANNING (3). Designed primarily for students lacking full-time marketing experience. The student works for a summer or a semester as an intern in an organization. No more than 3 semester hours may be applied to M.B.A. Phase Two program requirements. S/U grading basis. PRQ: Completion of M.B.A. Phase One requirements and consent of department.

599. MASTER'S THESIS (1-6). Open to students writing a thesis under the M.S. or M.B.A. program. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: MKTG 625 or consent of department.

603. MARKETING RESEARCH AND ANALYSIS (3). Reviewing, evaluating, and analyzing research currently being reported in the literature, the development of research design, the use of research to improve managerial decisions, and the use of research at all levels within both profit and not-for-profit organizations. Ethical issues involving marketing research. PRQ: MKTG 505 and OMIS 524, or consent of department.

604. INDEPENDENT STUDY IN MARKETING (3). Available to graduate students of demonstrated capability for intensive independent study in marketing. Not available for S/U grading. PRQ: MKTG 505 and consent of department.

625. BUYER BEHAVIOR (3). Customer evaluation and description drawing on tools and concepts from psychology, sociology, economics, and related social sciences, as these aid in developing marketing strategies. PRQ: FINA 500 and MKTG 505, or consent of department.

646. SALES ADMINISTRATION (3). Strategic planning, analysis, policy development, implementation, and coordination of corporate-level sales responsibilities. Topics include sales organizational structures and supervision of the recruiting, selecting, training, and managing of salespersons. Emphasis on policy considerations at the sales director and vice president level. PRQ: MKTG 446 and MKTG 505, or consent of the department.

654. MARKETING MANAGEMENT (3). Analysis of the strategic marketing problems confronting managers in the evaluation of marketing opportunities, selection of target markets, development of marketing strategies, planning of marketing tactics, and implementation and control of the marketing effort. PRQ: MKTG 505 or consent of department.

655. PROMOTIONAL STRATEGY (3). Designing, implementing, and controlling promotional policies, including the elements of personal selling, sales management, advertising, sales promotion, publicity, and public relations. Planning and coordinating complete marketing campaigns. PRQ: MKTG 505 or consent of department.

656. SEMINAR IN INTERNATIONAL MARKETING (3). The role of international marketing operations in a firm's overall competitive strategy. Integration of international marketing responsibility with other functions of the firm. PRQ: MKTG 505 or consent of department.

660. MARKETING SEMINAR (3). Topics vary but usually focus on current issues in managing marketing functions or recent developments in knowledge or skills for marketing professionals. May be repeated to a maximum of 6 semester hours. PRQ: MKTG 505 or consent of department.

665. MARKETING STRUCTURES AND PRICE POLICIES (3). Comprehensive guidance for formulating pricing strategy. Emphasis on the actual pricing decision process and the procedures used for pricing consistent with the economics of profit maximization. Incorporates the psychological aspects of price sensitivity and acknowledges that managers have only limited, imprecise information as a basis for their pricing decisions. PRQ: FINA 500 and MKTG 505, or consent of department.

675. STRATEGIC MARKETING PLANNING (3). Presents and integrates analytical techniques that facilitate marketing analysis and the development and implementation of marketing plans. Details formal strategic marketing planning methods. PRQ: MKTG 654 or consent of department.
Department of Operations Management and Information Systems (OMIS)

William J. Tallon, chair, associate professor, Ph.D., University of Iowa

Graduate Faculty

Richard G. Born, associate professor, Ph.D., Illinois Institute of Technology
Wei-Chien Chang, professor, Ph.D., University of Wisconsin
Thomas M. Galvin, associate professor, Ph.D., Illinois Institute of Technology
David K. Graf, professor, Ph.D., University of North Dakota
Larry W. Jacobs, associate professor, Ph.D., Florida State University
Gyu Chan Kim, associate professor, Ph.D., University of Nebraska
Joachim A. Lauer, professor, Ph.D., Illinois Institute of Technology
Jack T. Marchewka, assistant professor, Ph.D., Georgia State University
Kathleen L. McFadden, assistant professor, Ph.D., University of Texas, Arlington
Ahmed K. Rifai, professor, Ph.D., Syracuse University
Nancy L. Russo, assistant professor, Ph.D., Georgia State University
William J. Tallon, associate professor, Ph.D., University of Iowa
Elizabeth R. Towell, assistant professor, Ph.D., University of Wisconsin, Milwaukee
Timothy Vaughan, associate professor, Ph.D., University of Iowa

Course List

505. PRINCIPLES OF OPERATIONS MANAGEMENT (2). An examination of the issues, problems, and possible solutions for operations managers in the manufacturing and service environments. Topics include product planning, facility location, process design, capacity planning, quality management, inventory management, and operations planning and control systems. PRQ: OMIS 524 or consent of department.

507. BUSINESS INFORMATION SYSTEMS (2). An introduction to business information systems concepts, uses, and issues, including functional management information systems, end-user computing, technology, platforms, and systems analysis and design. Emphasis on the effective utilization of information system technology by business professionals.

524. BUSINESS STATISTICS (2). Descriptive statistics: probability, random variables, and probability distributions; sampling and sampling distributions; estimation and hypothesis testing; simple regression and correlation analysis. Applications to industry and business. PRQ: MATH 210 or consent of department.

604. INDEPENDENT STUDY IN OPERATIONS MANAGEMENT (1-3). Available only to candidates for the M.S. degree in management information systems who have demonstrated the capability for specialized independent study in operations management. May be repeated to a maximum of 6 semester hours. Not available for S/U grading. PRQ: Consent of department.

605. INDEPENDENT STUDY IN INFORMATION SYSTEMS (1-3). Available only to candidates for the M.S. degree in management information systems who have demonstrated the capability for specialized independent study in information systems. May be repeated to a maximum of 3 semester hours. Not available for S/U grading. PRQ: Consent of department.

610. STATISTICAL DECISION-MAKING IN BUSINESS (3). Payoff matrices; decision-making under certainty and under uncertainty; assessment of subjective probabilities; prior and posterior distributions; two-action decision problems; suspension of judgment; optimal sample size. PRQ: OMIS 524 or consent of department.

611. ADVANCED QUANTITATIVE METHODS FOR BUSINESS RESEARCH (3). Provides the advanced graduate student with the quantitative tools necessary for conducting empirical research for advanced study and for the type of research currently undertaken in the scholarly literature of business. Emphasis on business research applications, not on developing theory. PRQ: OMIS 625 or consent of department.

615. GRADUATE SEMINAR IN QUANTITATIVE ANALYSIS (3). Advanced topics in quantitative analysis and the more complex problems arising in the application of statistical theory in business decision making. Applications of the computer in problem solving. PRQ: One semester of statistics and MATH 210, or consent of department.

621. COMPUTER SIMULATION IN BUSINESS (3). An advanced course covering the concepts and techniques of computerized models. Emphasis on the practical application of computer simulation to business problem solving. Laboratory exercises and projects focusing on the design, construction, documentation, and application of computer simulation models. PRQ: OMIS 505 and OMIS 524, or consent of department.

624. EXPERT SYSTEMS IN BUSINESS (3). An examination of the new generation of expert systems and their impact upon management information technologies and business applications. Topics include a review of expert systems in use, the application of these expert systems to business decision making, and the structure of an expert system in business. Students design and program a prototype expert system for business decisions. CRQ: OMIS 651 or consent of department.

625. APPLIED BUSINESS STATISTICS (3). Simple and multiple regression analysis; correlation; analysis of variance; and time series analysis. Applications to industry and business. PRQ: OMIS 524 or consent of department.

627. OPERATIONS ANALYSIS (3). An analysis of the conceptual and analytical approaches to the solution of significant operations problems. Emphasis on case analyses and quantitative solutions within a global competitive environment. PRQ: OMIS 505 or consent of department.

628. MANAGEMENT SCIENCE TECHNIQUES FOR MANAGERIAL ANALYSIS (3). The development and application of quantitative methods such as linear programming, inventory, waiting line theory, simulation, and model building to provide a basis for rational decision-making in the allocation of resources within the various functional areas of the firm, with an emphasis on production. PRQ: OMIS 505 and OMIS 524, or consent of department.

640. MANAGEMENT OF INFORMATION SYSTEMS TECHNOLOGY (3). Applications of information systems in strategic decision making and organizational leadership, management of information as an organizational resource, and global and ethical issues relating to information systems technology. PRQ: OMIS 507 or consent of department.

642. QUALITY MANAGEMENT (3). Detailed examination of the issues, techniques, and methodologies for planning and controlling continuous quality improvement in manufacturing and service organizations. A student project in continuous quality improvement required. PRQ: OMIS 505 and OMIS 524, or consent of department.

643. CONTINUOUS IMPROVEMENT SYSTEMS IN QUALITY MANAGEMENT (3). Focus on continuous improvement in both service and manufacturing firms, with major focus on managerial problem solving with particular emphasis on philosophies and methodologies in experimental design. Topics include the Shewhart Cycle, Deming, fractional factorial, Taguchi designs, EVOP, and response surfaces. PRQ: OMIS 524 or consent of department.

649. BUSINESS COMPUTER OPERATING SYSTEMS (3). A study of operating systems for various business computing environments. Includes the study of single-processor operating systems as well as exploration of key differences in distributed operating systems. Review of key literature in the area; case analysis of current problems and trends. Laboratory experience with a variety of operating systems. PRQ: OMIS 507 or consent of department.
651. BUSINESS SYSTEMS ANALYSIS AND DESIGN (3). A comparison of various methodologies and techniques used in the analysis and design of business systems with emphasis on the selection of a design methodology appropriate to various business problems within different business organizational environments. Includes projects that utilize these analysis and design techniques in planning and developing business systems. PRQ: OMIS 507 or consent of department.

652. BUSINESS APPLICATIONS OF DATA BASE MANAGEMENT SYSTEMS (3). Critical examination of several commercially available data base management systems in terms of objectives, functions, types, and applications in business. Review of research comparing and evaluating managerial applications of data bases. Applications involve data base applications in accounting and finance, manufacturing, marketing, personnel, and other managerial and executive-level information systems. PRQ: OMIS 507 or consent of department.

660. BUSINESS TELECOMMUNICATIONS (3). Examination of the field of business telecommunications from the perspective of business applications. Evaluation of hardware needed for effective business telecommunication. Includes projects that require examination of communications systems requirements and selection of techniques suitable for meeting the system requirements. Not available to students with credit in OMIS 460 or equivalent. PRQ: OMIS 507 or consent of department.

661. BUSINESS DECISION SUPPORT SYSTEMS (3). The theoretical base for understanding business decision making, followed by a review of commercially available decision support system software packages. Special attention given to concepts and tools for assisting managers in the decision process in semi-structured tasks. PRQ: OMIS 640 or OMIS 651, or consent of department.

671. BUSINESS AND ECONOMIC FORECASTING (3). Principles, techniques, and applications of forecasting for the economy as a whole, for industries, and for individual business firms. PRQ: All Phase One requirements or consent of department.

680. LOGISTICS STRATEGY (3). An analysis of internal and environmental factors affecting the development of strategy for the management of logistics systems. Strategic logistics issues, including customer service, facility location, inventory management, and transportation. Executive level integration of logistics operations with marketing, production, and other areas. PRQ: OMIS 505 or consent of department.

690. INFORMATION SYSTEMS MANAGEMENT (3). A capstone course on the application of managerial principles to the specialized problems associated with managing computer projects and departments. Emphasis on integrating various information systems technologies and developing ethical strategies and policies for their effective use through organizations. Case studies from national and international businesses. PRQ: OMIS 651 and at least one other 600-level OMIS information systems course, or consent of department.

694. ADVANCED TOPICS IN INFORMATION SYSTEMS (3). In-depth study of some of the advanced topics of contemporary interest related to management information systems including alternative business systems design methodologies, advanced data base systems, architectures, and systems quality. May be repeated to a maximum of 6 semester hours provided no repetition of topic occurs. PRQ: Consent of department.

695. INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS (3). Designed primarily for students lacking full-time business experience. Full-time work for a summer or a semester as an intern in a business firm under the supervision of a coordinator from the Department of Operations Management and Information Systems. PRQ: Consent of department.

697. RESEARCH METHODS FOR INFORMATION SYSTEMS (3). Current issues and research methodologies in the information systems field. Students learn to develop research project proposals and become informed on the issues involving the selection and scope of projects. PRQ: OMIS 507 and at least one other 600-level OMIS management information systems course, or consent of department.

698. RESEARCH IN INFORMATION SYSTEMS (3). Investigates research issues related to management information systems. Topics include motivation of computer personnel; the evaluation of new systems; writing project proposals, using both traditional methods and computerized models for experimentation; and analyzing and evaluating research results. PRQ: OMIS 697 or consent of department.
College of Education

Alfonzo Thurman, Ph.D., dean
Elliott Lessen, Ph.D., associate dean
Corenna C. Cummings, Ph.D., assistant dean

Department of Curriculum and Instruction
Department of Educational Psychology, Counseling, and Special Education
Department of Leadership and Educational Policy Studies
Department of Physical Education

Pre-Professional Skills Tests/Computer-Based Academic Skills Assessments (PPST/Praxis I)

Successful completion of the Pre-Professional Skills Tests or the Computer-Based Academic Skills Assessments (PPST/Praxis I) is required for entry into most teacher certification programs and is listed as a prerequisite for many professional courses. The PPST and Praxis I bulletins and applications are available at the Office of Testing Services. Students who intend to enter a teacher certification program and need to take one of these test series should register for and take the PPST or Praxis I as soon as possible.

Admission

Specific admission requirements are described in the departmental and program sections in the following pages. To be assured of consideration for admission, a prospective student must submit an application to the Graduate School no later than June 1 for the fall semester, November 1 for the spring semester, and April 1 for the summer session. Only complete applications containing all required data (application forms, official transcripts, GRE General Test Scores, and letters of recommendation) are considered.

Applicants denied admission may request reconsideration on the basis of additional evidence and/or information not previously submitted. Such requests shall be in writing and directed to the appropriate program admissions committee. Decisions of program admissions committees may be appealed to the Admissions, Retention, and Professional Standards Committee of the department. Appeals shall be in writing and should explain the basis for the appeal.

Retention

Students are responsible for meeting the professional standards of the College of Education and its respective departments and programs of study. The following requirements apply to all students.

Students must remain in good academic standing in the Graduate School, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.

Doctoral students must pass a candidacy examination which requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examinations requires analysis, synthesis, and integration of the content within a discipline. Doctoral students must also develop, complete, and defend an acceptable dissertation following the guidelines of the Graduate School and the program in which they are enrolled.

Consult specific program sections of this catalog for additional requirements.

Concentration in Higher Education

Coordinator: William H. Young

The concentration in higher education is an interdisciplinary program which fosters research and teaching, and service related to higher education. The graduate concentration in higher education permits the study of administration, student personnel services, aspects of the community college experience, and curriculum development in higher education. Since the higher education concentration is not a degree program, all graduate degrees are obtained through the student's major department, whose special requirements must be met. This concentration is available to graduate-level students in good academic standing.

A student who wishes to pursue the concentration must receive approval and advisement from the coordinator of the higher education concentration. Students may earn a transcript notation of the concentration by completing 18 hours in approved courses, including the three required core courses, and, with prior approval of the concentration coordinator, an internship for those without substantive work experience in higher education.

LEFE 623, History of Higher Education (3)
LEEA 670, The Administration of Higher Education (3)
CISC 657, Seminar in Higher Education (3), OR LEEA 650, Seminar in Educational Administration (3)
Electives from the following (6-9)
CIRE 619, Principles and Methods of Teaching Postsecondary Reading (3)
CISC 550, Seminar in the Community College (3)
CISC 651, Community College Student Personnel Services (3)
EPCO 509, Culture of the College Student (3)
EPCO 572 or EPSY 572X, Assessment Methods in Higher Education (3)
EPCO 601, Personnel Services in Higher Education (3)
EPCO 602, Student Development in Higher Education: Theory and Practice (3)
LEAC 568, Continuing Higher Education (3)
LEEA 671, Legal Aspects of Higher Education Administration (3)
LEEA 672, Business Management in Higher Education (3) Individualized study (0-3)
CISC 686C, Advanced Internship: Community College or Higher Education (1-12)
LEAC 686, Internship in Adult Continuing Education (3)
LEEA 686, Internship in Educational Administration (3)
LEIT 560, Instructional Design I (3)

1 One of these courses may be applied toward meeting the requirements of the concentration, with the approval of the program adviser, if the course topic is directly related to higher education.
Teacher Certification

In order to be certified to teach or supervise in the public schools of the state of Illinois, a person must be of good character, in sound health, a citizen of the United States, and at least 19 years of age. The Illinois certification law also requires that an individual complete an approved teacher preparation program at a recognized institution.

The dean of the College of Education, as the university's certification officer, is responsible for reviewing the record of each graduate of an approved teacher education program and for recommending or withholding recommendation of that individual for certification by entitlement and endorsement. Certification is not an automatic procedure. In order to qualify for certification, each student in an entitlement program must complete an application for certification and provide evidence of having completed the general requirements; courses in professional education appropriate to the program being followed, including a minimum of 100 clock hours of approved pre-student-teaching clinical experience prior to student teaching; and a teacher education approved field of study: early childhood, elementary, special education, secondary (6-12), or special (K-12—art, music, physical education).

A listing of teacher education programs approved by the Illinois State Board of Education may be found in the Undergraduate Catalog under "Teacher Certification Requirements." Questions regarding teacher certification may be directed to the teacher certification coordinator in the appropriate academic unit or to the university's Teacher Certification Coordinator.

The following certification and endorsement programs are available at the graduate level and are approved by the Illinois State Board of Education.

- Special K-12
  - Behavior Disorders
  - Media
  - Reading
- School Service Personnel
- Guidance
- Administrative
  - General Supervisory
  - General Administrative
  - Superintendent
  - Chief School Business Official
- Questions about certification may be referred to the programs with responsibility for administering each certification or endorsement program.

Other certification programs available only at the graduate level are school psychologist (Department of Psychology) and speech and language impaired (Department of Communicative Disorders).

Student Teaching in the College of Education

Regulations Governing Student Teaching Assignments

All assignments are limited by the programs and facilities available in the cooperating schools, and the amount of credit given is determined by the type of assignment. Students must be recommended for an assignment by the chair of their department or the designated departmental representative. Graduate applicants must be approved by the department offering their graduate degree and the department in which they will be doing their student teaching.

Graduate students must have been admitted to the Graduate School, have earned a minimum of 12 semester hours at NIU, and have an overall NIU minimum 3.00 GPA.

A student must have been admitted to teacher education, have satisfactorily completed pre-student-teaching clinical experiences, and apply for a student teaching assignment in advance. A student must also have met the specific requirements in the subject matter department and maintained the required departmental GPA or better.

A student may not request a change once an assignment is confirmed by the cooperating school.

Retention

Admission to the program does not guarantee continued acceptance unless the student maintains satisfactory grades and other qualifications. In recognition of its responsibility to the schools in which its graduates teach, the university maintains a program of selective retention of candidates for the teaching profession. Thus, the university seeks to avoid recommending a candidate for a student teaching assignment or certification unless the candidate has good character, sound mental and physical health, and academic competence in his or her overall studies, teaching field(s), and professional studies. Instructors involved in any of the undergraduate professional sequence of courses may request that a student be dropped from teacher education for deficiencies in grades, attitudes, or professional skill.

Retention in a student teaching assignment depends on the student teacher's ability to demonstrate those competencies associated with effective teaching, including factors such as organization of materials, motivational techniques, classroom management, interpersonal relationships, and professional ethics. Assessment will be made by the student teacher's supervisors through observation and conferences with the student teacher in a clinical situation.

Office of Human Resource Development and Workforce Preparation

The mission of the Office of Human Resource Development and Workforce Preparation is to interpret as well as create knowledge that connects the realms of education and work. The mission is closely aligned with NIU's role—the pursuit of excellence in teaching, research, and service. These complementary functions are the responsibility of the office as it strives to serve the continuing educational needs of human resource development professionals. Personnel in this office conduct research, disseminate findings, and provide other services to the human resource development community. Services provided by the office will regularly evolve to reflect the changing nature of the United States' workforce—one that is being redefined with increasing levels of complexity, uncertainty, and diversity.
Department of Curriculum and Instruction (CI- -)

Norman A. Stahl, chair, professor, Ph.D., University of Pittsburgh

Graduate Faculty
Gloria Alter, assistant professor, Ed.D., Northern Illinois University
June E. Barnhart, associate professor, Ph.D., Northwestern University
Chris L. Carger, assistant professor, Ph.D., University of Illinois, Chicago
Gwen Countryman, assistant professor, Ph.D., University of Arizona
Nina G. Dorsch, assistant professor, Ph.D., Miami University
Laurie Elish-Piper, assistant professor, Ph.D., University of Arizona
Pamela J. Farris, professor, Presidential Teaching Professor, Ph.D., Indiana State University
Constance Goode, assistant professor, Ph.D., University of Wisconsin
Sonia Vogl, associate professor, Ph.D., University of Michigan
Donald J. Richgels, professor, Ph.D., University of Wisconsin
Carla C. Shaw, associate professor, Ph.D., Southern Illinois University
Billie J. Thomas, associate professor, Ph.D., University of Minnesota
Deborah A. Simmons, associate professor, Ph.D., University of Wisconsin
Rosemarie Slavenas, associate professor, Ed.D., Northern Illinois University
Norman A. Stahl, professor, Ph.D., University of Pittsburgh
Billie J. Thomas, associate professor, Ph.D., University of Wisconsin
Thomas E. Thompson, associate professor, Ed.D., Oregon State University
Carl M. Tomlinson, professor, Ph.D., Florida State University
Alan M. Voelker, professor, Ph.D., University of Wisconsin
Robert L. Vogl, associate professor, Ph.D., University of Michigan
Sonia Vogl, associate professor, Ph.D., University of Michigan
Terry Wheaton, associate professor, Ed.D., Indiana University
Monica Wyatt, assistant professor, Ph.D., University of Georgia

The Department of Curriculum and Instruction offers the M.S.Ed. and Ed.D. degrees. A list of requirements for each major is available in the department office. Several programs leading to certification and endorsements are also offered.

Master of Science in Education
Curriculum and instruction with specialization in
- Curriculum and supervision
- Outdoor teacher education
- Secondary education
- Early childhood education
- Elementary education
- Reading

Doctor of Education
Curriculum and instruction with specialization in
- Curriculum and supervision
- Elementary education
- Reading
- Secondary education

Admission

The Department of Curriculum and Instruction seeks to select the best-qualified applicants for admission to its programs. When the number of applicants to any program exceeds its capacity, even qualified applicants may be denied admission and encouraged to reapply at a later date.

Decisions about admission to programs in the department are ordinarily made at least once each term. To be assured of consideration, completed applications containing all required data (application forms, official transcripts, GRE or Miller Analogies Test (MAT) scores, and letters of recommendation) must be received by the Graduate School no later than June 1 for admission for the fall term, November 1 for admission for the spring term, and April 1 for admission for the summer session.

Any applicant who is denied admission to a program may submit to the department chair a written request for reconsideration by the admissions committee that includes information not previously submitted. Final decisions of admissions committees may be appealed to the department's Academic Appeals Committee. Appeals to this committee must be in writing and must explain the basis for the appeal.

Retention

Students must remain in good academic standing in the Graduate School, maintain high ethical standards, and demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.

Doctoral students must pass a candidacy examination which requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examinations requires analysis, synthesis, and integration of the content within a discipline. Doctoral students must also develop, complete, and defend an acceptable dissertation following the guidelines of the Graduate School and the program in which they are enrolled.

Internships

The Department of Curriculum and Instruction currently offers internships in community college, curriculum and supervision, elementary education, early childhood education, secondary education, outdoor teacher education, and reading. For further information and internship possibilities see course descriptions and consult with an adviser.

Master of Science in Education

Admission

An applicant for admission is generally expected to have a baccalaureate degree and provide at least two letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications.

Prospective students who fail to satisfy the GPA criterion may request special consideration of their applications. Such a request...
must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Decisions regarding admission are made by departmental program committees on the basis of a total profile of an individual’s qualifications. Appeals of a decision made by the admissions committee may be made to the department’s Academic Appeals Committee. Appeals to this committee must be in writing and must explain the basis for the appeal.

Deficiency Study/Field Work

In cases in which a student's background in the chosen specialty is limited, the individual may be required to fulfill deficiency requirements. Generally, course work is required of an individual seeking a doctorate whose master's course work was in another specialty area or field.

Supervised field work is sometimes required in a given program of study especially when, in the adviser's judgment, it is necessary to prepare the student in a chosen specialty.

General Requirements

Major in Curriculum and Instruction

Specialization in curriculum and supervision
Specialization in outdoor teacher education
Specialization in secondary education

Programs of study will include a minimum of 30 semester hours, of which a minimum of 18 semester hours must be within the major. Students elect either the non-thesis or thesis option.

Non-Thesis Option

One graduate-level course in research approved by the student's adviser (3)
One of the following (3)

- EPSY 501, Psychological Foundations of Education (3)
- LEFE 500, Sociological Foundations of Education (3)
- LEFE 510, Philosophical Foundations of Education (3)
- LEFE 520, Historical Foundations of Education (3)
- LEFE 521, Historical Foundations of American Education (3)
- LEFE 530, Introduction to Comparative/International Education (3)

Two of the following (6)

- CIOE 500, Principles and Concepts of Outdoor Education (3)
- CISC 500, Organization of Curriculum (3)
- CISE 534, Improvement of Instruction (3)

Additional area and elective course work approved by the student's adviser.

The successful completion of a comprehensive examination.

Students in outdoor teacher education must include a minimum of 6 semester hours from the following courses.

- CIOE 520, Environmental Quality Education (3)
- CIOE 521, Outdoor Interpretation (3)
- CIOE 524, Teaching Environmental Ethics (3)
- CIOE 526, Teaching Natural Sciences in the Outdoors (3)
- CIOE 534, Integrating Community Resources into Curriculum and Instruction (3)
- CIOE 586, Internship in Outdoor Education (1-6)

Thesis Option

Same as the non-thesis except that a minimum of 6 semester hours of program course work must be devoted to the master’s thesis.

Major in Early Childhood Education

Major in Elementary Education

Major in Reading

Majors in the above programs elect either the non-thesis or thesis option. In both options, the requirement is a minimum of 30 semester hours for the major in early childhood education and the major in reading, and a minimum of 33 semester hours for the major in elementary education.

Non-Thesis Option

EPSY 520, Introduction to Educational Research (3)
Two of the following (6)

- EPSY 501, Psychological Foundations of Education (3)
- LEFE 500, Sociological Foundations of Education (3)
- LEFE 510, Philosophical Foundations of Education (3)
- LEFE 520, Historical Foundations of Education (3)
- LEFE 521, Historical Foundations of American Education (3)
- LEFE 530, Introduction to Comparative/International Education (3)

A minimum of 15 semester hours (18 for elementary education) in the student's major field and 6 semester hours of elective course work, approved by the student's adviser.

The successful completion of a comprehensive examination.

Thesis Option

Same as the non-thesis except that a minimum of 6 semester hours of program course work must be devoted to the master’s thesis.

Objectives for Each Major and Specialization

The major in curriculum and instruction with a specialization in curriculum theory and practice prepares students to function as leaders in the improvement of instruction, coordination of educational media utilization, and evaluation of programs of curriculum improvement. This area is especially appropriate either for the person desiring to strengthen and broaden the professional preparation of teachers in day-use or residential settings.

The major in curriculum and instruction with a specialization in outdoor teacher education provides specialized study in using community and natural out-of-classroom resources to enhance the school curriculum and informal education programs. This specialization is designed to prepare individuals for teacher interpreter roles in a variety of outdoor instructional environments, and as specialists or administrators for outdoor programs and facilities in day-use or residential settings.

The major in curriculum and instruction with a specialization in secondary education is intended for entering or practicing teachers who wish to develop the teaching skills and the informed understanding of the major issues and trends in secondary education that mark the master teacher. This specialization concentrates on intensive clinical study of instructional and classroom dynamics models, and on study of conditions within the field.

The major in early childhood education offers focused study to strengthen and broaden the professional preparation of teachers of young children, birth through eight years. Students pursuing the M.S.Ed. may also choose course work to meet Early Childhood Illinois Type 04 Certification requirements to teach children from birth through grade 3 in Illinois public schools. Students may also elect course work to fulfill special education approval requirements for teaching exceptional children birth through age six.

The major in elementary education emphasizes focused study to strengthen and broaden the professional preparation of teachers for the elementary school. In addition to the basic requirements, course work will be determined on the basis of the individual student's undergraduate preparation, experience, and professional goals. Students enrolled in this M.S.Ed. program may also complete all requirements for the Type 03 Illinois Elementary Education Certificate to teach grades kindergarten through 9.

The major in reading prepares experienced teachers in diagnosing reading problems and providing remedial treatment to individual pupils. Teachers with such training and experience are in demand to function as remedial reading teachers and, after broader experience, to serve as coordinators of reading programs.
in elementary, middle, and secondary schools. Students enrolled in the reading program can complete all requirements for the endorsement to serve as a special reading teacher in the state of Illinois.

Certification and Endorsement at the Graduate Level

K-12 reading specialist certification is designed for teachers who wish to gain additional competencies which will enable them to work effectively with learners, teachers, and K-12 school-community personnel in improving reading instruction in the schools. Students who wish to make application for certification and/or endorsement should contact the Department of Curriculum and Instruction for further information.

The M.S.Ed. program in early childhood education with certification is designed for students pursuing the Early Childhood Illinois Type 04 Certification requirements to teach children from birth through grade 3 in Illinois public schools. Students may elect course work to fulfill special education approval requirements for teaching children with disabilities birth through age six.

The M.S.Ed. program in elementary education with certification is designed for students pursuing the Elementary Education Illinois Type 03 Certificate required to teach children kindergarten through grade 9 in Illinois public schools.

The reading endorsement is an 18 hour requirement for all elementary and secondary reading teachers whose major teaching assignment is reading and those secondary teachers who teach reading. This is a teaching qualification on an existing certificate or an endorsement on a new certificate.

The M.S.Ed. with a specialization in curriculum and supervision with general supervisory endorsement is designed for students pursuing the Type 75 General Supervisory Endorsement in compliance with the State of Illinois School Code.

Middle school endorsement requirements for the state of Illinois may be fulfilled by taking courses at the graduate level. Students who wish to take these courses should contact the Department of Curriculum and Instruction for further information.

Doctor of Education in Curriculum and Instruction

Specialization in Curriculum and Supervision

Specialization in Elementary Education

Specialization in Reading

Specialization in Secondary Education

This is a professional degree intended to prepare superior teachers, administrators, service personnel, and scholars of education. In addition to other functions, the program provides individuals for teaching at the college level. Students majoring in curriculum and instruction may pursue specializations in curriculum and supervision, elementary education, reading, or secondary education. Preparation for research responsibilities both as producer and as consumer is an integral part of each program.

The procedures of initial application are similar to those listed for the master's degree; however, the applicant is also required to provide additional interviews and letters of recommendation and to take aptitude tests, as stated elsewhere in this catalog. Where significant deficiencies are found by the student's advisory committee, additional semester hours above the 93 required for the doctoral degree may be prescribed.

Applicants for the Ed.D. program are expected to have a broad base of general education in the humanities, sciences, and social sciences and are required to present evidence of a minimum of three years of acceptable professional experience.

Admission

An applicant for admission is generally expected to have a minimum GPA of 3.20 in previous graduate work, a combined score of 1000 or better on the verbal and quantitative sections of the General Test of the GRE. In addition, the score on the analytical ability subtest of the GRE will be used as evidence of aptitude.

three letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications.

satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

Demonstration of writing competencies and participation in a preadmission interview is required of qualified applicants before a final admission decision is made.

Prospective students who fail to satisfy either the GPA or the GRE criterion may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by departmental program committees on the basis of a total profile of an individual's qualifications. Appeals of a decision made by the program committee may be made to the department's Academic Appeals Committee. Appeals to this committee must be submitted in writing to the department chair and must explain the basis for the appeal.

Deficiency Study

In cases in which a student's background in his or her chosen specialty is limited, the individual may be required to fulfill deficiency requirements.

General Requirements

The Department of Curriculum and Instruction requires the equivalent of at least three years of full-time academic work, or a minimum of 93 semester hours of graduate work beyond the baccalaureate degree including the following:

A minimum of 15 semester hours of graduate-level course work in common requirements including research understandings and skills, learning and development theories, and social-cultural analyses of education.

A minimum of 18 semester hours (excluding dissertation hours) of course work in the student's specialization including:

CISC 603, Curriculum Design (3)
CISC 604, Research Seminar in Curriculum and Instruction (3)
CISE 634, Design of Instructional Models (3)

A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies. No specific number of semester hours is required.

A limitation of 30 semester hours on the amount of master's degree work that may be included in a doctoral program of studies.

A dissertation for 15-30 semester hours.

The dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively.
Examinations

A candidacy examination will be scheduled and administered at least twice each year. A graduate student eligible to take this examination, with the permission of the chair of the doctoral committee, will have completed at least two-thirds of his or her studies including the common requirements. Dates on which application for the examination can be made will be announced by the Department of Curriculum and Instruction. This examination will encompass both principal areas of professional knowledge, the common requirements, and the special field. Any student who fails may, with the recommendation of the examination committee, be granted the opportunity to take a second examination. The second examination, however, will be final.

A final oral examination related to the dissertation is required and is conducted in accordance with the general requirements of the Graduate School.

Course List

Curriculum and Supervision (CISC)

CISC 492. SPECIAL TOPICS IN CURRICULUM AND SUPERVISION (1-3).
A. Curriculum
B. Supervision
Study of special topics, announced in advance. May be repeated to a maximum of 9 semester hours when subject varies.

CISC 500. ORGANIZATION OF CURRICULUM (3). The assumptions underlying current curriculum organizations. Decision-making procedures regarding development and evaluation of educational programs.

CISC 502. SURVEY OF RESEARCH IN CURRICULUM (3). Analysis of curriculum research with emphasis on current research studies. PRQ: CISC 500 or consent of department.

CISC 512. IMPROVEMENT OF INSTRUCTION FOR SUPERVISORS (3). An analysis and application of methods used in supervision for the improvement of instruction. Elements of effective teaching are investigated and applied.

CISC 524. ELEMENTARY SCHOOL CURRICULUM (3). A study of the elementary school curriculum, its relationship to society, and present practices in schools.

CISC 525. SECONDARY SCHOOL CURRICULUM (3). A study of the secondary school curriculum, its relationship to society, and present practices in schools.

CISC 535. SUPERVISORY BEHAVIOR (3). Crosslisted as LEEA 535X. The theoretical constructs underlying supervisory behavior in educational settings and applications of related principles to the supervision and management of education personnel.

CISC 550. SEMINAR IN THE COMMUNITY COLLEGE (3). The development of the junior college movement; its present status, purposes, functions, organization, and curriculum; and the characteristics of the emerging community college movement.

CISC 586. INTERNSHIP (3-9).
A. Curriculum
B. Supervision
C. Community College
Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 9 semester hours.

CISC 587. TEACHING PRACTICUM (1-6). For those actively engaged in teaching who are interested in improving their teaching skills. Clinical work with the guidance of experienced professionals and consultants in teacher education. Experiences arranged to meet the needs, concerns and interests of each individual. May be repeated to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.

CISC 590. WORKSHOP (1-3).
A. Curriculum
B. Supervision
C. Community College

Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

CISC 597. INDEPENDENT RESEARCH (1-3).
A. Curriculum
B. Supervision
C. Community College
Independent research at the master’s degree level under faculty guidance. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

CISC 599A. MASTER’S THESIS (3-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

CISC 599B. ED.S. THESIS OR FIELD STUDY (3-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of the chair of the student’s advisory committee.

CISC 601. DEVELOPMENT OF THE CURRICULUM FIELD (3). Study of significant educational events which led to the emergence of the field of curriculum. Implications for the current state of the field. PRQ: CISC 500 or consent of department.

CISC 603. CURRICULUM DESIGN (3). Interrelationships of various components of a curriculum design. Curriculum design as a basis for decision making in constructing instructional programs. PRQ: Consent of department.

CISC 604. RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION (3). Designed for the advanced student who is interested in planning and conducting a research study in curriculum and instruction. May be an exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours. PRQ: Admission to doctoral program and consent of department.

CISC 606. CURRICULUM INQUIRY (3). Analysis of curriculum theories. Construction of new paradigms or models based on current curriculum thought. PRQ: Admission to doctoral program; CISC 500 or consent of department.

CISC 608. PRINCIPLES OF CURRICULUM DEVELOPMENT (3). Application of curriculum principles to the development of educational programs. Assessment of current plans for organization of the curriculum. PRQ: CISC 500 or consent of department.

CISC 615. IMPROVEMENT OF INSTRUCTIONAL PROGRAMS (3). Analysis of supervisory functions, methods, and responsibilities of educational leadership. Group dynamics in inservice programs. PRQ: CISC 500 or consent of department.

CISC 633. SEMINAR: PROBLEMS IN CURRICULUM DEVELOPMENT (3). Students are required to undertake a curriculum project. PRQ: Standing as doctoral student and CISC 500, or consent of department.

CISC 634. PRACTICUM IN CURRICULUM APPRAISAL (3). An analysis of the purposes, process, and types of curriculum appraisal with emphasis on conducting an on-site appraisal of a school’s curriculum. PRQ: CISC 500 and CISC 502, or consent of department.

CISC 635. ANALYSIS OF SUPERVISORY THEORY AND PRACTICE (3). Advanced course in supervision which focuses on the role of the supervisor in both out-of-classroom and in-classroom settings. Emphasis will be placed on the relationship between theory and practice. PRQ: CISC 535 or consent of department.

CISC 640. FIELD STUDY IN CURRICULUM AND SUPERVISION (3-6). Methods of analyzing and evaluating educational programs through participation in curriculum and supervision studies in field settings. May be repeated to a maximum of 6 semester hours. PRQ: CISC 500 and CISC 555, or consent of department.

CISC 651. COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES (3). A seminar on student personnel services and problems peculiar to the community (junior) college. Analysis of current practice and research in the field with emphasis on personnel practices and instruments, orientation procedures, counseling and record keeping, registration, testing and test interpretation, placement, student activity programs, and institutional research on student characteristics. PRQ: CISC 550 and 6 semester hours of guidance and/or measurement, or consent of department.
CISC 657. SEMINAR IN HIGHER EDUCATION (3). An analysis of selected problems and issues in American higher education.

CISC 660. EDUCATIONAL CHANGE (3). Description and conceptualization of the process of fundamental change affecting the culture of the school community and various emerging educational forms.

CISC 686. ADVANCED INTERNSHIP (1-12).
A. Curriculum
B. Supervision
C. Community College or Higher Education
Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours. PRQ: Admission to doctoral program, or consent of department.

CISC 697. INDEPENDENT RESEARCH (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

CISC 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). Student must accumulate 15 semester hours prior to graduation. May be repeated. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

Early Childhood Education (CICE)

CICE 400. EARLY CHILDHOOD EDUCATION (3). Students will examine the procedures for planning, organizing, and interpreting the learning environment for young children. PRQ: EPSY 314 or consent of department.

CICE 410. TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION (3). Focus on the philosophical and psychological aspects of early childhood education as related to contemporary society.

CICE 492. SPECIAL TOPICS IN EDUCATION (1-3). Study of special topics, announced in advance, in education. May be repeated to a maximum of 9 semester hours when subject varies.

CICE 500. ANALYSIS OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION (3). A study of learning continuity in early years.

CICE 501. IMPROVEMENT OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION (3). An investigation and analysis of common problems in teaching and supervision of early childhood programs.

CICE 510. AMERICAN PRESCHOOL MOVEMENT (3). A study of the development of the American preschool movement.

CICE 511. COMPARATIVE EARLY CHILDHOOD EDUCATION (3). A cross-cultural, multidisciplinary approach to the study of both formal and informal education of children. Emphasis on the content and context of learning in early childhood in contemporary industrial and postindustrial societies.

CICE 521. EDUCATIONAL DIAGNOSIS AND ASSESSMENT OF PRESCHOOL EXCEPTIONAL CHILDREN (3). Special diagnostic procedures appropriate for preschool handicapped children. Emphasis on screening and assessment of handicapping conditions to provide recommendations for corrective procedures. PRQ: FCNS 535 or consent of department.

CICE 522. DEVELOPMENT OF CURRICULUM MATERIALS FOR THE PRESCHOOL EXCEPTIONAL CHILD (3). Resource systems and materials available for the education of the preschool exceptional child. Focus on evaluation, adaptation, and development of curricula. PRQ: CICE 521 or EPSE 540, or consent of department.

CICE 523. SEVERELY HANDICAPPED INFANTS AND PRESCHOOLERS (3). A review of the characteristics, identification, educational intervention systems, and adaptive and cognitive behavior of severely handicapped infants and preschoolers. PRQ: FCNS 439 or consent of department.

CICE 526. CURRICULAR STRATEGIES FOR THE EDUCATION OF HANDICAPPED INFANTS (3). Curricular models for instructional intervention for developmentally delayed infants during their first two years of life. PRQ: CICE 523 or consent of department.

CICE 530. LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION (3). Focus is on language experiences as an integral part of the young child's growth and development.

CICE 531. SOCIAL LEARNING IN EARLY CHILDHOOD EDUCATION (3). Emphasis on social learning for the young child. Principles and procedures in the development of social experiences. Child growth and development, democratic values and processes, and common life problems are stressed.

CICE 560. SEMINAR: NEW DEVELOPMENTS IN EARLY CHILDHOOD EDUCATION (3). Philosophy and psychology of early childhood education as related to factors in the contemporary scene.

CICE 586. INTERNSHIP IN EARLY CHILDHOOD EDUCATION (1-9). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 9 semester hours.

CICE 587. TEACHING PRACTICUM IN EARLY CHILDHOOD EDUCATION (1-6). A course designed for those actively engaged in teaching who are interested in improving their teaching skills. Clinical work with the guidance of experienced professionals and consultants in teacher education. Experience is arranged to meet the needs, concerns, and interests of each individual. May be repeated to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.

CICE 590. WORKSHOP IN EARLY CHILDHOOD EDUCATION (1-3). Workshop designed to study contemporary issues and problems. Content varies. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

CICE 597. INDEPENDENT RESEARCH (1-3). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 3 semester hours. PRQ: Admission to master's degree program and consent of faculty member who will direct research.

CICE 599. MASTER'S THESIS (1-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

CICE 660. SEMINAR IN EARLY CHILDHOOD EDUCATION (3). Identification and analysis of problems and issues in early childhood education. May be repeated to a maximum of 6 semester hours.

CICE 696. INTERNSHIP (1-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours. PRQ: Admission to doctoral program, or consent of department.

CICE 697. INDEPENDENT RESEARCH (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

Elementary Education (CIEE)

CIEE 402X. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR GRADES K-9 (3). MATH 402. Methods, techniques, materials, curricular issues, learning theories, and research utilized in the teaching of elementary school mathematics. Attention given to the teaching of exceptional students and to planning for multicultural learning situations. Intended for students in education. This course is accepted to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.

CIEE 403X. LANGUAGE DEVELOPMENT IN CHILDREN (3). COMD 403. An overview of oral language acquisition including phonological, morphological, syntactic, semantic, and pragmatic development in children from infancy through adolescence.

CIEE 411. UTILIZING HUMAN RESOURCES FOR ELEMENTARY SCHOOL PROGRAMS (3). The role of the elementary school teacher in developing and managing programs which involve parents and other people in the community.

CIEE 430. CONTEMPORARY LANGUAGE ARTS (3). An introduction to contemporary applied language arts programs. Emphasis on methods, materials, and instructional procedures for elementary school children.

CIEE 431. COMMUNICATION ARTS IN THE ELEMENTARY SCHOOL: NONVERBAL COMMUNICATION (3). Through direct experience students develop an understanding of nonverbal communication, including divergent expression and composition in the elementary school. Theory, principles, and codes of nonverbal communication.

CIEE 490. WORKSHOP IN ELEMENTARY EDUCATION (1-6). Suggestions for experiences suitable for children 6 to 12 years old. Total time devoted to new media and the construction of teacher-made materials, curricular issues, learning theories, and research utilized in the teaching of elementary school mathematics. Attention given to the teaching of exceptional students and to planning for multicultural learning situations. Intended for students in education. This course is accepted to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.
CIEE 492. SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3). Study of special topics, announced in advance, in education. May be repeated to a maximum of 9 semester hours when subject varies.

CIEE 501. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY EDUCATION (3). An investigation and analysis of common problems in teaching. Emphasis on the principles which apply at all levels of instruction.

CIEE 502. INDIVIDUALIZING LEARNING IN THE ELEMENTARY SCHOOL (3). Philosophy, models, and procedures for diagnosing and individualizing learning in the elementary school.

CIEE 504. TEACHING STRATEGIES FOR EXPERIENTIAL LEARNING (3). Existing and emerging theory and practice relating to experiential education. Focus on direct, active involvement of learners in developing their educational environment and outcomes.

CIEE 525. TEACHING FOR CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL (3). Planning, implementing and evaluating career development programs in the elementary school. Refocusing curricular areas to meet career development objectives.

CIEE 530. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3). Emphasis on principles of instruction and curriculum development in the social studies; the examination and evaluation of issues in the teaching of social studies.

CIEE 531. YOUNG CHILDREN'S EXPLORATION OF THE PHYSICAL WORLD (3). Focus on quantitative and science learnings of the young child.

CIEE 532. TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3). Identification and analysis of problems and issues in society, science, and education that have an influence on curriculum and instruction in the elementary school science program.

CIEE 533. DEVELOPING AN ELEMENTARY SCHOOL SCIENCE PROGRAM (3). Development of a conceptual framework and procedure for initiating and maintaining the currency of an elementary school science program; consideration of approaches from the perspective of the child, the teacher, the community and the subject area.

CIEE 534. IMPLEMENTING AN ELEMENTARY SCHOOL SCIENCE PROGRAM (3). A course designed to aid classroom teachers, unit leaders, department chairs, district supervisors and other leadership personnel in implementing, managing and revising an elementary school science program. Emphasis placed on converting philosophical structures into an operational program.

CIEE 535. GLOBAL PERSPECTIVES IN CITIZENSHIP EDUCATION (3). The implications of emerging global trends and problems for social education in the elementary and middle school. The creation of interdisciplinary activities and units to develop the global perspective. PRQ: CIEE 530 or consent of department.

CIEE 536. LANGUAGE ARTS RESEARCH IN ELEMENTARY EDUCATION (3). Detailed study of selected research in elementary school language arts with emphasis on principles, trends, methods, and materials. Focus on curriculum patterns and innovations. PRQ: EPSY 520 or consent of department.

CIEE 537. ACQUISITION OF SPOKEN AND WRITTEN LANGUAGE (3). Study of language development in young children (ages 0-8). Includes in-depth treatment of theories in developmental psycholinguistics. Emphases on parallels between oral development and literacy acquisition and on consequent preschool and elementary school teaching strategies.

CIEE 538. EVALUATING CHILDREN'S LITERATURE (3). Children's books considered in relation to literary merit and their potential for meeting developmental and ethnic needs of children. Attention given to classroom application.

CIEE 539. CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY (3). A historical and current perspective of multicultural influences in children's literature. Implications for classroom programs are considered.

CIEE 540. TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3). Emphasis on principles of instruction and curriculum development in the language arts.

CIEE 541. INQUIRY STRATEGIES IN ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAMS (3). Adaptation to the learning styles of children of basic inquiry strategies drawn from theoretical models in the social sciences. Emphasis placed on the use of these strategies as methodology in the improvement of social studies learning. PRQ: CIEE 342 or consent of department.

CIEE 542. RELATED ARTS FOR THE TEACHERS OF CHILDREN (3). Designed for students who are interested in aesthetic education for children; an examination of trends, issues and aesthetic experience in the planning of learning in the fine and applied arts. May be repeated for a maximum of 6 semester hours.

CIEE 543. WRITING IN THE ELEMENTARY SCHOOL (3). Methods of developing writing skills of elementary students based on current theory and research.

CIEE 550. SEMINAR IN ELEMENTARY EDUCATION (3). A seminar on current concerns and trends in elementary education. May be repeated to a maximum of 6 semester hours.

CIEE 558. INTERNSHIP (3-9). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours, although typically only 3 semester hours may be applied to the program of study.

CIEE 557. TEACHING PRACTICUM IN ELEMENTARY EDUCATION (1-6). A course designed for those actively engaged in teaching who are interested in improving their teaching skills. Clinical work with the guidance of experienced professionals and consultants in teacher education. Experiences arranged to meet the special needs, concerns, and interests of each individual. May be repeated to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.

CIEE 559. WORKSHOP IN ELEMENTARY EDUCATION (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

CIEE 565. SUPERVISION OF CLINICAL EXPERIENCES (1-3). Crosslisted as CISE 565X. To provide cooperating teachers, administrators, and supervisors with a better understanding of the function of clinical experiences in the professional education of teachers. Discussion of the basic issues and techniques in supervising, directing and evaluating those clinical experiences. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

CIEE 566. INDEPENDENT RESEARCH (1-3). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 3 semester hours. PRQ: Admission to master's degree program and consent of faculty member who will direct research.

CIEE 595A. MASTER'S THESIS (3-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

CIEE 595B. ED.S. THESIS OR FIELD STUDY (3-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of chair of the student's advisory committee.

CIEE 602. ANALYSIS OF INSTRUCTION IN ELEMENTARY EDUCATION (3). The use of theory in the analysis and interpretation of teaching-learning situations, as observed or recorded from preschool and elementary classrooms. Particular attention to (1) the identification and use of goals in education and (2) the application of knowledge in the areas of learning, human growth, group behavior, and curriculum.

CIEE 632. DOMAIN OF SCIENCE EDUCATION (3). A study of selected major dimensions of science education. Consideration of major problems and issues pertinent to each dimension and their association with school science programs. PRQ: Advanced graduate standing or consent of department.

CIEE 633. CHILDREN'S LITERATURE RESEARCH IN ELEMENTARY EDUCATION (3). Examination of selected research in children's literature and implications for instruction and curricular needs. Writing and publishing for children is emphasized. PRQ: Consent of department.

CIEE 637. APPLIED LINGUISTICS IN ELEMENTARY EDUCATION (3). The application of linguistic principles to the teaching of language arts in the elementary school. PRQ: Consent of department.

CIEE 660. ADVANCED SEMINAR IN ELEMENTARY EDUCATION (3). A. Language Arts
B. Science
C. Social Studies
for teaching environmental ethics. Course content applicable in both indoor
and outdoor settings including schools, camps, nature centers, and other
institutions.

CIOE 526. TEACHING NATURAL SCIENCE IN THE OUTDOORS (3). Developing and implementing strategies for teaching natural science in the outdoors. Emphasis on teaching the interrelationships among living organisms in their natural habitats.

CIOE 525. TEACHING PHYSICAL SCIENCE IN THE OUTDOORS (3). Study of selected aspects of the physical sciences as related to the outdoor environment. Emphasis on teaching and use of research techniques of scientific investigation. PRQ: One course in mathematics and one in natural science or consent of department.

CIOE 524. TEACHING ENVIRONMENTAL ETHICS (3). Designed for teachers and youth leaders to provide knowledge, attitudes, and skills for teaching environmental ethics. Course content applicable in both indoor and outdoor settings including schools, camps, nature centers, and other related institutions.

CIOE 523. INTEGRATING COMMUNITY RESOURCES INTO CURRICULUM AND INSTRUCTION (3). Investigating natural, cultural, and/or human resources that can be effectively integrated into curriculum development.

CIOE 522. TEACHING ENERGY ALTERNATIVES AND ENERGY CONSERVATION (3). Theoretical and practical aspects of teaching basic concepts of energy alternatives and energy conservation. Learning experiences for awareness, understandings, skills, and attitudes designed for teachers and other youth leaders in schools, camps, homes, and other institutions.

CIOE 521. OUTDOOR INTERPRETATION (3). Interpreting the environment in relationship to natural, historical, and cultural heritage. Emphasis on exploring aesthetic awarenesses and a land ethic.

CIOE 492. SPECIAL TOPICS IN READING (1-3). Study of special topics, announced in advance, in education. May be repeated when subject varies; however, no more than 6 semester hours may be applied toward the M.S.Ed. degree in reading. PRQ: Consent of department.

Reading (CIRE)

CIRE 401. PRACTICUM IN TEACHING DEVELOPMENTAL READING: ELEMENTARY LEVEL (3). Practical applications and experiences in developing diagnostic teaching techniques and strategies to improve the reading skills and meet the needs of individual pupils. PRQ: CIRE 550 or consent of department.

CIRE 431. TECHNIQUES OF TUTORING AND LEARNING ASSISTANCE (3). Crosslisted as LEAC 431X. Methods and techniques for peer tutoring, supplemental instruction, learning assistance, or literacy tutoring. Development of tutorial resource materials. Basic assessment and remedial or developmental processes in content area tutoring, study strategies, and reading assistance. Experiences with tutorial programs, learning assistance programs, or supplemental instruction groups.

CIRE 429. SPECIAL TOPICS IN READING (1-3). Study of special topics, announced in advance, in education. May be repeated when subject varies.
CIRE 500. IMPROVEMENT OF READING IN THE ELEMENTARY SCHOOL (3). Advanced course in the teaching of developmental reading at the elementary level. Criteria for a desirable reading program and a consideration of innovative procedures in relation to the findings of research. PRQ: CIRE 350 or consent of department.

CIRE 505. TEACHING READING IN THE MIDDLE SCHOOL (3). Theories and models. Practical applications and experiences for the development of teaching techniques and strategies to improve academic and recreational reading. Study strategies for middle school students. Evaluation of current approaches, programs, and adolescent literature for teaching reading in the middle school.

CIRE 510. IMPROVEMENT OF READING IN THE SECONDARY SCHOOL (3). The extension of reading skills and interests for all learners in the junior and senior high school. The role of reading in the instructional process. PRQ: Consent of department.

CIRE 511. TEACHING READING IN THE CONTENT AREAS (3). Adaptation of materials, reading skills, and study strategies to the content areas. The role of reading personnel as learning facilitators within the school setting.

CIRE 516. EMERGING LITERACY DEVELOPMENT (3). Emphasis on children's developing literacy. Assessment techniques and organizational approaches to literacy instruction across the preschool and primary years. PRQ: CIEE 537 or consent of department.


CIRE 530. PRACTICUM IN DIAGNOSIS OF READING DIFFICULTIES (3). Case study techniques in the diagnosis of reading problems. The administration of formal and informal tests and the interpretation of the test results. Making case studies, followed by the preparation of case reports. Written permission of department required. PRQ: CIRE 500 or CIRE 510, and CIRE 520, or consent of department.

CIRE 531. PRACTICUM IN PROBLEMS OF TEACHING READING (3). Clinical experience in applying procedures with severely disabled readers at the elementary and/or secondary level. PRQ: Consent of department. Recommended: CIRE 530.

CIRE 540. PRACTICUM IN CORRECTIVE READING IN THE ELEMENTARY SCHOOL (3). Diagnostic techniques and corrective procedures suitable for testing and teaching the less severe reading disability cases among elementary school children. Supervised laboratory practice with children in a school setting required. PRQ: Consent of department. Recommended: CIRE 530.

CIRE 550. PRACTICUM IN CORRECTIVE READING IN THE SECONDARY SCHOOL (3). Diagnostic techniques and corrective procedures suitable for testing and teaching the less severe reading disability cases among secondary school students. Supervised laboratory practice with students in a school setting required. PRQ: Consent of department. Recommended: CIRE 530.

CIRE 586. INTERNSHIP (1-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours, although typically only 3 semester hours may be applied to the program of study.

CIRE 587. TEACHING PRACTICUM (1-6). For those actively engaged in teaching who are interested in improving their teaching skills. Clinical work with the guidance of experienced professionals and consultants in teacher education. Experiences arranged to meet the needs, concerns and interests of each individual. May be repeated to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: Consent of department.

CIRE 590. WORKSHOP IN EDUCATION (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. May be repeated when subject varies; however, no more than 6 semester hours may be applied toward the M.S.Ed. degree in reading. PRQ: Acceptance by the director of the workshop.

CIRE 591. READING INSTITUTE (1-3). Basic reading problems and issues at all levels of reading instruction. Guest instructors and regular staff members. May be repeated. When subject varies; however, no more than 6 semester hours may be applied toward the M.S.Ed. degree in reading. PRQ: Consent of department.

CIRE 597. INDEPENDENT RESEARCH (1-3). Research at the master's level under faculty supervision. May be repeated when subject varies; however, no more than 6 hours may be applied toward the M.S.Ed. degree in reading. PRQ: Acceptance by the faculty member who will direct the research.

CIRE 599. MASTER'S THESIS (3-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

CIRE 601. SUPERVISING PROBLEMS IN READING (3). Procedures for developing a K-12 curriculum in reading and the supervisory responsibilities of administering reading instruction in the schools. PRQ: Consent of department. Recommended: 12 graduate-level hours in reading, including CIRE 500 and CIRE 510.

CIRE 611. SEMINAR IN RESEARCH STUDIES IN THE FIELD OF READING (3). Designed for the advanced student who is interested in the study of research reports in education, psychology, linguistics, and other disciplines which have a bearing on the problems of teaching reading. PRQ: Consent of department. Recommended: EPSY 520 and EPSY 521; 12 graduate-level hours in reading.

CIRE 612. CORRELATES OF EFFECTIVE READING (3). The bases of methods in the teaching of reading and the reading process: word perception, reading readiness, personality and motivation variables, and other correlates. PRQ: CIRE 530 or consent of department.

CIRE 613. SEMINAR IN COMPARATIVE READING (3). A comparison of reading methods and related variables in different national and cultural groups. PRQ: CIRE 530 or consent of department.

CIRE 614. SEMINAR IN READING (1-3). Identification and analysis of issues and problems in reading at all levels. May be repeated to a maximum of 8 semester hours. PRQ: CIRE 530 or consent of department.

CIRE 618. ADULT READING INSTRUCTION (3). Emphasis upon the teaching of reading to adults; strategies applicable to meet the needs of the adult learner; functional alternatives for instruction; preparation of volunteers and the role of the reading teacher with adults. PRQ: CIRE 510 or consent of department.

CIRE 619. PRINCIPLES AND METHODS OF TEACHING POSTSECONDARY READING (3). Considers sequences of advanced reading skills, instructional materials, and model programs for postsecondary reading programs. Examines research on success of postsecondary reading programs. Study of programs and ways programs are planned and students are identified, tested, and taught. PRQ: CIRE 510 or consent of department.

CIRE 686. INTERNSHIP (1-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours. PRQ: Admission to doctoral program or consent of department.

CIRE 697. INDEPENDENT RESEARCH (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

CIRE 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). Student must accumulate 15 semester hours prior to graduation. May be repeated. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

Secondary Education (CISE)

CISE 422. MIDDLE SCHOOL ORGANIZATION AND INSTRUCTION (3). The development of middle school organizations and philosophy; forms of curricula; characteristics of early adolescent students; special concerns in instructional and activity planning.

CISE 424. METHODS AND MATERIALS IN THE SECONDARY SCHOOL (3). Modern principles of teaching and learning in relation to the guidance of learning activities in the high school class. PRQ: Consent of department.

CISE 450. SECONDARY SCHOOL CLASSROOM MANAGEMENT (3). Applications of motivation and management principles and procedures to maintain sound working climates in secondary school classrooms. Study of systems for managing materials, media, and record keeping. PRQ: Consent of department.
CISE 492. SPECIAL TOPICS IN EDUCATION (1-3). Study of special topics, announced in advance, in education. May be repeated to a maximum of 9 semester hours when subject varies.

CISE 501. MULTICULTURAL EDUCATION: METHODS AND MATERIALS (3). Designed to aid students identify content materials and devise methods for implementing multicultural education content into curriculum. The relationship between ethnicity, culture, and educational policy is one of the major emphases of the course.

CISE 523. SEMINAR IN SECONDARY EDUCATION (3). A seminar concerned with professional and classroom problems of secondary school teachers.

CISE 533. INSTRUCTIONAL THEORIES APPLIED TO PRACTICE (3). Application of instructional theories to secondary and post-secondary practice. Review of studies related to instruction and classroom management. PRQ: Consent of department.

CISE 534. IMPROVEMENT OF INSTRUCTION (3). An investigation and analysis of common problems in teaching. The principles which apply at all levels of instruction.

CISE 552. EVALUATING SECONDARY SCHOOLS (3). Focuses on the characteristics of quality and the processes of evaluating secondary schools. Attention is given to the development of reports of evaluation and models for their implementation. PRQ: CISE 534 and CISE 523, or consent of department.

CISE 586. INTERNSHIP (2-9). A. Secondary Education B. Community College Teaching. Work individually or in small groups in a professional setting under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 9 semester hours.

CISE 587A. FIELD-BASED TEACHING PRACTICUM (3-6). A field-based, individualized course for practicing secondary educators and teaching teams. Concentrates on practical and immediately useful instructional improvement experiences and projects under the guidance of secondary education faculty. May be repeated to a maximum of 12 semester hours. Does not fulfill student teaching requirements. PRQ: Consent of department.

CISE 587B. PRACTICUM IN MULTICULTURAL EDUCATION (1-6). Selected field experiences and instructional design projects in multicultural education for those who are interested in improving professional skills. May be repeated to a maximum of 6 semester hours. Does not satisfy student teaching requirement. PRQ: Consent of department.

CISE 587C. CLINIC-BASED TEACHING PRACTICUM (3). A campus clinic-based practicum for secondary educators to develop master teaching skills. May be repeated to a maximum of 6 semester hours. Does not fulfill the student teaching requirement. PRQ: CISE 534 or consent of department.

CISE 588. ANALYSIS OF INSTRUCTION IN SECONDARY EDUCATION (3). Study of models and methods for the analysis and improvement of secondary level instructional procedures. PRQ: CISE 554 or consent of department.

CISE 590. WORKSHOP IN SECONDARY EDUCATION (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Acceptance by the director of the workshop.

CISE 595X. SEMINAR IN THE SUPERVISION AND ADMINISTRATION OF CLINICAL EXPERIENCES (1-3). CIEE 595. An advanced seminar dealing with the theory and practice of clinical experiences in professional education such as microteaching, observation, participation, simulation, student teaching, and internships. May be repeated to a maximum of 12 semester hours. PRQ: Admission to doctoral program, or consent of department.

CISE 623. SEMINAR: ISSUES IN SECONDARY EDUCATION (3). Integration and synthesis of the concepts, principles, and theoretical constructs in the secondary education field, including post-secondary teachers and teacher educators.

CISE 634. DESIGN OF INSTRUCTIONAL MODELS (3). The design and testing of innovative instructional methods and models. The primary intent is to participate in advancing knowledge in the field. PRQ: CISE 534 or consent of department.

CISE 652. SEMINAR IN EVALUATION OF SECONDARY SCHOOLS AND SECONDARY TEACHER EDUCATION PROGRAMS (3). Critical analysis of the models, materials, and practices used by accrediting agencies, associations, and consultant teams in the evaluation of secondary schools and secondary teacher education programs. PRQ: CISE 552 or consent of department.

CISE 662. SEMINAR: REVIEW OF RESEARCH IN SECONDARY EDUCATION (3). A review of current research in secondary education. Participants become familiar with research questions under investigation; the nature, extent, and application of findings; and some research tasks which require conceptualization and development. Possible contributions to research literature may be generated by seminar activities.

CISE 672. DOCTORAL COLLOQUIUM IN SECONDARY EDUCATION (3). Colloquium on special topics in secondary education. May be repeated to a maximum of 12 semester hours. PRQ: Admission to candidacy for the Ed.D. or consent of department.

CISE 686. INTERNSHIP (3-12). A. Secondary In-Service Staff Development B. Secondary Teacher Education. Work individually or in small groups in a professional setting under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.


CISE 697. INDEPENDENT RESEARCH IN SECONDARY EDUCATION (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

CISE 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated. Student must accumulate 15 semester hours prior to graduation. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

CISE 599B. ED.S. THESIS OR FIELD STUDY (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of the chair of the student's advisory committee.

CISE 599D. SEMINAR IN SECONDARY EDUCATION (3). Focuses on the characteristics of quality and the processes of evaluating secondary schools. Attention is given to the development of reports of evaluation and models for their implementation. PRQ: CISE 534 and CISE 523, or consent of department.

CISE 599X. INDEPENDENT RESEARCH IN SECONDARY EDUCATION (1-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.
Department of Educational Psychology, Counseling, and Special Education (EP- -)

Raymond J. Dembinski, chair, professor, Ed.D., Indiana University

Graduate Faculty

Andrew R. Brulle, professor, Ed.D., Northern Illinois University
William D. Bursuck, professor, Ph.D., University of Illinois
Lynette K. Chandler, assistant professor, Ph.D., University of Kansas
Karen B. Cole, assistant professor, Ed.D., Northern Illinois University
Corenna C. Cummings, associate professor, Ph.D., University of Pittsburgh
Denise H. Daniels, assistant professor, Ph.D., University of California, Los Angeles
Diane E. Deitz, associate professor, Ed.D., Northern Illinois University
Raymond J. Dembinski, professor, Ed.D., Indiana University
Shirley V. Dickson, assistant professor, Ph.D., University of Oregon
Michael H. Epstein, professor, Ed.D., University of Virginia
Sharon M. Freagon, associate professor, Ph.D., University of Wisconsin
Francesca Giordano, assistant professor, Ph.D., University of Virginia
Kirk Hallowell, assistant professor, Ph.D., University of Iowa
Antoinette Heinzle, associate professor, Ed.D., University of Southern Mississippi
Barbara Henley, adjunct assistant professor, Ph.D., Ohio State University
Kathy Hotelling, adjunct assistant professor, Ph.D., University of Missouri
Irene H. Johnson, assistant professor, Ph.D., Purdue University
Gaylen G. Kapperman, professor, Ed.D., University of Northern Colorado
Diane Kinder, associate professor, Ph.D., University of Oregon
Elliott Lessen, professor, Presidential Teaching Professor, Ph.D., University of Florida
Yona Leyser, professor, Ph.D., Indiana University
Richard G. Lomax, assistant professor, Ph.D., University of Pittsburgh
Carole W. Minor, professor, Ph.D., University of Maryland
Rick A. Myer, associate professor, Ph.D., Memphis State University
Robert J. Nejedlo, professor, Ph.D., University of Wisconsin
Robert T. Olberg, professor, Ed.D., Wayne State University
Allen J. Ottens, associate professor, Ph.D., University of Illinois
Sarah Peterson, associate professor, Ph.D., Arizona State University
Jean W. Pierce, professor, Ph.D., Northwestern University
Alan C. Repp, professor, Distinguished Research Professor, Ph.D., University of Florida
Thomas B. Roberts, professor, Ph.D., Stanford University
Gary D. Shank, assistant professor, Ph.D., Indiana University
Lee B. Shumow, assistant professor, Ph.D., University of Wisconsin
M. Cecil Smith, assistant professor, Ph.D., University of Wisconsin
L. Ruth Struyk, assistant professor, Ed.D., Utah State University
Harvey N. Switzky, professor, Ph.D., Brown University
Toni R. Tollerud, assistant professor, Ph.D., University of Iowa
Susan A. Vogel, professor, Ph.D., Northwestern University

The Department of Educational Psychology, Counseling, and Special Education offers the degree Master of Science in Education and the degree Doctor of Education. A handbook, Graduate Programs in Education, and a list of requirements for each major are available in the departmental office.

Master of Science in Education
Educational psychology
Counseling
Special education

Doctor of Education
Educational psychology
Counseling

Students interested in doctoral level studies in special education may elect a cognate in special education while pursuing the doctorate in educational psychology.

Master of Science in Education in Educational Psychology

The focus of the M.S.Ed. program in educational psychology is on the major skills, principles, and research findings in significant areas of psychology as applied to the study of teaching and learning. The advanced courses offered are in the areas of human learning, human development, educational applications of microcomputers, educational research, and evaluation as they relate to the teaching-learning process in an educational setting. Specifically, perspectives, theories, and techniques essential for effective application to classroom practice and analysis of human behavior in educational psychology will be emphasized.

Admission

Students applying for graduate studies at the master's degree level in educational psychology must be accepted into the Graduate School. From among the applicants satisfying the requirements for admission to the Graduate School, the faculty of educational psychology in the Department of Educational Psychology, Counseling, and Special Education select those most qualified, utilizing the verbal and quantitative scores on the General Test of the GRE and ordinarily requiring a GPA of 2.80 or higher for the last two years of undergraduate work. Each prospective student must have three letters of recommendation from employers, supervisors, or professors.

Final decisions regarding admissions are made by the admissions committee of the department on the basis of a total profile of an individual's qualifications. Those applicants who fail to meet these admission criteria may request special consideration from the admissions committee. If the student then fails to achieve admission, an appeal may be made to the Admission, Retention, and Professional Standards Committee of the Department of Educational Psychology, Counseling, and Special Education.

Student-at-Large and Transfer Credit

Student-at-large and transfer hours in combination may not exceed 15 hours for students pursuing the M.S.Ed. degree in educational psychology.

Retention

Students are responsible for meeting the professional standards of the College of Education.
Advisement

A student is assigned an adviser when admitted to the program. The adviser is a faculty member in the area of interest which the student intends to pursue. Courses of study are developed for each student. Students are required to take the comprehensive examination.

Requirements

The M.S.Ed. in educational psychology requires a minimum of 33 semester hours and includes either a thesis or an independent research project.

EPSY 501, Psychological Foundations of Education (3)
EPSY 506, Theories and Research in Child Behavior and Development (3), OR EPSY 508, Theories and Research in Adolescent Behavior and Development (3), OR EPSY 510, Psychoeducational Development in Adulthood (3)
EPSY 520, Introduction to Educational Research (3)
EPSY 521, Educational Statistics I (3)
EPSY 530, Test Construction and Evaluation (3), OR EPSY 533, Standardized Testing (3)
One of the following (3)
LEFE 500, Social Foundations of Education (3)
LEFE 510, Philosophical Foundations of Education (3)
LEFE 520, Historical Foundations of Education (3)
LEFE 521, Historical Foundations of American Education (3)
Courses selected in consultation with the student's major adviser (9)
EPSY 599, Master's Thesis (6), OR EPSY 597, Independent Research (6)

Master of Science in Education in Counseling

The M.S.Ed. in counseling is a nationally accredited (CACREP) 48-semester-hour program that provides preparation in the theory, techniques, and information needed by the professional counselor. The academic requirements as set forth by the Illinois State Board of Education and the National Board for Certified Counselors are fully met by graduates of this program. Through individualized planning, a program may be designed to focus on one of the following areas of professional counselor preparation: school counseling, counseling in community and other agency settings, and student development in higher education (counseling).

Admission

An applicant must demonstrate satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

Applicants to the program in counseling must attend a pre-admission workshop and be selected by the faculty on the basis of aptitude, ability, and personal qualifications requisite for the field. Prior to the pre-admission workshop, applicants must complete the supplementary data forms and take the required tests. Applicants are to obtain the forms from the counseling office, Graham Hall 223, 753-1461. Applications and the other required material must be received by April 1 for summer and fall admissions and by November 1 for spring admission. Applicants are usually notified of an admission decision within three weeks of the pre-admission workshop.

Prospective students who fail to satisfy either the Graduate School's GPA requirement or the GRE criterion may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School.

Any applicant who is denied admission to the program may submit to the admissions committee a written request for reconsideration that includes information not previously submitted. Final decisions of program admissions committees may be appealed to the department's Committee on Admissions, Retention, and Professional Standards. Appeals to this committee must be in writing and must explain the basis for the appeal.

Student-at-Large and Transfer Credit

Student-at-large and transfer hours in combination may not exceed 9 semester hours for students pursuing the M.S.Ed. degree in counseling.

Retention

Students are responsible for meeting the professional standards of the College of Education and undergo periodic evaluation by the counseling faculty.

Advisement

A student is assigned an adviser when admitted to the program. The adviser is a faculty member in the area of interest which the student intends to pursue. Courses of study are developed for each student. It is always the responsibility of the student to be aware of university policies and regulations affecting his or her program. Students should, therefore, familiarize themselves with the Graduate Catalog early in the program.

Certification in School Counseling

Candidates who hold a master's degree in an area other than counseling and who seek State of Illinois certification (Type 73) as a school counselor must be accepted in and satisfy requirements for the 48-hour M.S.Ed. program. Included in this program is an internship experience that must be satisfactorily completed at a school site under approved supervision. Candidates must also hold or be eligible for a standard teaching certificate. Candidates who fulfill these program requirements are eligible to receive faculty recommendation for State of Illinois school guidance and counseling certification.

Requirements

Students are required to take 39 semester hours in common requirements and 9 semester hours in an area of professional preparation.

EPCO 500, Orientation to the Counseling Profession (3)
EPCO 511, Career Counselling (3)
EPCO 525, Counseling Skills and Strategies (3)
EPCO 530, Counselling Theories and Practices (3)
EPCO 533X, Standardized Testing (3)
EPCO 540, Group Counseling Theories and Procedures (3)
EPCO 550, Practicum in Counseling (3)
EPCO 551, Supervised Practice in Group Counseling (3)
EPCO 586, Internship in Counseling (6)
EPSY 501, Psychological Foundations of Education (3)
EPSY 520, Introduction to Educational Research (3)
LEFE 500, Social Foundations of Education (3)

Areas of Professional Preparation (9)

Community Counseling
EPCO 524, Community Agency Counseling: Programs, Issues, and Practices (3)
EPCO 501, Mental Health (3), OR EPCO 569X, Alternatives in the Counseling and Placement of Adults (3)
One of the following with adviser's approval (3)
   EPCO 521, Counseling with Children (3)
   EPCO 561X, Human Resource Development (3)
   EPCO 567, Drug Dependency Counseling (3)
   EPCO 570, Administration and Evaluation of Human Services (3)
   EPCO 572, Student Development in Higher Education: Programs, Issues, and Practices (3)
   EPCO 580, Culture of the College Student (3)
   EPCO 588X, Alternatives in the Counseling and Placement of Adults (3)
   EPCO 602, Student Development in Higher Education: Theory and Practice (3)
One of the following (3)
   EPCO 501, Mental Health (3)
   EPCO 522, Secondary School Counseling: Programs, Issues, and Practices (3)
   EPCO 565, Multicultural Counseling (3)

Thesis Option
In addition to the requirements above, a thesis is required.

Non-Thesis Option
Students fulfill the requirements above. No thesis is required.

Master of Science in Education in Special Education

Specialization in Behavior Disorders
Specialization in Blind Rehabilitation
Specialization in Early Childhood Special Education
Specialization in Learning Disabilities
Specialization in Multiply Handicapped, Deaf or Vision
Specialization in Visual Impairments

The M.S.Ed. in special education is designed to serve the needs of both experienced and beginning special education teachers who have baccalaureate degrees or are seeking career changes at the master’s level. In addition to an on-campus program, the department offers off-campus master’s degree programs, information on which can be obtained from the department.

For students who already hold special education certification, the faculty of special education offers individualized programs of study. Advanced course offerings for these programs are in such areas as consultation, assessment, and supervision. The supervision course offerings lead to a supervisory endorsement on the student’s Type 10 certificate. Interested students should contact the chair of the appropriate faculty for further information.

Admission

From among the applicants satisfying the requirements for admission to the Graduate School, the faculty of special education in the Department of Educational Psychology, Counseling, and Special Education select those most qualified, utilizing the verbal and quantitative scores on the General Test of the GRE and ordinarily requiring a GPA of 2.80 or higher for the last two years of undergraduate work.

Students who are not already certified as teachers must take the PPST/Praxis I within the first 9 hours used in their approved programs. Students may take the PPST prior to taking courses or as students-at-large. Students are required to pass the PPST prior to participating in any practicum experience. Students who enter the program with 9 transfer and/or student-at-large hours must take the PPST within their first semester of approved NIU course work.

Each prospective student must have three letters of recommendation from employers, supervisors, or professors.

Final decisions regarding admissions are made by the admissions committee of the department on the basis of a total profile of an individual’s qualifications. Applicants who fail to meet these admission criteria may request special consideration from the admissions committee. If the student then fails to achieve admission, an appeal may be made to the Admission, Retention, and Professional Standards Committee of the Department of Educational Psychology, Counseling, and Special Education.

Student-at-Large and Transfer Credit

Student-at-large and transfer hours in combination may not exceed 9 semester hours for students pursuing the M.S.Ed. degree in special education. Students pursuing an M.S.Ed. in special education who are part of a designated international cohort may apply no more than 15 semester hours of student-at-large and transfer credit in combination to the master's degree.

Deficiency Study/Field Work

In cases in which students’ backgrounds in their chosen specialty are limited, they may be required to fulfill deficiency requirements established by the department. Deficiency course hours are not counted toward the minimum 36 semester hours of the master's degree program.

Supervised clinical experiences are required in all areas of special education. Students not seeking certification may not be required to engage in clinical experiences, depending on the area of specialization in which they are enrolled.

Internship Programs

The Department of Educational Psychology, Counseling, and Special Education currently utilizes internship programs in some areas of special education. All internship placements are arranged and supervised by the department. For further information and internship possibilities see course descriptions.

Retention

To be retained in the program, a student must demonstrate acquisition of specific information competencies and application of competencies, through practical experiences, that are requisite in the specialization in which the student is enrolled.

Students must have a B or better in assessment, instructional systems, and behavior modification courses in order to take the comprehensive examination and/or enroll in the graduate practicum. Students receiving lower than a B in any of these courses must retake the course. In concert with the university policy, students may retake a course only once. If this standard is not achieved, the student may be dropped from the program.

All other rules regarding academic regulations follow those described by the Graduate School with the exception that it is the policy of the faculty of special education that any grade of I which is not removed within the following semester or summer session, whether or not the student is enrolled, will be recorded as F and will be counted in the computation of the GPA.

*Crisis Intervention or family counseling.
Advisement

A student is assigned an adviser when admitted to the program. The adviser is a faculty member in special education. Courses of study are developed for each student. Students are required to take the comprehensive examination. It is always the responsibility of the student to be aware of university policies and regulations affecting his or her program. Students should, therefore, familiarize themselves with the Graduate Catalog early in the program.

Requirements

Each student must select a specialization. All specializations require a minimum of 36 semester hours of study.

For a student whose undergraduate major was in special education, course work in other appropriate fields may be substituted for a portion of the special education course work, with the approval of the student's adviser. However, in all cases, at least 50 percent of the credit hours required for the degree must be in special education. For students whose undergraduate major was not in special education or who have limited background in their chosen specialization, deficiency requirements may be established by the department. Deficiency course hours will not be counted toward the minimum 36 semester hours of the master's degree program.

Thesis Option

EPSY 520, Introduction to Educational Research (3)
EPSY 599, Master's Thesis (3-6)
Courses in specialization approved by adviser (21-24)
Electives approved by adviser (6-9)

Non-thesis Option

Same basic requirements as the thesis option except that EPSY 599 is not required. Instead, 6 semester hours in special education courses are selected with approval of the adviser.

Specialization in Learning Disabilities

This specialization prepares students to obtain teacher certification to teach individuals with learning disabilities.

EPSE 514, Instructional Systems for Secondary Students with High-Incidence Disabilities (3), OR EPSE 558, Vocational Programming for Students with Disabilities (3)
EPSE 534, Educational Diagnostics for Exceptional Learners (3)
EPSE 540, Foundations of Special Education (3) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
EPSE 546, Characteristics of Students with Behavior Disorders (3)
EPSE 557, Modifying the Behavior of Students with Disabilities (3)
EPSE 563, Instructional Systems for Students with Behavior Disorders (3)
EPSE 565, Collaboration and Consultation Skills for School Professionals (3)
EPSE 587I, Elementary or Secondary Practicum in Behavior Disorders (6) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
Additional course work with adviser's approval (9-18)

Specialization in Blind Rehabilitation

This specialization prepares students to instruct individuals with visual impairments and to obtain national certification from the Association of the Education and Rehabilitation of the Blind and Visually Impaired as rehabilitation teachers and/or orientation and mobility instructors.

EPSE 451, Anatomy, Pathology, and Functioning of the Eye (3)
EPSE 470, Literary Braille (3)
EPSE 474, Basic Orientation and Mobility for Teachers of Persons with Visual Impairments (3)
EPSE 475, Teaching Activities of Daily Living to Persons with Visual Impairments (3)

EPSE 573, Instructional Systems for Utilization of Low Vision (3)
EPSE 574, Advanced Orientation and Mobility (6), OR EPSE 472, Communication Systems Used by Persons with Visual Impairments (3), and FCNS 540, Home Economics for Teachers of the Visually Handicapped (3)
EPSE 586A, Internship in Orientation and Mobility Instruction of Persons with Visual Impairments (9), OR EPSE 586B, Internship in Rehabilitation Teaching of Persons with Visual Impairments (9)
EPSE 587C, Practicum in Rehabilitation Teaching of the Blind (3), OR EPSE 587U, Practicum in Orientation and Mobility Techniques for Visually Impaired, Multiply Handicapped Individuals (3)
Additional course work with adviser's approval (3)

Specialization in Early Childhood Special Education

This specialization prepares students to obtain early childhood special education approval to teach young children with special needs in preschool programs. Students must hold or obtain Illinois Type 10 Special Education Teaching Certification in order to apply for early childhood special education approval. This specialization also prepares students to obtain an early intervention credential to work with infants and toddlers with special needs.

EPSE 423, Assessment of Infants and Preschoolers with Disabilities (3)
EPSE 424, Instructional Systems for the Education of Infants and Preschoolers with Disabilities (3)
EPSE 426, Interactions of Parents and Young Children with Disabilities (3)
EPSE 427, Issues in Early Childhood Special Education (3)
EPSE 540, Foundations of Special Education (3) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
EPSE 587N, Practicum in Early Childhood Special Education (3)
Additional course work to complete the master's degree and obtain early childhood special education approval or early intervention credential selected with adviser's approval (18-21)

Specialization in Multiply Handicapped, Deaf or Vision

This specialization prepares students to work with individuals who have multiple disabilities and who are either deaf or visually impaired. Students should have teacher certification in visual impairment or deaf and hard of hearing or will need to acquire it by completing additional course work.

EPSE 423, Assessment of Infants and Preschoolers with Disabilities (3)
EPSE 424, Instructional Systems for the Education of Infants and Preschoolers with Disabilities (3)
EPSE 426, Interactions of Parents and Young Children with Disabilities (3)

A student is assigned an adviser when admitted to the program. The adviser is a faculty member in special education. Courses of study are developed for each student. Students are required to take the comprehensive examination. It is always the responsibility of the student to be aware of university policies and regulations affecting his or her program. Students should, therefore, familiarize themselves with the Graduate Catalog early in the program.

Requirements

Each student must select a specialization. All specializations require a minimum of 36 semester hours of study.

For a student whose undergraduate major was in special education, course work in other appropriate fields may be substituted for a portion of the special education course work, with the approval of the student’s adviser. However, in all cases, at least 50 percent of the credit hours required for the degree must be in special education. For students whose undergraduate major was not in special education or who have limited background in their chosen specialization, deficiency requirements may be established by the department. Deficiency course hours will not be counted toward the minimum 36 semester hours of the master’s degree program.

Thesis Option

EPSY 520, Introduction to Educational Research (3)
EPSY 599, Master’s Thesis (3-6)
Courses in specialization approved by adviser (21-24)
Electives approved by adviser (6-9)

Non-thesis Option

Same basic requirements as the thesis option except that EPSY 599 is not required. Instead, 6 semester hours in special education courses are selected with approval of the adviser.

Specialization in Learning Disabilities

This specialization prepares students to obtain teacher certification to teach individuals with learning disabilities.

EPSE 514, Instructional Systems for Secondary Students with High-Incidence Disabilities (3), OR EPSE 558, Vocational Programming for Students with Disabilities (3)
EPSE 534, Educational Diagnostics for Exceptional Learners (3)
EPSE 540, Foundations of Special Education (3) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
EPSE 546, Characteristics of Students with Behavior Disorders (3)
EPSE 557, Modifying the Behavior of Students with Disabilities (3)
EPSE 563, Instructional Systems for Students with Behavior Disorders (3)
EPSE 565, Collaboration and Consultation Skills for School Professionals (3)
EPSE 587I, Elementary or Secondary Practicum in Behavior Disorders (6) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
Additional course work with adviser’s approval (9-18)

Specialization in Blind Rehabilitation

This specialization prepares students to instruct individuals with visual impairments and to obtain national certification from the Association of the Education and Rehabilitation of the Blind and Visually Impaired as rehabilitation teachers and/or orientation and mobility instructors.

EPSE 451, Anatomy, Pathology, and Functioning of the Eye (3)
EPSE 470, Literary Braille (3)
EPSE 474, Basic Orientation and Mobility for Teachers of Persons with Visual Impairments (3)
EPSE 475, Teaching Activities of Daily Living to Persons with Visual Impairments (3)

EPSE 573, Instructional Systems for Utilization of Low Vision (3)
EPSE 574, Advanced Orientation and Mobility (6), OR EPSE 472, Communication Systems Used by Persons with Visual Impairments (3), and FCNS 540, Home Economics for Teachers of the Visually Handicapped (3)
EPSE 586A, Internship in Orientation and Mobility Instruction of Persons with Visual Impairments (9), OR EPSE 586B, Internship in Rehabilitation Teaching of Persons with Visual Impairments (9)
EPSE 587C, Practicum in Rehabilitation Teaching of the Blind (3), OR EPSE 587U, Practicum in Orientation and Mobility Techniques for Visually Impaired, Multiply Handicapped Individuals (3)
Additional course work with adviser’s approval (3)

Specialization in Early Childhood Special Education

This specialization prepares students to obtain early childhood special education approval to teach young children with special needs in preschool programs. Students must hold or obtain Illinois Type 10 Special Education Teaching Certification in order to apply for early childhood special education approval. This specialization also prepares students to obtain an early intervention credential to work with infants and toddlers with special needs.

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EPSE 426, Interactions of Parents and Young Children with Disabilities (3)
EPSE 427, Issues in Early Childhood Special Education (3)
EPSE 540, Foundations of Special Education (3) (Not required for students who have an Illinois Type 10 Special Education Teaching Certificate)
EPSE 587N, Practicum in Early Childhood Special Education (3)
Additional course work to complete the master’s degree and obtain early childhood special education approval or early intervention credential selected with adviser’s approval (18-21)

Specialization in Multiply Handicapped, Deaf or Vision

This specialization prepares students to work with individuals who have multiple disabilities and who are either deaf or visually impaired. Students should have teacher certification in visual impairment or deaf and hard of hearing or will need to acquire it by completing additional course work.

EPSE 423, Assessment of Infants and Preschoolers with Disabilities (3)
EPSE 424, Instructional Systems for the Education of Infants and Preschoolers with Disabilities (3)
EPSE 426, Interactions of Parents and Young Children with Disabilities (3)
EPSE 427, Issues in Early Childhood Special Education (3)
EPSE 557, Modifying the Behavior of Students with Disabilities (3)
EPSE 573, Instructional Systems for Utilization of Low Vision (3), OR EPSE 552, Educational Problems of the Hard of Hearing (3), and EPSE 567, Educational Procedures in Teaching the Hard of Hearing (3)
EPSE 576, Instructional Systems for Teaching Individuals with Visual and Multiple Impairments (3), OR EPSE 568, Problems in the Education of the Hearing Impaired/Multiply Handicapped (3)
Additional course work with adviser's approval (8-15)

Specialization in Visual Impairments
This specialization prepares students to obtain certification to teach individuals who are classified as visually impaired.
EPSE 470, Literary Braille (3)
EPSE 471, Advanced Braille (3)
EPSE 472, Communication Systems Used by Persons with Visual Impairments (3)
EPSE 473, Instructional Systems for Teachers who are Visually Impaired (3)
EPSE 474, Basic Orientation and Mobility for Teachers of Persons with Visual Impairments (3)
EPSE 475, Teaching Activities of Daily Living to Persons with Visual Impairments (3)
EPSE 573, Instructional Systems for Utilization of Low Vision (3)
EPSE 587K, Elementary or Secondary Practicum in Visual Impairments (6)
Additional course work with adviser's approval (6)

Certification at the Master's Level
A graduate student must plan a program of study with an assigned departmental adviser. A minimum of 36 semester hours of graduate credit is required for most degree programs. For an entitlement (certification) program the student must hold a standard teaching certificate or must have completed all requirements for it based on state evaluation of transcripts.

Provisions are made to assist noncertified persons who hold baccalaureate degrees in fields other than special education to acquire certification and an M.S.Ed. in special education. In some cases more than 36 semester hours will be necessary to meet the requirements for both certification and the master's degree.

Doctor of Education in Educational Psychology
The program leading to the doctoral degree with a major in educational psychology is designed to enable students to acquire a functional understanding of inquiry processes and psychological constructs which underlie learning and instruction at all age levels. In part, the program has been planned to provide a functional understanding of inquiry processes and psychological constructs which underlie learning and instruction at all age levels. In part, the program has been planned to provide

An applicant for admission must have a recommended minimum GPA of 3.50 for the master's degree, based on a 4.00 grading system.

Advisement
As soon as possible after admission the graduate student should make an appointment with the faculty chair in educational psychology who, as interim adviser, assists the student in selecting a program advisory committee. This committee consists of a chair and two other graduate faculty members who advise the student in program planning. Advisement is given as to courses in the major, cognates, deficiencies, additional courses, prerequisites, and the candidacy examination. The student's approved program is forwarded to the Graduate School for approval.

Course Requirements
The doctoral program in educational psychology requires the equivalent of at least three years of full-time academic work, or a minimum of 90 semester hours of graduate work beyond the baccalaureate degree including the following:
EPSY 601, Professional Practices in Educational Psychology (3)
EPSY 620, Educational Research Planning and Interpretation (3)
LEFE 615, Foundations of Educational Policy (3), OR LEFE 621, Seminar in American Educational Thought (3)
One of the following (3)
EPSY 605, Advanced Seminar in Child Development (3)
EPSY 606, Advanced Research Seminar in Adolescent Development (3)
EPSY 610, Advanced Seminar in Human Development (3)
EPSY 613, Advanced Educational Psychology (3)
Two of the following (6)
EPSY 522, Educational Statistics II (3)
EPSY 555, Qualitative Research in Education (3)
EPSY 531, Program Evaluation in Education (3)
EPSY 635, Theory of Measurement (3)
Additional course work to total 30 semester hours (30)
Courses in the major chosen in consultation with an adviser (12-18)
Courses in a cognate area chosen in consultation with an adviser (9-15)
EPSY 686, Internship (3)
EPSY 699, Doctoral Research and Dissertation (12)

A maximum of 30 semester hours from a master's degree may be included in the doctoral program. These hours may be applied to prerequisites, cognates, or other requirements with the consent of the program advisory committee. The combined total of student-at-large and transfer hours beyond the master's degree may not exceed 15 semester hours for students pursuing the Ed.D. degree in educational psychology.

Internship
An internship may be required as a part of the doctoral program. An internship is undertaken with the consent of the faculty chair and under the direction of a graduate faculty adviser.

Examinations
The student must receive approval from the faculty chair to take the candidacy examination. It is expected that the student will have completed at least 60 semester hours of graduate course work, including most or all course work in the area of interest. The candidacy examination committee consists of the same members as the program advisory committee, unless the student in conference with the faculty chair elects otherwise.

Results of the candidacy examination are forwarded to the Graduate School. Satisfactory completion of the candidacy examination admits the student to candidacy for the doctoral degree. A student who fails the candidacy examination may be granted the opportunity to take a second examination. Failure on the second examination denies the student admission to candidacy.

A final oral examination related to the dissertation is required and is conducted in accordance with the general requirements of the Graduate School.

Candidacy
Upon satisfactory completion of the candidacy examination, the student is accepted as a candidate for the Ed.D. degree. The doctoral candidate must complete the course work and the dissertation, take the final examination over the dissertation, and meet all other requirements of the Department of Educational Psychology, Counseling, and Special Education and the Graduate School before the degree may be awarded. Once admitted to candidacy the student must continue registration in the dissertation course (EPSY 699) until all requirements for the degree are completed. The candidate must make application to the Graduate School for graduation early in the semester in which the student expects to graduate. (See also the general Graduate School statement on candidacy requirements.)

Dissertation
The dissertation in educational psychology is expected to make a substantial contribution to knowledge in the field. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively. The dissertation director and committee are selected by the student in consultation with the faculty chair. The committee represents graduate faculty of the university with knowledge in the area of the candidate's topic. At least two members of the committee are selected from the graduate faculty in educational psychology and at least one member from the graduate faculty outside the educational psychology faculty. The names of the dissertation director and committee members are forwarded to the Graduate School for approval. Official approval of a dissertation director must be effected by the conclusion of the first semester in which the student registers for dissertation credit. (See also Graduate School dissertation requirements.)

Doctor of Education in Counseling
This program offers advanced professional preparation for those intending to become university professors and professionals in counseling and human development. Selected areas of professional preparation include counselor education and supervision as well as professional practice. The program includes study of a diverse group of counseling theories and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Admission
An applicant for admission must have
a master's degree in counseling or the equivalent.
a GPA of at least 3.20 in previous graduate work; 3.50 or higher preferred.
GRE General Test scores with a minimum of 500 verbal and 500 quantitative preferred.
three letters of recommendation from individuals holding a doctoral degree which provide supportive evidence of an applicant's academic and professional qualifications. All letters must be dated no more than one year prior to the application deadline.
satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.
a minimum of one year of work experience as a counselor preferred.
demonstration of writing competencies as prescribed by the department and submission of a scholarly paper or professional report of which the applicant is sole author.
evidence of potential for professional leadership.
following screening based on the above criteria, a pre-admission interview.

Prospective students who fail to satisfy either the GPA or the GRE criterion may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by program committees of the department on the basis of a total profile of an individual's qualifications. Where deficiencies exist, the Doctoral Admissions Committee may prescribe additional courses and recommend admission with stipulation.

Admission to the doctoral program in counseling is competitive and takes place twice a year. To be considered for admission in the summer session or fall semester, all materials must be received by April 1; to be considered for spring semester admission, all materials must be received by November 1.

Advisement
As soon as possible after admission, the graduate student should make an appointment with the interim faculty adviser in counseling, who assists the student in selecting a program advisory committee. This committee consists of a chair and two other graduate faculty members who advise the student in program planning. Advisement is given as to courses in the major, cognates, additional courses, prerequisites, and the comprehensive examination. The student's approved program is forwarded to the Graduate School for approval.
Course Requirements

The doctoral program in counseling requires a minimum of 105 semester hours of graduate work beyond the baccalaureate degree. A maximum of 30 semester hours from a master's degree may be included in the doctoral program. Course requirements include the following:

- A minimum of 18 semester hours (post master's degree) to include basic competencies in socio-cultural analyses of education, human development, learning, and behavior, and research.
- A minimum of 18 semester hours (post master's degree) in the major, excluding dissertation hours.
- A cognate component of a minimum of 9 semester hours.
- A minimum of 15 semester hours for the dissertation.

Internship

An internship is a required part of the doctoral program. Opportunities exist for internships in a wide variety of settings. The internship is planned in consultation with the chair of the student's program advisory committee and approved by the internship coordinator. It consists of a minimum 1200 clock hours, including one semester full-time or two semesters half-time.

Examinations

All doctoral students in counseling are required to pass two examinations prior to admission to candidacy. The general examination includes the basic competencies in counseling theories, human development, learning and behavior, research; cultural diversity; group counseling; consultation; supervision; assessment; and professional issues, including ethics. A student may apply to the faculty chair to take this examination as soon as course work in the basic competencies is completed. This examination must be successfully completed prior to the candidacy examination.

The candidacy examination includes the student's selected area of study and, where applicable, the cognate area. A student may apply to the program advisory committee chair to take this examination upon completion of most or all of the course work in the area of study. A student has eight weeks to provide a 25-page typewritten response to student- and faculty-generated questions prior to an oral examination related to the contents of the paper.

Satisfactory completion of the candidacy examination admits the student to candidacy for the doctoral degree. A student who fails the candidacy examination may be granted the opportunity to retake it. Failure on the second attempt denies the student admission to candidacy.

A final oral examination related to the dissertation is required and is conducted in accordance with the general requirements of the Graduate School.

Dissertation

The dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively. Each student is required to register for three credit hours of EPCO 699 each semester subsequent to passing the candidacy examination. See "Dissertation Requirements" under "Requirements for Doctoral Degrees."

The student's dissertation committee is selected by the student in consultation with the faculty chair. The committee represents graduate faculty of the university with knowledge in the area of the candidate's topic. The number of committee members, including the chair, is normally three to five. At least two members of the committee must be senior members of the graduate faculty; no more than one member may be without graduate faculty status.

Course List

Counseling (EPCO)

EPCO 410. FOUNDATIONS OF CAREER EDUCATION (3). Concepts, evaluation, overview, and programs in career education.

EPCO 490. WORKSHOP IN COUNSELOR EDUCATION (1-3). Contemporary issues and problems in the provision of human services. May be repeated to a maximum of 6 semester hours when subject varies.

EPCO 500. ORIENTATION TO THE COUNSELING PROFESSION (3). The profession of counseling in a variety of settings, study of current trends and practices, and a survey of developmental needs and current problems of clients within a changing society.

EPCO 501. MENTAL HEALTH (3). Study of mental health concepts, research, and the dynamics of human behavior with emphasis on the use of these data by counselors. PRQ: EPCO 500 or consent of department.

EPCO 509. CULTURE OF THE COLLEGE STUDENT (3). Concepts of culture, subculture, and societal participation with reference to college students.

EPCO 511. CAREER COUNSELING (3). Career theory and counseling techniques for those intending to be counselors in schools, agencies, colleges and universities, and organizational settings. PRQ: EPCO 500 or consent of department.

EPCO 512. ORGANIZATION AND ADMINISTRATION OF CAREER COUNSELING PROGRAMS (3). Development, organization, and evaluation of career counseling programs in educational, work, and community settings. Field visits and individualized projects. PRQ: EPCO 500 or consent of department.

EPCO 520. ELEMENTARY SCHOOL COUNSELING: PROGRAMS, ISSUES, AND PRACTICES (3). Principles of developmental guidance, role and function of the elementary school counselor, group guidance and case techniques, and parent and teacher consultation. PRQ: EPCO 500 or consent of department.

EPCO 521. COUNSELING WITH CHILDREN (3). Principles, assessment, and methods of counseling pertinent to working with children in schools, mental health facilities, and hospitals. PRQ: EPCO 500 or consent of department.

EPCO 522. STUDENT DEVELOPMENT IN HIGHER EDUCATION: PROGRAMS, ISSUES, AND PRACTICES (3). Focus on current programs, issues, practices, research, and trends in student development programming in higher education. Exploration of historical, philosophical, and theoretical foundations of student development related to practice.

EPCO 523. SECONDARY SCHOOL COUNSELING: PROGRAMS, ISSUES, AND PRACTICES (3). Effective secondary school counseling programming to include developmental curriculum, academic program planning, motivation, retention, consultation, and referral. Current issues and practices related to the concerns of adolescents.

EPCO 524. COMMUNITY AGENCY COUNSELING: PROGRAMS, ISSUES, AND PRACTICES (3). Principles of service delivery in community agencies including roles and functions of counselors, trends and problems, and specialized settings and populations.

EPCO 525. COUNSELING SKILLS AND STRATEGIES (3). Clinical preparation in counseling skill development. Provides an overview of the role of the counselor and the counseling process. Emphasizes practice in counseling skills and techniques. PRQ: EPCO 500 or consent of department.

EPCO 530. COUNSELING THEORIES AND PRACTICES (3). Constructs, principles, and techniques of major counseling theories. PRQ: EPCO 525 or consent of department.

EPCO 533X. STANDARDIZED TESTING (3). EPSY 533. Principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality and interest for use in educational personnel work. Administering, scoring, and interpreting these measures.

EPCO 540. GROUP COUNSELING THEORIES AND PROCEDURES (3). Constructs, principles, and techniques of major group counseling theories. Group dynamics and developmental programming. Practice with selected techniques. PRQ: EPCO 500 or consent of department.
EPCO 550. PRACTICUM IN COUNSELING (1-6). The practice of counseling in laboratory and field settings. Cases, tapes, role playing, and analysis of counseling process and counselor responses. May be repeated up to a maximum of 6 semester hours. PRQ: EPCO 500, EPCO 511, EPCO 525, EPCO 530, and EPCO 533X. Consent of department.

EPCO 551. SUPERVISED PRACTICE IN GROUP COUNSELING (3). The practical aspects of group counseling and developmental programming. Leadership and participatory experiences in the formation, maintenance, development, and closing stages of groups. PRQ: EPCO 540 or consent of department. PRQ or CRQ: EPCO 550 or consent of department.

EPCO 561X. HUMAN RESOURCE DEVELOPMENT (3). LEAC 561. The nature and function of programs for developing human resources in business, industry, government, social services, and voluntary organizations.

EPCO 566. BIOFEEDBACK IN COUNSELING AND EDUCATION (3). Techniques and theory related to biofeedback training in counseling and education. Emphasis on voluntary self-regulation as a tool for preventive and developmental enhancement of human potential. PRQ: EPCO 550 or consent of department.

EPCO 567. DRUG DEPENDENCY COUNSELING (3). The pharmacologic and psychosocial effects of various drugs. Emphasis on counseling skills and techniques in working with problems of drug dependency and in the prevention of dependency. PRQ: EPCO 550 or consent of department.

EPCO 568. COUNSELING THE EXCEPTIONAL STUDENT (3). Alternate counseling strategies to be applied to the exceptional student. Emphasis on counseling skills and techniques in working with all behaviorally, emotionally and intellectually different persons. PRQ: EPCO 530 and EPCO 550, or consent of department.

EPCO 569X. ALTERNATIVES IN THE COUNSELING AND PLACEMENT OF ADULTS (1-3). LEAC 544. An examination and identification of promising alternatives in the facilitation of adult career development through guidance, counseling, and vocational placement. May be repeated to a maximum of 3 semester hours.

EPCO 570. ADMINISTRATION AND EVALUATION OF HUMAN SERVICES (3). The functions, basic elements, and effective management of human services systems in educational and agency settings. Planning, organizing, and administering human services; selection and professional development of staff; record-keeping; utilizing community resources; program evaluation. PRQ: EPCO 500 or consent of department.

EPCO 572. ASSESSMENT METHODS IN HIGHER EDUCATION (3). Crosslisted as EPSY 572X. Basic concepts and procedures in the assessment of applicants for admission and retention and use of assessment methods for counseling to support retention in institutions of higher education. PRQ: EPCO 500 or consent of department.

EPCO 586. INTERNSHIP IN COUNSELING (1-15). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 15 semester hours. PRQ: EPCO 550 or consent of department.

EPCO 590. WORKSHOP IN COUNSELOR EDUCATION (1-3). Workshop designed to study contemporary issues and problems in the provision of human services. May be repeated to a maximum of 12 semester hours when subject varies.

EPCO 592. SPECIAL TOPICS IN COUNSELOR EDUCATION (1-3). Study of special topics, announced in advance, in counselor education. May be repeated to a maximum of 8 semester hours when subject varies.

EPCO 593. CRISIS INTERVENTION (3). Role and responsibilities of counselors in crisis intervention. Assessment and case management for crisis situations.

EPCO 595. WOMEN AND CAREERS (3). An examination of the psychological, demographic, sociocultural, and interpersonal influences on the career development of women.

EPCO 597. INDEPENDENT RESEARCH IN COUNSELOR EDUCATION (1-3). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 3 semester hours. PRQ: Admission to master's degree program and consent of faculty member who will direct research.

EPCO 599A. MASTER'S THESIS (1-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

EPCO 599B. ED.S. THESIS OR FIELD STUDY (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of the chair of the student's advisory committee.

EPCO 600. PROFESSIONAL SEMINAR IN COUNSELING (3). Philosophical and historical roots of the counseling profession, the systems which affect its functioning, and the ethical and legal standards which guide it. Orientation to the expectations of advanced graduate study in counseling and the responsibilities of professionals in the field.

EPCO 601. PERSONNEL SERVICES IN HIGHER EDUCATION (3). A comprehensive study of the organizational structure and administrative relationships of personnel services in the collegiate setting. Student personnel services included are admission, testing, records, housing, scholarships and loans, health and counseling, student activities, discipline, student government and placement. PRQ: A master's degree or its equivalent in guidance or a related area of personnel work, or consent of department.

EPCO 602. STUDENT DEVELOPMENT IN HIGHER EDUCATION: THEORY AND PRACTICE (3). Theories of early adolescent and adult development in relation to their usefulness and application in designing student development programs and environments that support and are interactive with academic disciplines.

EPCO 603. PUPIL PERSONNEL ADMINISTRATION (3). Attendance, health, guidance, psychological and social work services. Organization patterns and problems of budget, staffing, supervision and program evaluation. PRQ: Master's degree or consent of department.

EPCO 610. THEORY IN CAREER DEVELOPMENT (3). A thorough grounding in current career development theories. PRQ: Review of research in the application of theoretical counseling constructs. PRQ: Master's degree in counseling or consent of department.

EPCO 611X. STRATEGIC HUMAN RESOURCE DEVELOPMENT (3). LEAC 615. Advanced study emphasizing complex skills, concepts, and strategies relating to the adult teaching/learning component of human resource development in business, industry, government, and voluntary organizations.

EPCO 630. THEORIES OF COUNSELING (3). A critical evaluation of theories of counseling. Review of research in the application of theoretical counseling constructs. PRQ: Master's degree in counseling or consent of department.

EPCO 631. SEMINAR IN COUNSELING AND PSYCHOTHERAPY (1-3).

A. Adlerian Counseling
B. Behavioral Counseling
C. Gestalt Therapy
D. Psychosynthesis
E. Rational-Emotive Psychotherapy

Advanced graduate seminars with concentrations on specific theories of counseling and psychotherapy. Separate sections, each focusing on a single theory. Credit is limited to a total of 3 semester hours per topic. PRQ: EPCO 630 or consent of department.

EPCO 636. TRANSPERSONAL COUNSELING THEORY (3). Theory, research, and application related to the development of consciousness enabling individuals to utilize potential in self and others. Content will address the process of becoming a transpersonal counselor.

EPCO 640. GROUP LEADERSHIP (3). Study of leadership styles in task-oriented and personal growth groups. Emphasis on the analysis and attainment of leadership behaviors that are most facilitative of individual and group purposes and goals. PRQ: EPCO 630, EPCO 540, or consent of department.

EPCO 650. ADVANCED PRACTICUM IN INDIVIDUAL COUNSELING (3). Supervised practice of counseling. Focus on the development of skills in working with individual clients. PRQ: Master's degree in counseling or consent of department.

EPCO 651. ADVANCED PRACTICUM IN GROUP COUNSELING (3). Supervised practice of counseling. Focus on the development of skills in working with groups. PRQ: Master's degree in counseling or consent of department.

EPCO 652. SUPERVISION IN COUNSELING (3). Theory and practical experience relating to supervision of counselors-in-training. PRQ: Master's degree in counseling and consent of department.
EPCO 660. CONSULTATION IN HUMAN SERVICES (3). Application of consultation strategies in working with individuals and groups. PRQ: Master's degree in counseling or consent of department.

EPCO 661. OUTREACH IN HUMAN SERVICE PROGRAMS (3). Application of outreach strategies in working with individuals and groups. PRQ: Master's degree in counseling or consent of department.

EPCO 664. PERSONALITY TESTING (3). Application of personality assessment instruments, including projective tests, in working with individuals. PRQ: Master's degree in counseling or consent of department.

EPCO 665. MULTICULTURAL COUNSELING (3). Alternate counseling strategies for counselors in a multicultural society. Analysis of traditional and contemporary experiences of ethnocultural and other population groups with emphasis on counseling skills and techniques in working with clients of diverse backgrounds. PRQ: EPCO 530 or consent of department.

EPCO 666. HUMAN SEXUALITY COUNSELING (3). Alternate counseling strategies to be applied to sexual concerns and problem areas. Emphasis on counseling skills and techniques in working with persons with differing sexual values, needs, and backgrounds. PRQ: Master's degree in counseling or consent of department.

EPCO 667. COUNSELING OLDER PERSONS (3). Gerontological counseling models and techniques. PRQ: Master's degree in counseling or consent of department.

EPCO 684X. THEORETICAL FOUNDATIONS OF FAMILY THERAPY (3). FCNS 684. An examination and discussion of the historical development and theoretical foundations of family therapy, with a focus on the traditional and current models of therapy in the field. PRQ: Consent of department.

EPCO 686. INTERNSHIP IN COUNSELING (1-15). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Open only to doctoral students, or by consent of department. May be repeated to a maximum of 30 semester hours. PRQ: EPCO 550 or consent of department.

EPCO 690. SEMINAR ON RESEARCH IN HUMAN SERVICES (3). Seminar on research in counseling, career development, and other human services. PRQ: Master's degree in counseling or consent of department.

EPCO 697. INDEPENDENT RESEARCH IN COUNSELING (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Master's degree in counseling or consent of department.

EPCO 699. DOCTORAL RESEARCH AND DISSERTATION (3-15). May be repeated. Student must accumulate 15 semester hours prior to graduation. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

Special Education (EPSE)

EPSE 421. TECHNOLOGY FOR STUDENTS WITH DISABILITIES (3). Application of microcomputers and related technology to persons with learning, behavior, sensory, motor, and communication disorders. Software evaluation and adaptation, alternative input and output modes, development of supportive resources, and integration of microcomputing into the Individualized Education Program (IEP).

EPSE 423. ASSESSMENT OF INFANTS AND PRESCHOOLERS WITH DISABILITIES (3). Identification and diagnosis of infants, toddlers, and young children (birth to six years) with special needs in developmental areas. PRQ: Consent of department.

EPSE 424. INSTRUCTIONAL SYSTEMS FOR THE EDUCATION OF INFANTS AND PRESCHOOLERS WITH DISABILITIES (3). Curricular models for instructional intervention for infants and preschoolers (birth to six years) with disabilities. PRQ: Consent of department.

EPSE 426. INTERACTIONS OF PARENTS AND YOUNG CHILDREN WITH DISABILITIES (3). Opportunities to develop parenting skills for fostering the growth of young children with disabilities (0-6 years of age) with an emphasis on how to communicate these skills to parents and help them help the child with disabilities. PRQ: Consent of department.

EPSE 427. ISSUES IN EARLY CHILDHOOD SPECIAL EDUCATION (1-3). Trends, issues, and concerns of early intervention and early childhood special education programs. In-depth analysis of current issues in the field. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

EPSE 441. CHARACTERISTICS OF DEVELOPMENTAL DISABILITIES (3). A survey of the classification, diagnosis, characteristics, and education of individuals with developmental disabilities. PRQ: EPSE 240 or consent of department.

EPSE 448. PROBLEMS OF INDIVIDUALS WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS (3). Introduction to educational difficulties of individuals with physical disabilities and/or health/medical conditions. Approach through medical understanding of the differences in physiological adaptation of individuals with disabilities. Consideration given to planning for both students and their environment to meet their special needs. PRQ: EPSE 240 or consent of department.

EPSE 449. MEDICAL ASPECTS OF CRIPPLING CONDITIONS (3). Etiology, care, and treatment of crippling conditions and other types of special health problems. PRQ: Consent of department.

EPSE 450. EDUCATION OF STUDENTS WITH VISUAL IMPAIRMENTS (3). Introduction to educational programs, services, and resources for children and adolescents with visual impairments. Exploration of historical background and sociological and psychological aspects of blindness, and of legislation, literature, and philosophy related to blindness. PRQ: Consent of department.

EPSE 451. ANATOMY, PATHOLOGY, AND FUNCTIONING OF THE EYE (3). Lectures and demonstrations of various pathologies. Includes study of parts of the eye and oculomotor function, normal and abnormal visual development, abnormalities and conditions that result in visual loss, and functional and programmatic implications. PRQ: Consent of department.

EPSE 452. INTRODUCTION TO THE EDUCATION OF THE DEAF (2). An overview of education of the deaf and hard of hearing. Causes and effects of different types of hearing loss. The role of the teacher, speech and hearing therapist, audiologist, and others dealing with the problems of the acoustically handicapped. PRQ: EPSE 240 or consent of department.

EPSE 457. SYSTEMS FOR INTEGRATING THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM (3). Designed to provide practice and inservice training in systems and strategies, and methods for educators information and skills necessary to accommodate exceptional students placed in regular school settings. This course addresses itself to the establishment and implementation of individual educational programs for students with disabilities. PRQ: Consent of department and Disabilities Education Act of 1990 (Public Law 101-476) and the Regulations of Section 504 of the Rehabilitation Act of 1973. Does not count toward a degree program in special education. PRQ: CIEE 282 or CISE 282, or consent of department.

EPSE 464. INSTRUCTIONAL SYSTEMS FOR STUDENTS WITH PHYSICAL HANDICAPS (3). The curriculum, instructional methods, materials, and appropriate assessment for students with disabilities. Includes objectives, evaluation, and class organization. PRQ: EPSE 380, EPSE 448, and successful completion of the PPST/Praxis I, or consent of department.

EPSE 465. SIGNED ENGLISH I (3). Development of receptive and expressive skills in signed English and fingerspelling. Practice in the simultaneous use of speech and sign language or fingerspelling. Manual communication skills that are used in educational and social settings are emphasized.

EPSE 466. SIGNED ENGLISH II (3). Advanced work in the development of lexicon and receptive and expressive skills using Signing Exact English. Practice in the simultaneous transmission of content appropriate for hearing impaired students. PRQ: EPSE 465 or consent of department.

EPSE 467. COMMUNICATION AND CURRICULUM FOR PRESCHOOL STUDENTS WHO ARE DEAF OR HARD OF HEARING (3). Designed to provide techniques for the development of speech articulation, oral and/or manual language, and prereading and prewriting skills with preschool students who are deaf or hard of hearing. Emphasizes the integration of communication (including auditory training and speech-reading) and cognitive curriculum. PRQ: EPSE 365, EPSE 382, EPSE 447, COMD 403 or CIEE 403X, and successful completion of both the PPST/Praxis I and the Syntax Examination for the specialization in multiply handicapped, deaf or vision, or consent of department.

EPSE 468. COMMUNICATION AND CURRICULUM FOR ELEMENTARY STUDENTS WHO ARE DEAF OR HARD OF HEARING (3). A focus on bilingual and bimodal language development and literacy attainment for elementary students who are deaf or hard of hearing. Emphasizes the methods of teaching content subjects, speech, and auditory training. PRQ: EPSE 365, EPSE 382, EPSE 447, COMD 403 or CIEE 403X, and successful completion of both the PPST/Praxis I and the Syntax Examination for the specialization in multiply handicapped, deaf or vision, or consent of department.
EPSE 469. COMMUNICATION AND CURRICULUM FOR SECONDARY STUDENTS WHO ARE DEAF OR HARD OF HEARING (3). Methods of assessing and teaching secondary students who are deaf or hard of hearing; incorporating the teaching of language and speech in academic subjects. PRQ: EPSE 365, EPSE 362, EPSE 447, EPSE 467, EPSE 468, EPSE 482, COMD 403X or CIRE 403X, and successful completion of the PPST/Praxis I, or consent of department.

EPSE 470. LITERARY BRAILLE (3). Mastery in the reading and writing of Grade II literary braille. Development and use of special materials and state and styling techniques presented. PRQ: Consent of department.

EPSE 471. ADVANCED BRAILLE (3). Intensive study of the Nemeth Code for mathematics and science notation, the U.S. and international foreign language codes, and braille textbook formats and techniques. Transcription and adaptation of print material, including tests and worksheets, for individuals who are blind. PRQ: EPSE 470 or consent of department.

EPSE 472. COMMUNICATION SYSTEMS USED BY PERSONS WITH VISUAL IMPAIRMENTS (3). Techniques in teaching the use of communications systems developed or adapted for individuals who are blind or visually impaired. These include methods for teaching braille, typing, script, notetaking, sound reproduction systems, listening skills, electronic reading devices, and calculation with emphasis on abacus usage. Laboratory experiences included. PRQ: EPSE 470 and successful completion of the PPST/Praxis I, or consent of department.

EPSE 473. INSTRUCTIONAL SYSTEMS FOR TEACHING STUDENTS WHO ARE VISUALLY IMPAIRED (3). Methods in teaching the visually impaired utilizing principles of visual learning. Emphasis on utilization of low vision, curriculum planning, and adaptation of subject matter areas. Preschool through high school and learners with multiple disabilities included. PRQ: Successful completion of the PPST/Praxis I or consent of department.

EPSE 474. BASIC ORIENTATION AND MOBILITY FOR TEACHERS OF PERSONS WITH VISUAL IMPAIRMENTS (3). Emphasis on concept development, sensory skills, organizational techniques, pre-cane skills, and a full range of mobility options. Exploration of historical background and current issues in orientation and mobility. Blindfold and simulator experience included. PRQ: Consent of department.

EPSE 475. TEACHING ACTIVITIES OF DAILY LIVING TO VISUALLY IMPAIRED AND MULTIPLY HANDICAPPED PERSONS (3). Methods of teaching grooming, eating, and personal and home management to visually impaired and multiply handicapped children, youth, and adults. Two hours of lecture and two hours of laboratory per week. Home, school, work, and leisure skills emphasized.

EPSE 476. STRATEGIES FOR INTERACTING WITH PARENTS AND SCHOOL PERSONNEL (3). Preparation in recognizing the attitudes, stages of acceptance, and behavior of parents of and professionals who work with exceptional learners. Emphasis on conferencing strategies to aid parents in explaining productive adult-adult interactions and in meeting the needs of parents of and professionals who work with exceptional learners.

EPSE 490. WORKSHOP IN SPECIAL EDUCATION (1-3). The investigation and application of special education principles to the particular needs and interests of the workshop participant. May be repeated to a maximum of 6 semester hours.

EPSE 513. INSTRUCTIONAL SYSTEMS FOR HIGH-INCIDENCE HANDICAPPED LEARNERS-ELEMENTARY (3). Instructional theories, curricula, methods, and materials as they relate to teaching elementary-aged high-incidence handicapped learners. Emphasis on instructional procedures, adaptations, and progress-monitoring systems. PRQ: EPSE 540, EPSE 547, EPSE 534, CIRE 500, MATH 402, or consent of department.

EPSE 514. INSTRUCTIONAL SYSTEMS FOR SECONDARY STUDENTS WITH HIGH-INCIDENCE DISABILITIES (3). Instructional theories, curricula, methods, and materials as they relate to teaching secondary-aged students with high incidence disabilities. Emphasis on instructional procedures, adaptations, and progress-monitoring systems.

EPSE 534. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL LEARNERS (3). Diagnosis of exceptional learners. Special attention is given to the identification of students with learning disabilities. Emphasis on interpretation and recommendations for special education procedures including nondiscriminatory testing. PRQ: EPSE 543 or consent of department.

EPSE 540. FOUNDATIONS OF SPECIAL EDUCATION (3). The education of exceptional learners including contemporary changes in philosophy, objectives, teaching in diverse cultural settings, curriculum, methods, materials, and evaluation.

EPSE 545. CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITIES (3). Historical foundations, research, instructional perspectives, and current issues. PRQ: EPSE 540 or consent of department.

EPSE 546. CHARACTERISTICS OF STUDENTS WITH BEHAVIOR DISORDERS (3). A study of students with behavior disorders including causes, characteristics, and implications for educational planning. PRQ: EPSE 540 or consent of department.

EPSE 547. ISSUES AND TRENDS IN SPECIAL EDUCATION (3). An analysis of current issues and trends affecting the field of special education. Course is the culminating seminar for the master's program. PRQ: Completion of 27 graduate program semester hours and consent of department.

EPSE 548. PROBLEMS OF THE MULTIPLY HANDICAPPED (3). An overview of the psychological, sociological and educational problems of the multiply handicapped. Definitions, prevalence and causes of multiple handicapping conditions are discussed.

EPSE 550. COUNSELING IN BLIND REHABILITATION (3). Foundations of personal-social counseling and vocational guidance with particular emphasis on problems created by blindness and adjustment issues related to visual loss. PRQ: Consent of department.

EPSE 552. EDUCATIONAL PROBLEMS OF THE HARD OF HEARING (3). The educational deficit produced by impaired hearing. Theories and research in teaching the hard of hearing. PRQ: Consent of department.

EPSE 556. PROGRAMS FOR SOCIALY MALADJUSTED ADOLESCENTS AND YOUNG ADULTS (3). Procedures for the identification and remediation of socially maladjusted adolescents and young adults. PRQ: Consent of department.

EPSE 557. MODIFYING THE BEHAVIOR OF STUDENTS WITH DISABILITIES (3). Principles and techniques of behavioral analysis applied to the learning and behavioral management of the student exhibiting learning and behavioral difficulties. Designed to enable the classroom teacher to implement environmental and contingency management principles in the classroom. PRQ: EPSE 447 or consent of department.

EPSE 558. VOCATIONAL PROGRAMMING FOR STUDENTS WITH DISABILITIES (3). The vocational training, evaluation, and placement of students with special needs of senior high school age; the role of work-study and sheltered workshop personnel. PRQ: EPSE 534, EPSE 557, and EPSE 545 or EPSE 546, or consent of department.

EPSE 561. INSTRUCTIONAL SYSTEMS FOR EDUCATING PERSONS WITH MODERATE, SEVERE, AND PROFOUND RETARDATION AND/OR MULTIPLE HANDICAPS (3). Curriculum programs for persons with moderate, severe, and profound retardation and/or multiple handicaps. The function of ancillary programming personnel. Development of curriculum packages in pre-academic and daily living skill areas. The integration of content with teaching strategy and measurement. PRQ: Consent of department. Recommended: EPSE 557.

EPSE 562. INSTRUCTIONAL SYSTEMS FOR STUDENTS WITH LEARNING DISABILITIES (3). Techniques for specific identification and educational management of students with learning disabilities. Organization, planning, and instruction for students with learning disabilities. Emphasis is placed upon the resource room/consultant model. PRQ: EPSE 534, EPSE 545, and EPSE 557, or consent of department.

EPSE 563. INSTRUCTIONAL SYSTEMS FOR STUDENTS WITH BEHAVIOR DISORDERS (3). Programs, methods, and materials in the education of students with behavior disorders. Current issues and literature dealing with teaching students with behavior disorders. PRQ: EPSE 534, EPSE 546, and EPSE 557, or consent of department.

EPSE 564. ADVANCED PROGRAM PLANNING AND EVALUATION FOR SENSORY-PHYSICALLY HANDICAPPED (3). In-depth curriculum planning based on theory and research for sensory and physically handicapped individuals. Students will be required to plan and evaluate hypothetical programs and to participate in the evaluation of operational programs in school districts. PRQ: Consent of department.

EPSE 565. COLLABORATION AND CONSULTATION SKILLS FOR SCHOOL PROFESSIONALS (3). Developing, implementing, and evaluating indirect service delivery systems for special needs learners. Emphases include interaction skills for use by professionals in schools and processes of collaboration and consultation. PRQ: EPSE 434 and EPSE 447, or consent of department.
EPSE 567. EDUCATIONAL PROCEDURES IN TEACHING THE HARD OF HEARING (3). The impact of a hearing loss on the processes of learning. Methods of overcoming the educational deficit of the hard of hearing. PRQ: EPSE 552 or consent of department.

EPSE 568. PROBLEMS IN THE EDUCATION OF THE HEARING IMPAIRED/MULTIPLY HANDICAPPED (3). An orientation to the special problems involved in the care and education or training of persons who are hearing impaired and have other handicaps.

EPSE 569. THE EDUCATION OF PRESCHOOL DEAF CHILDREN (3). The rationale of preschool education of deaf children. Intensive training in the methods and procedures of teaching language, speech and basic reading readiness skills to preschool-aged deaf children.

EPSE 570. PRINCIPLES OF ORIENTATION AND MOBILITY TECHNIQUES FOR LEARNERS WITH VISUAL AND MULTIPLE IMPAIRMENTS (3). Techniques designed to assess the functional efficiency of kinesthetic, proprioceptive, auditory, visual, tactual, thermal, and olfactory senses of learners with visual and multiple impairments. Special adaptations in orientation and mobility techniques and devices for use by learners with visual and multiple impairments. PRQ: EPSE 474 or consent of department.

EPSE 571. COLLABORATION AMONG INDIVIDUALS WORKING WITH INDIVIDUALS WITH VISUAL AND MULTIPLE IMPAIRMENTS (3). Specific techniques related to inservice training, and team teaching in inclusive settings. Emphasis on the development of the language bases and specialists working with individuals with visual and multiple impairments. PRQ: Consent of department.

EPSE 572. ELECTRONIC MOBILITY AIDS FOR THE BLIND (3). Principles and practices in the use of electronic mobility aids for the totally blind. PRQ: EPSE 474 and EPSE 574, or consent of department.

EPSE 573. INSTRUCTIONAL SYSTEMS FOR UTILIZATION OF LOW VISION (3). Procedures in assessing functional vision of persons with impairments. Instructional techniques in maximizing utilization of low vision, including training in basics of visual, visual development and perception, specific visual and functional skills, application of low vision devices, adaptations of materials, equipment, and environments. PRQ: EPSE 451 or consent of department.

EPSE 574. ADVANCED ORIENTATION AND MOBILITY (3-6). Reinforcement of orientation and mobility skills and techniques, and concentration on use of the long cane for travel. Teaching and assessment materials, procedures, and techniques; contemporary issues in the discipline, and program planning. Significant time spent participating in blindfold and simulator experiences. May be repeated to a maximum of 6 semester hours.

EPSE 575. REHABILITATION OF THE BLINDED ADULT (3). Community resources, methods, and materials to assist the blinded adult through rehabilitation. Includes history, rehabilitation models, and legislation. Emphasis on team management, evaluation, concomitant handicaps, and vocational planning.

EPSE 576. INSTRUCTIONAL SYSTEMS FOR TEACHING INDIVIDUALS WITH VISUAL AND MULTIPLE IMPAIRMENTS (3). Special methods, materials, and techniques used in the instruction of individuals with visual and multiple impairments. Emphasis on sensory stimulation, visual functioning, motor development, self-help skills, communication skills and devices, home and behavior management, and interrelationships among specialists in related fields. PRQ: EPSE 540 or consent of department.

EPSE 577. ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION (3). Overview of the functions, responsibilities, and problems in the organization, administration, and supervision of special education programs at the federal, state, and local levels. PRQ: LEEA 500 or consent of department.

EPSE 586A. INTERNSHIP IN ORIENTATION AND MOBILITY INSTRUCTION OF PERSONS WITH VISUAL IMPAIRMENTS (1-12). Supervised orientation and mobility instruction including the techniques of safe, independent travel and the use of the long cane. Observation and participation in residential school, day school, and/or agency programs for individuals with visual impairments. May be repeated to a maximum of 12 semester hours. PRQ: EPSE 474 and EPSE 574, or consent of department.

EPSE 586B. INTERNSHIP IN REHABILITATION TEACHING OF PERSONS WITH VISUAL IMPAIRMENTS (1-12). Supervised instruction in rehabilitation teaching. Observation and participation in residential school, day school, and/or agency programs for individuals with visual impairments. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

EPSE 587. PRACTICUM IN SPECIAL EDUCATION (1-10). Supervised field experience in working with exceptional learners in a variety of educational settings. May be repeated to a maximum of 12 semester hours. PRQ: EPSE 447 or consent of department.

EPSE 587A. ELEMENTARY OR SECONDARY PRACTICUM IN LEARNING DISABILITIES (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for elementary and secondary students with learning disabilities. May be repeated to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587B. ELEMENTARY OR SECONDARY PRACTICUM IN SEVERE AND PROFOUND RETARDATION (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for elementary and secondary students with severe and profound retardation. May be repeated for experience at both elementary and secondary levels to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587D. ELEMENTARY OR SECONDARY PRACTICUM IN EDUCABLE MENTAL HANDICAPS (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for elementary and secondary students with educable mental handicaps. May be repeated for experience at both elementary and secondary levels to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587J. ELEMENTARY OR SECONDARY PRACTICUM IN HEARING IMPAIRMENTS (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for elementary and secondary students with hearing impairments. May be repeated for experience at both elementary and secondary levels to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587K. ELEMENTARY OR SECONDARY PRACTICUM IN VISUAL IMPAIRMENTS (1-10). Supervised field experience in special education programs in schools, homes, institutions, and other facilities for elementary and secondary students with visual impairments. May be repeated for experience at both elementary and secondary levels to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587L. PRACTICUM IN INSTRUCTIONAL SYSTEMS FOR THE VISUALLY IMPAIRED (1-10). Supervised practicum in the instruction of visually impaired individuals. May be repeated to a maximum of 12 semester hours. PRQ: Admission to Graduate School or consent of department.

EPSE 587M. PRACTICUM IN MULTIPLY HANDICAPPED (1-10). Supervised field experience in working with adult blind persons in activities of daily living. May be repeated to a maximum of 16 semester hours. PRQ: Consent of department.

EPSE 587N. PRACTICUM IN ORIENTATION AND MOBILITY TECHNIQUES FOR VISUALLY IMPAIRED, MULTIPLY HANDICAPPED INDIVIDUALS (1-10). Supervised practicum in assessment of sensory and motor skills as they relate to orientation and mobility. The student will also participate in an orientation to the visually impaired under the direction of an orientation and mobility specialist. May be repeated to a maximum of 12 semester hours. CRQ: EPSE 570 or consent of department.

EPSE 587P. PRACTICUM IN INSTRUCTIONAL SYSTEMS FOR THE UTILIZATION OF LOW VISION (1-10). Supervised practicum in the assessment of the functional vision of visually impaired persons and in the use of instructional techniques for obtaining maximum benefit from low vision. May be repeated to a maximum of 12 semester hours. CRQ: EPSE 573.

EPSE 587Q. PRACTICUM IN MULTIPLE HANDICAPPED (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for multiply handicapped students. May be repeated to a maximum of 12 semester hours. PRQ: Admission to Graduate School and consent of department.
EPSE 587Y. PRACTICUM IN HIGH-INCIDENCE HANDICAPPED (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for high-incidence handicapped learners. May be repeated to a maximum of 12 semester hours. PRQ: Admission to Graduate School and consent of department.

EPSE 590. WORKSHOP IN SPECIAL EDUCATION (1-3). Workshop designed by teachers, supervisors, counselors, and administrators to study contemporary problems of the public school. Content varies to provide the opportunity to study current problems and issues as they relate to exceptional children and youth. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

EPSE 591. INSTITUTE IN SPECIAL EDUCATION (1-3). A series of lectures, consultations, and discussion sessions on a relatively limited area of research or education. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

EPSE 592. SEMINAR IN SPECIAL EDUCATION (3). To review and analyze current research in special education in terms of the special interests of the student. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

EPSE 597. INDEPENDENT STUDY IN SPECIAL EDUCATION (1-3). Opportunity and challenge for self-directed, independent study in special education. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

EPSE 599. MASTER'S THESIS (1-6). Enrollment by special arrangement with the student's thesis director. To be taken for a minimum of 3 semester hours. May be repeated to a maximum of 6 semester hours.

EPSE 635. EDUCATIONAL ASSESSMENT FOR THE HANDICAPPED (3). Advanced study of symptomatology in relation to the nondiscriminatory diagnostic process, with attention to its significance for educational planning. PRQ: EPSE 534 or consent of department.

EPSE 640. COGNITIVE PROCESSES AND THE HANDICAPPED (3). A critical evaluation of the impact of handicaps on cognition, with consideration of the differences among the handicapping conditions. PRQ: Consent of department.

EPSE 641. THE BRAIN AND LEARNING (3). Detailed consideration of associations between brain function and aspects of behavior. Emphasis on the neurology of learning with focus on implication for education of the handicapped. PRQ: Consent of department.

EPSE 642. EDUCATIONAL ASPECTS OF MENTAL RETARDATION (3). A study of the educationally significant characteristics of the mentally retarded with emphasis on research. PRQ: Consent of department.

EPSE 643. PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF MENTAL RETARDATION (3). A study of the psychological and sociological characteristics of the mentally retarded, including a review of research. PRQ: Consent of department.

EPSE 644. MEDICAL ASPECTS OF MENTAL RETARDATION (3). An advanced course in mental retardation covering the biological and medical problems and causes of mental retardation. PRQ: Consent of department.


EPSE 650. PERSPECTIVES IN LEARNING DISABILITIES (3). Examination of the development of the field of learning disabilities. Influence of past etiological theories, diagnostic practices, classification schemes, and treatment approaches on current practices. Service delivery approaches for youth and adults with mild, moderate, and severe learning disabilities. PRQ: Consent of department.

EPSE 651. CURRENT ISSUES IN LEARNING DISABILITIES (3). Analysis of issues in learning disabilities with the focus on literature within the current five-year period. PRQ: Consent of department.

EPSE 652. PERSPECTIVES IN BEHAVIOR DISORDERS (3). Examination of the development of the field of behavior disorders. Influence of etiological theories, diagnostic practices, classification schemes, and treatment approaches on current practices. Service delivery approaches for youth and adults with identified mild, moderate, and severe behavior disorders. PRQ: Consent of department.

EPSE 653. CURRENT ISSUES IN BEHAVIOR DISORDERS (3). Analysis of issues in behavior disorders, with the focus on literature within the current five-year period. PRQ: Consent of department.

EPSE 654. READINGS IN VISUAL IMPAIRMENTS (3). Directed readings in the area of visual impairments including, but not limited to issues related to persons with visual impairments, the teaching of students with visual impairments, adult blind rehabilitation, orientation and mobility, historical background, and current issues in the field. PRQ: Consent of department.

EPSE 656. ADVANCED INSTRUCTIONAL SYSTEMS FOR HANDICAPPED LEARNERS (3). A study of theories, principles, and practices in the education of the handicapped with emphasis on current research on effective schools. PRQ: Consent of department.

EPSE 665. SEMINAR: PROFESSIONAL COLLABORATION IN SCHOOLS (3). Intensive study of the current trends affecting the growth of collaboration in school settings. Analysis of the school change processes related to the delivery of special services. Current initiatives in schools and their implementation of special education. PRQ: EPSE 565 or consent of department.

EPSE 666. PERSPECTIVES IN HEARING IMPAIRMENT (3). Examination of the development of the field of deaf education. Influence of past etiological theories, diagnostic practices, classification schemes, and intervention approaches on current practices. Service delivery approaches for youth and adults with mild, moderate, and severe (aided) hearing impairment.

EPSE 667. DISORDERS OF WRITTEN AND READ LANGUAGE (3). Consideration of the written and read language systems as they relate to all areas of handicap. Emphasis on the associations among these disorders, and psychology of learning in the sensorily impaired and those with dysfunctions of the central nervous system. PRQ: Consent of department.

EPSE 670. WRITING FOR PUBLICATION IN EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION (3). Crosslisted as EPSY 670X Planning, producing, and submitting manuscripts for publication. Includes analysis of professional journals and articles published in them with different types of publications addressed and analyzed, including review, research, and theoretical position papers.

EPSE 671. WRITING GRANT PROPOSALS IN EDUCATION (3). Crosslisted as EPSY 671X. Reviewing and writing competitive grant proposals. Identifying funding sources (federal, state, private) that match one's interests and expertise. Analysis of components of different types of grants, including research, demonstration, special project, technology, and personnel preparation grants.

EPSE 677. SPECIAL EDUCATION ADMINISTRATION (3). Advanced study of functions, responsibilities, and problems in the organization and administration of special education programs at the federal, state, and local levels. PRQ: EPSE 577 or consent of department.

EPSE 678. SEMINAR: SPECIAL EDUCATION ADMINISTRATION (3). Trends, issues, and concerns in administration of special education programs. One issue or trend will be selected for an in-depth independent library review and/or empirical study by each student. PRQ: EPSE 677 or consent of department.

EPSE 680. FIELD OBSERVATION OF SPECIAL EDUCATION PROGRAMS (1-8). Observation and evaluation of administrative programs in special education in federal, state and selected local programs. May be repeated to a maximum of 8 semester hours. PRQ: EPSE 577 and LEED 500, or consent of department.

EPSE 686. INTERNSHIP IN SPECIAL EDUCATION (2-12). Assignment as an intern in assessment, programming, and/or administration of programs in special education in urban public schools or residential schools for handicapped learners; work as a student/staff member according to the assignment that has been undertaken. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

EPSE 687. LABORATORY PRACTICUM IN PREPARING SPECIAL EDUCATORS FOR HIGHER EDUCATION (1-6). Strategies for providing instruction and experiences for preservice and inservice special education professionals. Includes on-going programs in residential, field-based programs, seminars, workshops, institutes, practicum experiences, team teaching, specialized minicourses, programmed and computer-directed instruction, and other delivery systems. Also use of research and theory in education. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

EPSE 691. SEMINAR: GROUP RESEARCH METHODOLOGIES IN SPECIAL EDUCATION (3). Concepts in the philosophy and methodology of scientific research to prepare students to evaluate critically ideas and practices in special education. Emphasis on understanding and employing group research designs. PRQ: Consent of department.
EPSE 692. SEMINAR: SINGLE-SUBJECT RESEARCH METHODOLOGIES IN SPECIAL EDUCATION (3). A consideration of the major concepts underlying single-subject research on handicapped children with analysis of the design, variables, and parameters most critical in study of children who have limited language, motor, and mental abilities. PRQ: Consent of department.

EPSE 696. LABORATORY FIELD STUDIES IN SPECIAL EDUCATION (3). Theoretical constructs, design, and procedures for laboratory research and field-based evaluation in special education. Participation in research projects required. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

EPSE 697. INDEPENDENT RESEARCH IN SPECIAL EDUCATION (1-3). Advanced study of specific problems related to the student’s interest area; may cover any area of handicap. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

EPSE 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated for additional credit to a maximum of 24 semester hours. PRQ: Consent of department.

Educational Psychology (EPSY)

EPSY 413. CREATIVITY AND LEARNING (3). Preservice and inservice training for elementary and secondary teachers in the nature of creativity, the creative process, the creative person, and cultivation of the creative personality. Addresses the assessment of creative processes and products. Emphasis placed on the creative process as it relates to education and schools.

EPSY 415. TRANSPERSONAL EDUCATION (3). An exploration of the classroom applications of transpersonal psychology, and the educational implications of consciousness research.

EPSY 429. MICROCOMPUTERS IN CLASSROOM TEACHING (3). Crosslisted as LEIT 429X. A survey of the educational uses of the microcomputer. Emphasis on the role of the microcomputer in the educational environment, hardware selection, basic programming, review and evaluation of available educational software, and microcomputer implementation and management. No previous experience in computer programming required. Designed for students entering an educational environment. Not open to students with previous experience in data processing or information systems without permission of their major department.

EPSY 454. THE GIFTED STUDENT (3). Characteristics of the gifted. Emphasis given to identification, growth and development, creativity, motivation, guidance, and evaluation of the gifted.

EPSY 492. SPECIAL TOPICS IN EDUCATIONAL PSYCHOLOGY (1-3). Study of special topics, announced in advance, in educational psychology. May be repeated to a maximum of 9 semester hours when subject varies.

EPSY 501. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (3). The broad fields of psychology as they relate to and provide foundations for educational practice. A constructive analysis of the principal areas, theories, experimentation, and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, personality, and emotions.

EPSY 506. THEORIES AND RESEARCH IN CHILD BEHAVIOR AND DEVELOPMENT (3). An analysis of theory and research concerning the nature of child development and the implications of such for classroom teachers and other professionals who work with childhood populations.

EPSY 508. THEORIES AND RESEARCH IN ADOLESCENT BEHAVIOR AND DEVELOPMENT (3). An analysis of theory and research concerning the nature of adolescent development and the implications of such for classroom teachers and other professionals who work with adolescent populations.

EPSY 519. PSYCHOEDUCATIONAL DEVELOPMENT IN ADULTHOOD (3). The study of educational and psychological theories of adult development and aging with an emphasis on the evaluation of contemporary research in adult cognitive development.

EPSY 515. HUMANISTIC SOCIAL THEORY APPLIED TO EDUCATION (3). This course will investigate humanistic social theory and a brief survey of its origins in humanistic psychology, educational studies based on this approach, and relevant contributions from the social sciences.

EPSY 520. INTRODUCTION TO EDUCATIONAL RESEARCH (3). A basic course in methods of research in education; the planning and conducting of a research study; the developing of skills in problem identification, data collection, analysis, interpretation, and preparation of research reports.

EPSY 521. EDUCATIONAL STATISTICS I (3). Techniques necessary for understanding, analyzing, and interpreting data. Concepts and applications of basic descriptive and inferential methods, correlation, and simple linear regression. Introduction to probability theory and sampling. Discussion of various inferential tests of means, correlations, proportions, variances, and one-factor analysis of variance.

EPSY 522. EDUCATIONAL STATISTICS II (3). Concepts and techniques necessary for intermediate inferential methods. Analysis of variance (factorial, repeated measures, and nested designs), analysis of covariance, multiple regression, and multiple comparison procedures. PRQ: EPSY 521 or consent of department.

EPSY 525. QUALITATIVE RESEARCH IN EDUCATION (3). Introduction to the role of qualitative research in education, with an emphasis on actual, hands-on research. Basic principles and focus of qualitative research will be discussed. Research methods will include case studies, ethnography, and interpretive research.

EPSY 530. TEST CONSTRUCTION AND EVALUATION (3). Modern concepts of evaluation, the preparation and use of teacher-made tests. Techniques of item analysis and concepts of reliability and validity. Procedures for assessing relatively intangible outcomes, through observational and judgmental techniques.

EPSY 531. PROGRAM EVALUATION IN EDUCATION (3). Methods of evaluating educational programs using accepted models and data-gathering procedures. The rationale for and nature of educational evaluation, planning evaluation, evaluation models, large-scale assessment programs, implementing and sampling strategies, data-gathering tools and techniques, data analysis, and reporting and interpreting evaluation results. PRQ: EPSY 520 or consent of department.

EPSY 532. EVALUATION OF TEACHERS AND TEACHING (3). Examination of major components of a comprehensive system for evaluating classroom teaching and the related issues and teacher effectiveness literature.

EPSY 533. STANDARDIZED TESTING (3). Crosslisted as EPCO 533X. Principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational personnel work. Administering, scoring, and interpreting these measures.

EPSY 534. INDIVIDUAL EDUCATIONAL DIAGNOSIS (3). For training selected school personnel in the administration, scoring, and interpretation of individually administered tests used to diagnose the abilities of students in the classroom. Tests including the Wechsler Adult Intelligence Scale, the Revised Scale, Wechsler Intelligence Scale for Children, the Wechsler Pre-School and Primary Scales, and the Stanford-Binet will be used. PRQ: Consent of department.

EPSY 554. PROCEDURES FOR EDUCATING THE GIFTED (3). Current practices, trends, and issues in curriculum development and instructional methods for the gifted. Procedures as they relate to cognitive functions, factors of intellect, and creative expression. PRQ: EPSY 454 or consent of department.

EPSY 560. COMPUTER DATA ANALYSIS PROCEDURES (3). A survey of procedures for using the computer in text editing, data management, and statistical processing of research data. User-oriented computer languages such as SPSS, SAS, and BMD will be utilized in the context of statistical problem solving in batch, remote, and interactive modes. PRQ: EPSY 520, EPSY 521, or consent of department.

EPSY 572X. ASSESSMENT METHODS IN HIGHER EDUCATION (3). EPCO 572. Basic concepts and procedures in the assessment of applicants for admission and retention and use of assessment methods for counseling to support retention in institutions of higher education. PRQ: EPCO 500 or consent of department.

EPSY 587M. PRACTICUM IN GIFTED (1-10). Supervised field experience in special education programs in schools, institutions, and other facilities for gifted students. May be repeated to a maximum of 12 semester hours. PRQ: Admission to Graduate School and consent of department.

EPSY 590. WORKSHOP IN EDUCATIONAL PSYCHOLOGY (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public schools. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.
EPSY 592. SEMINAR IN EDUCATIONAL PSYCHOLOGY (3). Review and analysis of current issues and research in educational psychology. May be repeated to a maximum of 9 semester hours when subject varies.

EPSY 597. INDEPENDENT RESEARCH (1-3). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of faculty member who will direct research.

EPSY 599. MASTER'S THESIS (1-6). Enrollment by special arrangement with the student's major adviser. May be repeated for a maximum of 6 semester hours.

EPSY 601. PROFESSIONAL PRACTICES IN EDUCATIONAL PSYCHOLOGY (3). Examines the historical and systemic roots of educational psychology; relationships among educational psychology, education, and other behavior sciences; career options and professional practices; and current initiatives and future directions within the discipline.

EPSY 605. ADVANCED SEMINAR IN CHILD DEVELOPMENT (3). Theories of child development from conception to early adolescence. Critical analysis of theories, with application to contemporary issues and problems in child development and behavior. PRQ: Consent of department.

EPSY 606. RESEARCH IN CHILD DEVELOPMENT (3). An examination and analysis of recent research in child development. Focus on the development of skills for conducting research in child development applicable to all educational settings. PRQ: EPSY 605 or consent of department.

EPSY 608. ADVANCED RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT (3). In-depth examination of selected research methods and topics in adolescent development. Particular focus on student research and secondary analysis of existing data sets pertaining to various dimensions of adolescent development within educational contexts. PRQ: EPSY 508 and EPSY 520, or consent of department.

EPSY 610. ADVANCED SEMINAR IN HUMAN DEVELOPMENT (3). An in-depth study of the field of human development including child development, adolescent development, and a special emphasis on maturity and old age. The primary orientation will be toward theories of human development.

EPSY 613. ADVANCED EDUCATIONAL PSYCHOLOGY (3). Detailed analysis of modern learning theories and practices as they relate to education. Further development of major areas of human growth as they relate to the school. A detailed investigation of major research in educational psychology. PRQ: EPSY 501 or consent of department.

EPSY 614. INSTRUCTIONAL PSYCHOLOGY (3). Crosslisted as PSYC 514X. Models and theories of instructional psychology as related to contemporary research in cognition. PRQ: EPSY 613, a course in cognitive psychology, or consent of department.

EPSY 615. EDUCATION AND HUMAN INFORMATION PROCESSING (3). Implications of human information processing and memory research techniques and their application to learning situations.

EPSY 616. LEARNING RESEARCH PRACTICUM (3). Extended study of learning theory and individual research focusing upon specific and persistent problems of design, translation and interpretation of learning research for educators. May be repeated to a maximum of 6 semester hours. PRQ: EPSY 521 and EPSY 613, or consent of department.

EPSY 618. RESEARCH SEMINAR IN MOTIVATION AND EDUCATION (3). Critical analysis of current motivation theories and research in educational settings. Emphasis on issues of research design and interpretation for educators. PRQ: EPSY 613.

EPSY 620. EDUCATIONAL RESEARCH PLANNING AND INTERPRETATION (3). An advanced course dealing with problems in criterion definition and various handicaps in deriving valid inferences. An analysis is made of how these handicaps can be resolved by study design and tool, data, and sample selection. PRQ: EPSY 520 and EPSY 521, or consent of department.

EPSY 621. NONPARAMETRIC STATISTICS (3). Application, computation, and interpretations of nonparametric statistical tests and correlation measures. Comparison of these tools and techniques with their parametric counterparts. PRQ: EPSY 521 and EPSY 522, or consent of department.

EPSY 622. METHODS OF MULTIVARIATE ANALYSIS (3). An introduction to methods appropriate for analyzing multivariate relationships. Canonical correlation, discriminant cluster, and factor analysis; multivariate analysis of variance and structural equation modeling. PRQ: EPSY 522 or consent of department.

EPSY 625. BAYESIAN APPROACH TO EDUCATIONAL STATISTICS AND DECISION MAKING (3). Subjective probabilistic assessments of data using Bayesian analysis and inference. Implications for research problems, designs and interpretations. Computer applications. PRQ: EPSY 521 and EPSY 522, or consent of department.

EPSY 633. ORGANIZATION AND ADMINISTRATION OF THE SCHOOL TESTING PROGRAM (3). Procedures of establishing goals for the school testing program, selecting tests appropriate to stated goals, coordinating the testing program with other members of the school's professional staff, and using test results in curriculum analyses and in administrative decisions. PRQ: EPSY 530 or EPSY 533, or consent of department.

EPSY 634. CONSTRUCTION OF SCALING INSTRUMENTS (3). Techniques of scale construction for use in assessing attitudinal, interest, temperament, personality variables, and psychomotor skills; reliability and validity of each technique. PRQ: EPSY 522 or consent of department.

EPSY 635. THEORY OF MEASUREMENT (3). Analysis of theoretical approaches to reliability, validity, item analysis and factor analysis. Exploration of related measurement problems. PRQ: EPSY 521 and either EPSY 530 or EPSY 533, or consent of department.

EPSY 639. FIELDWORK METHODS IN EDUCATIONAL RESEARCH (3). Concentration on fieldwork methods in educational research. Concentration on studying examples of educational fieldwork and actual hands-on research. PRQ: EPSY 525 or ANTH 460.

EPSY 640. INTERPRETIVE METHODS IN EDUCATIONAL RESEARCH (3). Concentration on structuralist, poststructuralist, and semiotic theories and techniques in education to develop systematic hands-on interpretive projects. PRQ: EPSY 525.

EPSY 670X. WRITING FOR PUBLICATION IN EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION (3). EPSE 670X. Planning, producing, and submitting manuscripts for publication. Includes analysis of professional journals and articles published in them with different types of publications addressed and analyzed, including review, research, and theoretical position papers.

EPSY 671X. WRITING GRANT PROPOSALS IN EDUCATION (3). EPSE 671X. Reviewing and writing competitive grant proposals. Identifying funding sources (federal, state, private) that match one's interests and expertise. Analysis of components of different types of grants, including research, demonstration, special project, technology, and personnel preparation grants.

EPSY 688. INTERNSHIP (1-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Open only to doctoral students, or by consent of department. May be repeated to a maximum of 12 semester hours.

EPSY 692. ADVANCED RESEARCH SEMINAR IN EDUCATIONAL PSYCHOLOGY (3). Students will design and conduct a study dealing with a problem in educational psychology. It may be a pilot study related to the doctoral dissertation. May be repeated to a maximum of 12 semester hours. PRQ: Master's degree.

EPSY 697. INDEPENDENT RESEARCH (1-3). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

EPSY 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated for additional credit to a maximum of 24 semester hours. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.
Department of Leadership and Educational Policy Studies (LE- -)

Gary L. McConney, chair, professor, Ed.D., Wayne State University

Graduate Faculty

Margaret L. Bailey, assistant professor, Ph.D., Kansas State University
Keith M. Collins, professor, Ph.D., Michigan State University
G. Robb Cooper, associate professor, Ph.D., J.D., Loyola University
Phyllis M. Cunningham, professor, Presidential Teaching Professor, Ph.D., University of Chicago
Ronald E. Everett, professor, Ph.D., University of Utah
Connie Lee Fulmer, associate professor, Ph.D., Pennsylvania State University
Thomas E. Glass, professor, Ed.D., Wayne State University
David G. Gueulette, professor, Ph.D., Ohio State University
LaVerne Gyant, assistant professor, Ed.D., Pennsylvania State University
Paul J. Ilsley, associate professor, Ed.D., Northern Illinois University
Jorge Jeria, associate professor, Ph.D., Iowa State University
Donald Johnson, associate professor, Ed.D., Northern Illinois University
Marshall Jones, assistant professor, Ed.D., University of Georgia
Cosette N. Kies, professor, D.L.S., Columbia University
Robert M. Lang, professor, Ed.D., Indiana University
James A. Lockard, professor, Presidential Teaching Professor, Ph.D., Iowa State University
Richard W. MacFeely, associate professor, Ed.D., University of Illinois
Muriel E. Mackett, professor, Ph.D., Ohio State University
Robert C. Mason, professor, Ed.D., University of Nebraska
Gary L. McConney, professor, Ed.D., Wayne State University
Wilma R. Miranda, associate professor, Ph.D., State University of New York, Buffalo
Jeffrey E. Mirel, professor, Ph.D., University of Michigan
Harriet B. Morrison, professor, Ed.D., Boston University
Diann Musial, associate professor, Ed.D., Northern Illinois University
John A. Niemi, professor, Distinguished Teaching Professor, Ed.D., University of California, Los Angeles
Jeri M. Nowakowski, associate professor, Ed.D., Western Michigan University
Richard A. Orem, professor, Ed.D., University of Georgia
David B. Riplely, professor, Ph.D., University of Iowa
Rhonda S. Robinson, professor, Ph.D., University of Wisconsin
Amy D. Rose, associate professor, Ed.D., Teacher's College, Columbia
Gene L. Roth, associate professor, Ph.D., Southern Illinois University
Guy Senese, associate professor, Ph.D., University of Illinois
Homer C. Sherman, professor, Ph.D., University of Iowa
Edwin L. Simpson, professor, Ed.D., Indiana University
Charles A. Sloan, professor, Ph.D., University of Iowa
L. Glenn Smith, professor, Ph.D., University of Oklahoma
Manfred Thullen, professor, Ph.D., Louisiana State University
Alfonzo Thurman, professor, Ph.D., University of Wisconsin
Andrew G. Torok, associate professor, Ph.D., Case Western Reserve University
Lucy F. Townsend, associate professor, Ph.D., Loyola University of Chicago
Brent E. Wholeben, professor, Ph.D., University of Wisconsin
William H. Young III, professor, Ed.D., Pennsylvania State University

The Department of Leadership and Educational Policy Studies offers the degree Master of Science in Education, the Educational Specialist degree, and the degree Doctor of Education. A handbook, *Graduate Programs in Education*, and a list of course requirements for each major are available in the departmental office.

Master of Science in Education
Adult continuing education
Educational administration
Foundations of education
Instructional technology
School business management

Educational Specialist
Educational administration

Doctor of Education
Adult continuing education
Educational administration
Instructional technology

Admission

Decisions about admission to programs in the department are ordinarily made once each term. To be assured of consideration, completed applications containing all required data must be received by the Graduate School no later than June 1 for admission for the fall term, November 1 for admission for the spring term, and April 1 for admission for the summer session. Students seeking admission to the M.S.Ed. program in school business management may substitute GMAT scores for GRE scores.

Any applicant who is denied admission to a program in the department may submit to the appropriate program admissions committee a written request for reconsideration that includes information not previously submitted. Final decisions of program admissions committees may be appealed to the department's Committee on Admissions, Retention, and Professional Standards. Appeals to this committee must be in writing and must explain the basis for the appeal.

Deficiency Study/Field Work

In cases in which students' backgrounds in their chosen specialty are limited, they may be required to fulfill deficiency requirements. Supervised field work is sometimes required in a given program of study especially when, in the adviser's judgment, it is necessary to prepare the student in a chosen specialty.

Internship Programs

The Department of Leadership and Educational Policy Studies currently utilizes internship programs in the areas of adult continuing education, educational administration, foundations of education, instructional technology, and school business management. For further information and internship possibilities see course descriptions.
Office of Research and Evaluation in Adult Continuing Education (RE/ACE)

The RE/ACE Office encourages and facilitates communication and shared research among the university's professional continuing education staff and the faculty of the graduate program in adult continuing education. This liaison between practice and research permits the sharing of teaching and research expertise of the adult continuing education faculty through off-campus courses, internships, and co-sponsorship of grants. In addition, faculty receive an opportunity to keep abreast of current practice and research needs in the field.

Master of Science in Education in Adult Continuing Education

Educational Administration
Foundations of Education
Instructional Technology
School Business Management

Admission

An applicant for admission to a departmental program is required to submit scores on the General Test of the GRE (either GRE or GMAT scores for school business management students); provide two letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications; and demonstrate satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

Prospective students who fail to satisfy the GPA criterion for admission to the Graduate School may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by program committees of the department on the basis of a total profile of an individual's qualifications.

General Requirements

Majors in adult continuing education, educational administration, and instructional technology, may earn the M.S.Ed. degree by selecting either the thesis or non-thesis option. Foundations of education majors must select the thesis option, and school business management majors must select the non-thesis option. In either option, the requirements are a minimum of 30 semester hours which are distributed as follows.

Thesis Option

One graduate-level course in research, normally 3 semester hours, approved by student's adviser

Two graduate courses in educational foundations (may include historical, philosophical, psychological, or socio-cultural foundations courses), normally 6 semester hours, approved by student's adviser

15 additional semester hours, approved by the student's adviser (15)

Master's thesis (3-6)

Non-Thesis Option

Same basic requirements as Option 1 except that the thesis is not required. Instead, 6 semester hours in the major field are selected with the approval of the student's adviser.

Program Descriptions

Adult Continuing Education

This 30-semester-hour program offers practitioners improved theoretical and methodological bases for professional behavior while providing comprehensive preservice education for persons seeking careers in this field. The program provides opportunities for individualization to take into account the student's goals and needs. Usually it includes faculty-supervised internship in programming, teaching, counseling, or evaluating. It prepares adult educators for work in such settings as higher education, schools, business and industry, religious organizations, professional associations, libraries, government, correctional and other agencies concerned with physical and mental health, community problem solving, and the undereducated adult.

Students pursuing the non-thesis option fulfill the comprehensive examination requirement by successfully completing either a proctored essay examination or a comprehensive writing assignment while enrolled in LEAC 598; students pursuing the thesis option fulfill this requirement in conjunction with the thesis defense.

Educational Administration

This is a 33-semester-hour program intended for the beginning student of school administration and should be of particular interest to persons who are entering administrative work. The emphasis is on areas of administrative responsibility, leadership skills, and technical and theoretical resources. The program is designed to fulfill educational requirements for the general administrative endorsement to the Illinois General Administrative Certificate.

Foundations of Education

This program provides the student with a theoretical understanding of education—philosophical, historical, social and comparative—giving a meaningful context in the analysis of educational problems and controversies. A reflective, inquiring approach is the intended outcome for educators enrolled in the program. The foundations program serves students wishing to gain a broad-based knowledge of educational theory as well as those majoring in the field. Individual needs and goals of students are considered in the advisement process; courses may be selected from appropriate departments throughout the university.

Instructional Technology

The 39-semester-hour program leading to the M.S.Ed. in Instructional Technology was developed to provide specialized training to those persons who wish to be employed as school media specialists, as instructional developers in business and industrial training departments, or as producers of software in a variety of locations. Students will develop competencies in such areas as instructional software design and development; instructional design, development, and evaluation; media administration; and program evaluation. Students focusing in instructional design and development or pursuing instructional media certification may be required to take internship or practicum courses as part of their degree or program requirements.

School Business Management

This is a 39-semester-hour program intended to prepare persons to serve as school business managers. Students, under the direction of an adviser, will plan a program of studies which will include course work, internship, and field experiences directly related to the school business management function in elementary and secondary, or college educational systems. It is not necessary to have a teaching certificate to apply for this program. A student who completes the M.S.Ed. in school business management will satisfy the educational requirements for the chief school business official endorsement to the Illinois General Administrative Certificate. Program flexibility permits elective courses which may be applied toward meeting minimal educational requirements for the general administrative endorsement.
Students who seek the M.S.Ed. with a major in school business management are required to complete the core courses in the following sequence.

LEEA 500, Educational Organization and Administration: Principles, Concepts, and Structure (3)
LEEM 501, School Business Management (3)
LEEM 520, Education Finance I (3)
LEEM 521, Accounting, Statement Analysis, and Budgeting (3)
LEEM 550, Financial Planning and School Budgeting (3)
LEEM 590, Workshop in School Business Management (1-3)
LEEM 530, Management and Business Support Services (3)
LEEM 621, Advanced School Fund Accounting and Budgeting (3)

Each student is also required to complete a full-year internship experience. Students seeking an internship must make application and receive approval of the internship plan. A full-year internship is defined as having an internship plan which is approved by the program adviser and being registered for 2 semester hours of LEM 586 for each of three consecutive terms. The internship may begin any term after LEM 520 and LEM 521 have been completed. Nine semester hours relating to the foundations of education and educational research must be completed by each student and can be taken any time during the program. Normally these courses will include EPSY 520, LEEM 501, LEEM 521, LEEM 550, LEM 586 (6), LEM 621 (3), LEEM 500 (3), and LEEM 520 (3).

Certification in Instructional Media

Two types of instructional media certification are offered by the instructional technology faculty. A media professional endorsement is granted to those who have an existing teaching certificate and complete the program. In either case, the student must also be recommended for certification or endorsement by the university. Students who have earned either these certifications should contact the instructional technology faculty.

Educational Specialist in Educational Administration

This 33-semester-hour program of advanced study in educational administration is designed to prepare eligible graduate students for various administrative positions in school systems. It emphasizes the technical and specialized aspects of administration. In addition, it includes studies intended to refine the student's competence to deal with more general aspects of educational theory. This area is appropriate for the person who wants to fulfill the educational requirements for the superintendent endorsement to the Illinois General Administrative Certificate.

Admission

An applicant for admission to a departmental program is generally expected to meet or exceed the following requirements.

Two letters of recommendation from professors, employers, or supervisors who provide supportive evidence of an applicant's professional qualifications.

Satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

Prospective students who fail to satisfy the GPA criterion for admission to the Graduate School may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Decisions regarding admissions are made by program committees of the department on the basis of a total profile of an individual's qualifications.

An applicant for admission into the Ed.S. program must apply to the dean of the Graduate School for admission to the Graduate School for the Ed.S. program.

Two letters of recommendation are required from persons who can write analytically about the applicant's academic qualifications, ability to do graduate work, and other professional qualifications. A minimum of one such letter should be from a professor and one from an employer or supervisor. Additional information and materials related to the applicant's total profile of qualifications may be requested by the Faculty Admissions Committee. The Faculty Admissions Committee and the applicant will each receive a copy of the recommendation.

Doctor of Education in Adult Continuing Education

Educational Administration

Instructional Technology

Admission

This degree is intended to prepare superior teachers, administrators, service personnel, and scholars of education. In addition to other functions, the programs prepare individuals for teaching at the college level. Research skills are an integral part of each program.

An applicant for admission to a departmental program is generally expected to meet or exceed the following requirements.

Three letters of recommendation from professors, employers, or supervisors who provide supportive evidence of an applicant's professional qualifications.

Satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

For qualified applicants to doctoral programs, demonstration of writing competencies and participation in a preadmission interview before a final admission decision is made.

Prospective students who fail to satisfy the GPA criterion for admission to the Graduate School may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by program committees of the department on the basis of a total profile of an individual's qualifications.
Program Descriptions

Adult Continuing Education

This program provides a flexible system of professional preparation in the field of adult continuing education. A required core of learning experiences is supplemented by additional course work in areas of instruction, administration, and research to prepare both generalists and specialists in the field.

Major objectives are to prepare persons for leadership roles in adult continuing education and continuing professional education, graduate teaching, and administrative positions in adult education—e.g., example, health fields, community schools, voluntary agencies, university extension, industrial training, community services, adult basic education, churches, and government; and to prepare persons as professional practitioners who address themselves successfully to the current and future problems related to adult learning and education of adults.

The program is intended to be flexible and is influenced by students as they meet with their advisory committees. Although each program will be designed around the individual needs of the student, taking into account his or her background and future professional interests, the requirements of the College of Education and Graduate School will be met.

Educational Administration

The doctoral program is intended to prepare individuals who demonstrate superior qualities and attainment for administrative service in schools and other agencies or for college teaching. It synthesizes knowledge gained in the master's program and Ed.S. program. The doctoral program provides instructional experiences designed for satisfactory development of conceptual, human, and technical skills and understandings required for successful school administration with emphasis on educational research, the place of the school leader in the social order, community power structure, and organizational theory.

Three letters of recommendation are required from persons who will write analytically about the applicant's academic qualifications, ability to do graduate work, and other professional qualifications. A minimum of two such letters should be from professors and one from an employer or supervisor. Additional information and materials related to the applicant's total profile of qualifications may be requested by the Faculty Admissions Committee and must be received no later than June 1 for fall admission consideration, November 1 for spring admission consideration, and April 1 for summer admission consideration.

Instructional Technology

The Ed.D. in instructional technology prepares administrators, designers, and instructors in the field of instructional technology. Graduates have been employed by universities, community colleges, businesses, industry, and government in positions associated with technological improvement and development. Students focusing in instructional design and development or pursuing media certification may be required to take internship or practicum courses as part of their degree or program requirements.

Cognate in Foundations of Education

Several areas of cognate studies are offered in foundations of education, any of which can be taken in conjunction with doctoral programs in other fields. Cognates include history of education, philosophy of education, and foundations of education. Semester hours may range from 9 to 15.

Requirements

Applicants for the Ed.D. degree are expected to have a broad base of general education in the humanities, sciences, and social sciences, represented by a minimum of 75 undergraduate and graduate semester hours distributed equitably among the various fields. Where significant deficiencies are found by the student's advisory committee, additional semester hours above the 93 required for the doctoral degree may be prescribed.

The Department of Leadership and Educational Policy Studies requires the equivalent of at least three years of full-time academic work, or a minimum of 93 semester hours of graduate work beyond the baccalaureate degree including the dissertation including the following:

A minimum of 15 semester hours of graduate-level course work in research understandings and skills, learning and development theories, and socio-cultural analyses of education.

A minimum of 18 semester hours of graduate-level course work excluding dissertation hours in the major.

A cognate component selected from outside the major to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies. No specific number of semester hours is required.

A minimum of 63 semester hours beyond the master's degree. A dissertation for 15 or more semester hours.

A typical doctoral program includes study in a variety of disciplines within the university. Ordinarily, a minimum of 9 semester hours of course work is pursued in other colleges. These credits may be taken within the common requirements, the cognate component, or the student's major.

The dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively.

Examinations

Candidacy examination. A written candidacy examination is scheduled and administered at least twice each year. A graduate student eligible to take this examination, with the permission of the chair of the doctoral committee, will have completed at least two-thirds of his or her studies including the common requirements. Dates on which application for the examination can be made are announced by the Department of Leadership and Educational Policy Studies. This examination encompasses major areas of professional knowledge. Any student who fails may, with the recommendation of the committee, be granted the opportunity to take a second examination. The second examination, however, is final.

Final examination. A final oral examination related to the dissertation is required and is conducted in accordance with the general requirements of the Graduate School.

Course List

Adult Continuing Education (LEAC)

LEAC 400. THE NATURE OF ADULT CONTINUING EDUCATION (3). Designed for students studying in various departments and areas who wish to explore the field as it exists in basic education, high schools, community colleges, universities, private schools, businesses, governmental agencies, nonprofit organizations, and churches. The historical, philosophical, and sociological bases of adult education with emphasis on present roles and future trends in the field.

LEAC 431X. TECHNIQUES OF TUTORING AND LEARNING ASSISTANCE (3). CIRE 431. Methods and techniques for peer tutoring, supplemental instruction, learning assistance, or literacy tutoring. Development of tutorial resource materials. Basic assessment and remedial or developmental processes in content area tutoring, study strategies, and learning assistance. Experiences with tutorial programs, learning assistance programs, or supplemental instruction groups.
LEAC 490. WORKSHOP IN ADULT CONTINUING EDUCATION (1-3). Opportunity provided to work cooperatively under the guidance and supervision of an experienced adult educator. An intensive analysis of specific programs of adult education. The literature of the field and the techniques of studying agency problems. Special projects assigned to each student for intensive study. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

LEAC 492. SPECIAL TOPICS IN ADULT CONTINUING EDUCATION (1-3). Study of special topics, announced in advance, in adult continuing education. May be repeated to a maximum of 9 semester hours when subject varies.


LEAC 502. EDUCATING THE DISADVANTAGED ADULT (3). Focus on economic, educational, and personal problems of low-income, culturally different adults and on programs developed for them by agencies and institutions.

LEAC 530. INSTRUCTIONAL THEORY AND PRACTICE IN TEACHING ADULTS (1-3). The development of methods, techniques, and strategies for the instruction of adults.

LEAC 533. LEARNING HOW TO LEARN: APPLIED THEORY FOR ADULTS (3). Understandings and skills that enable adults to learn effectively in classrooms, small groups, and individually. Participation and self-directed education are explored in a laboratory setting. Implications for adult education agencies are identified.

LEAC 540. CURRICULUM AND PROGRAM DEVELOPMENT IN ADULT CONTINUING EDUCATION (3). The application of curriculum development and program planning principles to education and training programs designed specifically for the adult learner.

LEAC 544. ALTERNATIVES IN THE COUNSELING AND PLACEMENT OF ADULTS (1-3). Crosslisted as EPCO 568X. An examination and identification of promising alternatives in the facilitation of adult career development through guidance, counseling, and vocational placement. May be repeated to a maximum of 3 semester hours.

LEAC 545. PLANNING AND PROMOTING NONCREDIT ADULT CONTINUING EDUCATION (1-3). Strategies for needs assessment and marketing for noncredit adult continuing education; program models and techniques for reaching specific target audiences. Considers student-identified programming concerns through a practicum-workshop approach. May be repeated to a maximum of 3 semester hours.

LEAC 550. TEACHING ADULTS ENGLISH AS A SECOND LANGUAGE (3). A. Methods and Materials for Teaching Oral Skills B. Methods and Materials for Teaching Reading Skills C. Organizing Instruction of English Language Skills D. Influence of Cultural Backgrounds on English Language Development An examination of current practices in the teaching of English as a second language in adult education settings. Consideration given to psychological, educational, social, and cultural conditions surrounding the adult second language learner. Credit is limited to 3 semester hours per topic.

LEAC 560. NONTRADITIONAL ADULT EDUCATION (3). The historical background, conceptual base, and literature of alternative approaches to the education of adults. Included are nontraditional movements such as open learning systems for adults, the free university, learning exchanges, folk schools, and field studies of current adult programs, their structure and content.

LEAC 561. HUMAN RESOURCE DEVELOPMENT (3). Crosslisted as EPCO 561X and LEIT 561X. The nature and function of programs for developing human resources in business, education, industry, government, social services, and voluntary organizations.

LEAC 565. CONTINUING EDUCATION FOR PROFESSIONAL GROUPS (3). Explication and critique of frameworks for understanding the goals, processes, and outcomes of continuing education. Exploration of the design and development of continuing education programs for adults in professional roles.

LEAC 568. CONTINUING HIGHER EDUCATION (3). An analysis and critique of the current practices of continuing education in institutions of higher education with application to organization and administration, programmatic thrusts and intended audiences, financial management, marketing and promotion, delivery systems, and collaboration among higher education institutions.

LEAC 570. ORGANIZATION AND ADMINISTRATION OF ADULT CONTINUING EDUCATION (3). Organizing, financing, staffing, promoting, and evaluating programs of adult education. Teaching resources and the role of the adult education administrator.

LEAC 575. POLICY STUDIES IN ADULT CONTINUING EDUCATION (3). Critical analysis of the formation and implementation of adult continuing education policy within educational and other social institutions. Use of a variety of theoretical perspectives to examine selected case studies from the comparative adult continuing education literature and the students' own work experience, as well as alternative adult continuing education policies.

LEAC 586. INTERNSHIP IN ADULT CONTINUING EDUCATION (3-9). Work individually or in small groups in a practical situation under the guidance of a staff member from that setting and a university supervisor. May be repeated to a maximum of 15 semester hours, although typically only 9 semester hours may be applied to the program of study.

LEAC 590. WORKSHOP IN ADULT CONTINUING EDUCATION (1-3). Workshop designed for teachers, counselors, and administrators to study contemporary issues in adult continuing education. May be repeated to a maximum of 12 semester hours when content varies. PRQ: Consent of department.

LEAC 597. INDEPENDENT RESEARCH IN ADULT CONTINUING EDUCATION (1-6). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Admission to master's degree program and consent of faculty member who will direct research.

LEAC 598. ISSUES IN ADULT CONTINUING EDUCATION (3). Integration and synthesis of the concepts, principles, trends, and issues in adult continuing education. Not open to doctoral students in the field of adult continuing education. PRQ: Completion of 24 semester hours in an approved master's level program, or consent of department.

LEAC 599. MASTER'S THESIS (3-6). Open only to the student who elects to write a thesis for the M.Ed. degree. The student enrols with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

LEAC 600. SEMINAR IN ADULT CONTINUING EDUCATION (1-6). Advanced study and discussion of important issues relating to the field and profession of adult continuing education. Group and individual interests contribute to the design of the course. May be repeated to a maximum of 21 semester hours when topics vary. PRQ: Consent of department.

LEAC 610. EVALUATING ADULT CONTINUING EDUCATION PROGRAMS (3). An advanced study of program design and evaluation methods necessary to analyze and improve programs in adult continuing education effectively.

LEAC 615. STRATEGIC HUMAN RESOURCE DEVELOPMENT (3). Crosslisted as EPCO 615X and LEIT 615X. Advanced study emphasizing complex skills, concepts, and strategies relating to the adult teaching/learning component of human resource development in business, industry, government, and voluntary organizations.

LEAC 620. REVIEW OF RESEARCH IN ADULT CONTINUING EDUCATION (3). A comprehensive study of research literature in adult continuing education and related social science fields. Additional emphasis will be placed on examination of diagnostic instruments.


LEAC 660. INTERNATIONAL ADULT EDUCATION (3). An examination of the present status of adult continuing education in selected foreign countries. Emphasis on scope, purposes and development of adult continuing education institutes and programs internationally.

LEAC 670. LEADERSHIP IN ADULT CONTINUING EDUCATION (3). This course relates administrative theory and research to current practice of leadership in the field of adult continuing education. Additional emphases include strategic planning; the development of public, institutional, or agency support; and the evolving roles of the adult education leader.

LEAC 686. INTERNSHIP IN ADULT CONTINUING EDUCATION (3-12). Work individually or in small groups in a practical situation under the guidance of a staff member from that setting and a university supervisor.
Open only to Ed.S. and doctoral students, or by consent of department. May be repeated to a maximum of 18 semester hours, although typically only 6 semester hours are applied to the program of study.

LEAC 697. INDEPENDENT RESEARCH IN ADULT CONTINUING EDUCATION (1-6). Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 12 semester hours, although typically only 6 semester hours are applied to the program of study.

LEAC 698. RESEARCH SEMINAR IN ADULT CONTINUING EDUCATION (1-3). Designed for the advanced doctoral student interested in planning and conducting research studies in adult continuing education. Research project may be exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

LEAC 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated. Student must accumulate 15 semester hours prior to graduation. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

Educational Administration (LEEA)

LEEA 500. EDUCATIONAL ORGANIZATION AND ADMINISTRATION: PRINCIPLES, CONCEPTS, AND STRUCTURE (3). Development of an awareness of the social, political, and behavioral bases for educational administration.

LEEA 501. SCHOOL ORGANIZATION AND ADMINISTRATION: PROGRAMS AND PRACTICES (3). Examination of administrative practices in the areas of educational programs, staff and pupil personnel functions, physical plant, finance and business management, and school-community relations. PRQ: LEEA 500 or consent of department.

LEEA 511. THE PRINCIPALSHIP (3). Basic performance patterns of elementary, middle, and secondary school principals in the organization and administration of the education process. Clinical experiences appropriate to each level of administration. PRQ: LEEA 500 and a minimum of 15 additional semester hours in the educational administration program, or consent of department.

LEEA 520. EDUCATION FINANCE I (3). Survey of social, economic, and political considerations in public financing of education. Examination of sources of revenues, federal-state-local allocation systems, and local educational agency financial planning and budgeting. Clinical experiences are included. PRQ: LEEA 500 or consent of department.

LEEA 525. EDUCATION LAW I (3). Survey course on legal problems in educational settings. Designed for students in master's degree programs. Clinical experiences are included.

LEEA 535X. SUPERVISORY BEHAVIOR (3). CISC 535. The theoretical constructs underlying supervisory behavior in educational settings and applications of related principles to the supervision and management of education personnel.

LEEA 540. SCHOOL-COMMUNITY RELATIONS (3). The responsibility of the school to offer leadership in home-school-community relationships.

LEEA 550. SEMINAR: PROBLEMS IN EDUCATIONAL ADMINISTRATION (3). A seminar requiring individual investigation of fundamental problems in educational administration and business management, culminating in a research paper. Problems based largely on past or anticipated experiences of the students. PRQ: LEEA 500 or consent of department.

LEEA 554. POLICY ANALYSIS FOR SCHOOL ADMINISTRATORS (3). Policy making, implementing, and evaluating at the school site and school district levels; the skills of policy analysis and policy development; the identification of issues appropriate for policy study in the school district and at the school site; the principal in policy related roles. PRQ: LEEA 500 and LEFE 500 or LEFE 521, or consent of department.

LEEA 580. CLINICAL LABORATORY, BUILDING-LEVEL ADMINISTRATION (1). Laboratory-based clinical experiences including individual and group classroom exercises and simulations focused on building-level administrative tasks and functions. Required for general administrative endorsement. PRQ: LEEA 511 or consent of department. CRQ: LEEA 520, LEEA 525, or LEEA 535X.

LEEA 586. INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3-12). Work individually or in small groups in a practical situation under the guidance of a staff member from that setting and a university supervisor. Minimum of 3 semester hours required for general administrative endorsement. May be repeated to a maximum of 12 semester hours, although typically only 6 semester hours are applied to the program of study.

LEEA 590. WORKSHOP IN EDUCATIONAL ADMINISTRATION (1-3). Workshop designed for teachers, supervisors, and educational administrators to study contemporary issues and problems in education. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Acceptance by the director of the workshop.

LEEA 592. SPECIAL TOPICS IN EDUCATIONAL ADMINISTRATION (1-3). Study of special topics, announced in advance, in educational administration. May be repeated to a maximum of 12 semester hours when topic varies. PRQ: Consent of department.

LEEA 597. INDEPENDENT RESEARCH IN EDUCATIONAL ADMINISTRATION (1-6). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Admission to master's degree program and consent of faculty member who will direct research.

LEEA 599A. MASTER'S THESIS (3-6). Open only to the student who expects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

LEEA 599B. ED. S. THESIS OR FIELD STUDY (3-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of the chair of the student's advisory committee.

LEEA 600. NATURE AND THEORY OF ADMINISTRATION (3). Analysis of relationships in organizational structures, decision making, and informal organization. Assessment and analysis of models and systems for the solution of problems in administration. PRQ: LEEA 500 or consent of department.

LEEA 610. THE SUPERINTENDENCY (3). The basic performance patterns of the superintendent and central office personnel in the organization and administration of the educational process. PRQ: Minimum of 18 semester hours in educational administration at the 600 level or consent of department.

LEEA 615. EDUCATIONAL FACILITIES (3). Educational facilities planning, facilities survey, population and utilization studies, and evaluation of existing facilities. Laboratory and field base clinical experiences are included. PRQ: LEEA 500 or consent of department.

LEEA 620. EDUCATION FINANCE II (3). Theoretical aspects of financial administration, state and local tax systems, cost-quality relationships, and operational finance. PRQ: LEEA 520 or consent of department.

LEEA 625. EDUCATION LAW II (3). Emphasis on case studies in education law. Clinical experiences are included. PRQ: LEEA 525 or consent of department.

LEEA 630. EDUCATIONAL ADMINISTRATION FIELD STUDIES (3). Methods of administrative planning in the areas of community background, evaluation of facilities, transportation, scheduling, utilization of staff, and financial analysis. Clinical experiences are included. PRQ: Consent of department.

LEEA 635. ADMINISTRATION AND SUPERVISION OF EDUCATIONAL PERSONNEL (3). The problems and issues associated with administration and supervision of educational personnel. Organization of personnel, collective negotiations, selection of personnel, and development of reward systems. Clinical experiences are included. PRQ: CISC 535 or LEEA 535X, or consent of department.

LEEA 636. COLLECTIVE BARGAINING IN EDUCATION (3). An educational administration perspective on basic processes of collective bargaining in educational settings. Consideration is given to history, theory, specific collective bargaining issues, planning, communication, and strategies required in the bargaining process. Clinical experiences are included. PRQ: LEEA 635 or consent of department.

LEEA 637. SEMINAR: MANAGEMENT OF NEGOTIATED CONTRACTS IN EDUCATION (3). A seminar for present and prospective educational administrators. Study and exploration of effective strategies for implementation, resolution, and management of negotiated contracts. Clinical experiences are included. PRQ: LEEA 636 or consent of department.
LEEA 640. SEMINAR IN SCHOOL-COMMUNITY RELATIONS (3). Current problems and issues as they affect administrative practices; emphasis on field-based practices and techniques. PRQ: LEEA 540 or consent of department.

LEEA 645. SURVEY OF RESEARCH IN EDUCATIONAL ADMINISTRATION (3). Survey of selected research studies in educational organization and administration. PRQ: LEEA 500 or consent of department.

LEEA 650. SEMINAR: EDUCATIONAL ADMINISTRATION (3). The identification and integration of the human and technical skills required for modern educational administration. May be repeated to a maximum of 6 semester hours. PRQ: LEEA 600 or consent of department.

LEEA 651. EXternship IN EDUCATIONAL ADMINISTRATION (3). Designed expressly for practicing educational administrators and business managers and directly concerned with applied problems in educational administration and business management. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

LEEA 654. THE POLITICS OF EDUCATIONAL ADMINISTRATION (3). Methods and conceptualization of political power in educational administration; examination of policy making, the policymakers, and educational administrators in their policy making roles; ways of influencing policy processes and identification of current policy issues in educational administration. PRQ: LEEA 600 or consent of department.

LEEA 655. PLANNING AND DECISION MAKING IN EDUCATIONAL ADMINISTRATION (3). Extended study of decision making in education, focusing upon specific problems in planning, design, implementation, and evaluation. Clinical experiences are included. PRQ: Completion of master’s degree or equivalent and consent of department.

LEEA 670. THE ADMINISTRATION OF HIGHER EDUCATION (3). Various executive roles common to higher education administration. Decision theory, role analysis, accountability models, and principles of organizational behavior as applied to the administration of higher education institutions.

LEEA 671. LEGAL ASPECTS OF HIGHER EDUCATION ADMINISTRATION (3). Legal principles, legislation, and court rulings in such areas as employment, dismissal, contracts, tenure, civil rights, due process, student rights, and other issues of concern to higher education administrators.

LEEA 672. BUSINESS MANAGEMENT IN HIGHER EDUCATION (3). Analysis of issues and problems of business management in colleges and universities.

LEEA 680. CLINICAL LABORATORY, DISTRICT-LEVEL ADMINISTRATION (1). Laboratory-based clinical experiences including individual and small group classroom exercises and simulations focused on district-level administrative tasks and functions. Required for superintendent’s endorsement. PRQ: LEEA 600 and LEEA 610, or consent of department.

LEEA 686. INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Minimum of 3 semester hours required for superintendent endorsement. May be repeated to a maximum of 12 semester hours, although typically only 3 semester hours may be applied to the program of study. PRQ: LEEA 610 or consent of department.

LEEA 697. INDEPENDENT RESEARCH IN EDUCATIONAL ADMINISTRATION (1-3). Independent research at post-master’s degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

LEEA 698. RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION (3). Designed for the advanced student interested in planning and conducting research studies in educational administration. Research project may be an exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 620.

LEEA 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). Student must accumulate 15 semester hours prior to graduation. May be repeated. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

Foundations of Education (LEFE)

LEFE 492. SPECIAL TOPICS IN FOUNDATIONS OF EDUCATION (1-3). Study of special topics, announced in advance, in foundations of education. May be repeated to a maximum of 9 semester hours when subject varies.

LEFE 500. SOCIAL FOUNDATIONS OF EDUCATION (3). Social forces influencing American education; basic educational traditions as reflections of American culture; the school and cultural change; educational issues and the sources of conflict in American culture.

LEFE 501. RESEARCH METHODS IN THE PHILOSOPHICAL, HISTORICAL, AND SOCIAL FOUNDATIONS OF EDUCATION (3). Emphasizes interpretive, normative, and critical perspectives in planning, conducting, and writing research studies in education.

LEFE 510. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Emphasis on the distinct nature of philosophic inquiry functioning within a sociocultural setting in the construction of educational theory.

LEFE 511. PHILOSOPHICAL ANALYSIS OF CURRENT EDUCATIONAL THOUGHT (3). Philosophical methods used in analyzing, refining, and criticizing educational theory and ideology in a multicultural society.

LEFE 520. HISTORICAL FOUNDATIONS OF EDUCATION (3). The history of education in Western society. Major educational figures, theories, institutions, and developments are emphasized and interpreted in their cultural contexts.

LEFE 521. HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION (3). The history of education in the United States. The interrelation of culture and educational figures, theory, and developments.

LEFE 525. HISTORY OF WOMEN'S EDUCATION IN AMERICA (3). A survey of women's education in the context of the main currents of American history. Educational leaders, theories, institutions, and developments are analyzed in multicultural contexts.

LEFE 530. INTRODUCTION TO COMPARATIVE/INTERNATIONAL EDUCATION (3). An introduction to the purpose, methodology, and research in comparative/international education. Special reference to understanding and comparing systems of education in selected nations.

LEFE 540. SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF PEACE EDUCATION (3). Social and psychological forces which influence human relationships and have implications for education for peace and the diminution of forces of aggression, fear, hostility, and violence.

LEFE 541. THE SCHOOL AS AN INSTRUMENT FOR PEACE (3). The role and responsibilities of the school in educating for peace. Instructional strategies and resources.

LEFE 586. INTERNSHIP IN EDUCATIONAL FOUNDATIONS (1-9). Application of foundations principles in a practical setting. Individual or small-group instruction under the guidance of local staff and a university supervisor. May be repeated to a maximum of 9 semester hours.

LEFE 590. WORKSHOP IN EDUCATION (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Acceptance by the director of the workshop.

LEFE 597. INDEPENDENT RESEARCH IN FOUNDATIONS OF EDUCATION (1-3). Independent research at the master’s degree level under faculty supervision. May be repeated to a maximum of 3 semester hours. PRQ: Admission to master’s degree program and consent of faculty member who will direct research.

LEFE 599. MASTERS THESIS (1-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours prior to graduation. PRQ: Consent of department. Recommended: EPSY 520.

LEFE 603. FOUNDATIONS OF FEMINIST EDUCATIONAL THOUGHT (3). The study of feminist educational scholarship with emphasis on epistemological, ethical, and critical arguments. Considers the respective implications of theories for women's professional education and development.

LEFE 610. SEMINAR IN PHILOSOPHICAL INVESTIGATION (2-3). Philosophic exploration of various educational doctrines and theories operating in a sociocultural context. May be repeated to a maximum of 9 semester hours.
LEIT 612. ETHICS AND EDUCATION (3). The study of educational policy and pedagogy from the perspective of theories in ethics. Critical analysis of the relationship of education to philosophic discussions of pertinent ethical issues related to education in a multicultural society.

LEIT 615. FOUNDATIONS OF EDUCATIONAL POLICY (3). A critical analysis of the generation, implementation, and outcomes of educational economics and history will be used to investigate the dynamics of policy formation and the relationship between educational policy and social trends.

LEIT 620. SEMINAR IN EUROPEAN EDUCATIONAL THOUGHT (3). European educational theories that have influenced Western culture. Educational ideas of selected theorists examined in their cultural contexts.

LEIT 621. SEMINAR IN AMERICAN EDUCATIONAL THOUGHT (3). Individuals, theories, and developments in American educational history examined in their historical, philosophical, social, and cultural contexts through discussion and research. PRQ: Admission to Ed.S. or doctoral program, or consent of department.


LEIT 623. HISTORY OF HIGHER EDUCATION (3). Critical analysis and interpretation of historical developments in American higher education from the colonial to modern periods. Emphasis on key institutions, episodes, people, and social trends illustrating the continuities, complexities, and changes in community colleges, colleges, and universities.

LEIT 630. SEMINAR IN COMPARATIVE/INTERNATIONAL EDUCATION (3). Advanced cross-cultural comparisons of educational systems in order to understand and compare international features in education. A detailed multifactor analysis of the educational systems under investigation.

LEIT 640. SEMINAR IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS (1-3). Case studies of educational organizations, their history, purposes, and functions. Appraisal of the impact of these groups upon past, present, and future educational trends. May be repeated to a maximum of 3 semester hours.

Instructional Technology (LEIT)

LEIT 429X. MICROCOMPUTERS IN CLASSROOM TEACHING (3). EPSY 429. A survey of the educational uses of the microcomputer. Emphasis on the role of the microcomputer in the educational environment, hardware selection, basic programming, review and evaluation of available educational software, and microcomputer implementation and management. No previous experience in computer programming required. Designed for students entering an educational environment. Not open to students with previous experience in data processing or information systems without permission of their major department.

LEIT 430. SURVEY OF INSTRUCTIONAL TECHNOLOGY (3). Selection, production, utilization, and evaluation of instructional media.

LEIT 439. DEVELOPING EDUCATIONAL SOFTWARE FOR MICROCOMPUTERS (3). Introduction to the design and development of educational software for microcomputers. Provides experience with programming languages and authoring systems commonly used in education. PRQ: EPSY 429 (LEIT 429X) or consent of department.

LEIT 450. INSTRUCTIONAL TELEVISION I (3). Crosslisted as COMS 450X. Practical methods for the use of television in educational settings. Studio experience in the preparation and presentation of televised instructional units. Not open to students with credit in COMS 357 or COMS 358 or equivalent.

LEIT 455. MEDIA DESIGN TECHNIQUES (3). Designing presentations for instruction. Emphasis on basic design, writing, and photographic techniques. PRQ: LEIT 430 or consent of department.

LEIT 502. DESCRIPTIVE CATALOGING (2). Fundamentals of descriptive cataloging according to AACR2 and MARC standards; laboratory practice with OCLC.

LEIT 503. INTRODUCTION TO INFORMATION SCIENCE (3). Study of communication theory, information storage and retrieval systems, and standards for information representation; analysis of manual and machine capabilities for processing information.

LEIT 505. LIBRARY ORGANIZATION AND MANAGEMENT (3). Organization and management of libraries, with emphasis on theories, principles, and problems of governance, planning, staffing, communication, decision making, control, evaluation, information policy, and networking.

LEIT 507. COLLECTION DEVELOPMENT (3). Principles of building and maintaining library collections; current and retrospective selection aids, including national and trade bibliographies; current issues in intellectual freedom.

LEIT 508. REFERENCE THEORY AND PRACTICE (3). Evaluation and use of basic reference materials and information resources in various types of libraries; introduction to the theory and practice of professional reference services including the reference interview and online and CD-ROM searching.

LEIT 510. INSTRUCTIONAL MEDIA AND TECHNOLOGY (3). Overview of theoretical issues and trends in instructional technology and their impact on the effective selection, design, utilization, and evaluation of instructional media.

LEIT 511. ADVANCED INSTRUCTIONAL MEDIA DESIGN (3). Advanced design of mediated instruction, script writing, photography, audio and video production, and computer presentation systems. Recommended: LEIT 510.

LEIT 523. MEDIA FOR YOUNG ADULTS (3). Evaluation and selection of books and nonprint materials appropriate for middle school/junior high and high school students (ages 12-19 years); emphasis on uses of current media to meet students' needs, interests, and learning styles.

LEIT 525. READING INTERESTS OF ADULTS (3). Exploration of reading interest of adults, including demographic aspects; popular fiction and fiction (bestsellers, genre fiction) books and periodicals, media trends; reading promotion and readers advisory services in libraries.

LEIT 527. LIBRARY MATERIALS FOR CHILDREN (3). Evaluation, selection, and uses of fiction and nonfiction (both print and nonprint) to meet the needs, interests, and learning abilities of children (ages preschool to 13 years); emphasis on whole language and curriculum integration.

LEIT 529. THEORIES OF COMPUTER-BASED EDUCATION (3). Emerging theories and models relating to computer-assisted instruction (CAI), computer-based training, computer literacy, and other uses of computers as instructional media. Topics include intelligent CAI, expert systems, implementation models, and simulation and gaming. PRQ: EPSY 429 (LEIT 429X) or consent of department.

LEIT 531. VISUAL LITERACY (3). An exploration of the historical background, conceptual base, and research involved in visual literacy. Reviews the use and design of various instructional media communications and develops understanding of the interpretation and creation of visual images in education.

LEIT 533. SCHOOL LIBRARY MEDIA CENTERS (3). Philosophy, functions, objectives, and current methods of developing curriculum-integrated media programs in elementary and secondary schools.

LEIT 535. DISTANCE EDUCATION: DESIGN AND DELIVERY (3). Evaluation and design of various types of distance delivery systems including video/audio, telecommunications, and computer networks, with emphasis on the supportive roles of instructional media and instructional design. Theoretical and practical applications of distance delivery.

LEIT 539. COURSEWARE SYSTEMS DEVELOPMENT FOR MICROCOMPUTERS (3). Advanced design techniques for developing educational software. A systems approach will be applied to topics such as graphics, file management, simulation design, and video interfacing. PRQ: LEIT 439 or consent of department.

LEIT 540. SEMINAR IN LIBRARY/INFORMATION STUDIES (1-6). Specific content varies. Representative topics include current trends or issues, storytelling, international and comparative librarianship, and services to specialized populations. A maximum of 6 semester hours may be applied toward the master's degree.

LEIT 541. LIBRARY SERVICES FOR CHILDREN (3). Objectives, planning, organization, and evaluation of programs and services for children in school and public libraries.

LEIT 542. ACADEMIC LIBRARIES (3). History and analysis of community college, college, university, and research libraries; emphasis on current standards, services, and developments within the academic community.
LEIT 543. LIBRARY SERVICES FOR ADULTS (3). Analysis of library and information needs of adults and young adults in various communities and settings; planning, organization, and evaluation of library resources and services for individuals and for groups; emphasis on community analysis and library services to special groups.

LEIT 544. CATALOGING NONBOOK MATERIAL (3). Descriptive cataloging of nonbook material, according to current AACR2 and MARC practice; may include: film and video, pictures, sound recordings, microcomputer software, games, and kits.

LEIT 545. MARKETING AND PUBLIC RELATIONS FOR LIBRARIES (3). Examination of the components and principles of marketing and public relations in libraries, as nonprofit organizations; the planning, establishing, maintaining, and evaluating of marketing/PR for libraries; various promotion/publicity techniques appropriate for libraries.

LEIT 546. LIBRARY CLASSIFICATION (2-3).
A. Dewey Decimal Classification (2)
B. Library of Congress Classification (3)
History of and practice with a major American library classification; includes the principles underlying the classification. Both courses may be taken. PRQ: LEIT 502 or consent of department.

LEIT 548. INDEXING AND ABSTRACTING (3). Principles and procedures for indexing and abstracting; experience with manual and machine methods for indexing and abstracting.

LEIT 549. ONLINE SEARCHING (3). Translation of reference queries into format of search tools; laboratory practice in online access to information; emphasis on BRS, Dialog, and Wilsonline. PRQ: LEIT 503 or consent of department.

LEIT 550. ROLES OF THE INSTRUCTIONAL TECHNOLOGIST (3). The various roles of instructional technologists in both school and nonschool environments; to include field trips.

LEIT 551. INSTRUCTIONAL TECHNOLOGY FOR THE FUTURE (3). Planning for educational technologies and futures; educational forecasting strategies; new and potential instructional media or processes; and educational models based on low and/or high technology. PRQ: Consent of department.

LEIT 552. INSTRUCTIONAL TECHNOLOGY FOR DIVERSE CULTURES (3). Development, utilization, and evaluation of instructional media for varied cultures and countries. Topics include appropriateness of standard instructional media for diverse audiences, creation of media for instructional environments with localized requirements, and evaluation of innovative teaching technologies for multietnic and multicultural learners. PRQ: Consent of department.

LEIT 553. TECHNICAL SERVICES (3). Introduction to organization and administration of acquisition, serials, cataloging, and circulation in all types of libraries; preservation of library materials.

LEIT 554. REFERENCE SERVICES (3). Reference function and process in terms of current developments and user needs; planning, managing, and evaluating reference services in all types of libraries and information centers; emphasis on topics in interpersonal communication, bibliographic instruction, career development, and lifelong learning. PRQ: LEIT 508 or consent of department.

LEIT 555. MEDIA DESIGN: MULTI-MEDIA (3). Designing presentations of instruction. Utilization of 35mm and multiscreen format. PRQ: LEIT 455 or consent of department.

LEIT 556. MEDIA DESIGN—AUDIO MATERIALS (3). Designing presentations for instruction. Emphasis on audio format. PRQ: LEIT 455 or consent of department.

LEIT 559. INSTRUCTIONAL TELEVISION II (3). Crosslisted as COMS 559X. Application of television production techniques to instructional activities. PRQ: LEIT 450 or consent of department.

LEIT 560. INSTRUCTIONAL DESIGN I (3). The systematic design of instructional materials. Students will design a blueprint for an instructional module by applying an instructional design model. PRQ: LEIT 430 or consent of department.

LEIT 561X. HUMAN RESOURCE DEVELOPMENT (3). LEAC 561. The nature and function of programs for developing human resources in business, education, industry, government, social services, and voluntary organizations.

LEIT 562. INSTRUCTIONAL DESIGN II (3). Students will develop an instructional module using systematic development models and established principles of instructional design. PRQ: LEIT 560 or consent of department.

LEIT 564. TRAINING AND PERFORMANCE TECHNOLOGY (3). Analysis of educational/training problems. By conducting an instructional needs assessment and performance audit, students will plan solutions to training problems including various forms of training, job aids, and non-training recommendations. PRQ: LEIT 560 or consent of department.

LEIT 565. ADVANCED INSTRUCTIONAL DESIGN (3). Advanced problems in the design, development, evaluation, and management of instructional programs for education and corporate environments.

LEIT 569. PRACTICUM: INSTRUCTIONAL DESIGN (3). Instructional design methodology in an applied setting. May be repeated to a maximum of 6 semester hours. PRQ: LEIT 560 and either LEIT 562 or LEIT 564, or consent of department.

LEIT 570. INSTRUCTIONAL TECHNOLOGY ADMINISTRATION (3). Management of instructional technology services. PRQ: LEIT 450 or consent of department.

LEIT 571. INSTRUCTIONAL TECHNOLOGY PROMOTION AND DEVELOPMENT (3). Theories and methods for creating efficient and effective instructional technology centers and programs in education, business and industry.

LEIT 573. INSTRUCTIONAL TECHNOLOGY FACILITIES (3). Design and construction of instructional technology facilities.

LEIT 575. LIBRARY AUTOMATION (3). Survey of the automation of library operations and the introduction of new technologies; data processing concepts and planning for automation; study of current library systems.

LEIT 586. INTERNESHIP IN INSTRUCTIONAL TECHNOLOGY (3-15). Work in a practical situation under the guidance of a staff member from that setting and a university supervisor. May be repeated to a maximum of 15 semester hours, although typically only 3 semester hours may be applied to the program of study.

LEIT 590. WORKSHOP IN INSTRUCTIONAL TECHNOLOGY (1-3). Advanced study emphasizing complex skills, concepts, and strategies relating to the adult teaching/learning component of human resource development in business, industry, government, and voluntary organizations.

LEIT 615X. STRATEGIC HUMAN RESOURCE DEVELOPMENT (3). LEAC 615. Advanced study emphasizing complex skills, concepts, and strategies relating to the adult teaching/learning component of human resource development in business, industry, government, and voluntary organizations.

LEIT 640. SEMINAR: INSTRUCTIONAL TECHNOLOGY CURRICULA (3). Development of courses and programs at the college level.

LEIT 641. SEMINAR: INSTRUCTIONAL TECHNOLOGY THEORY (3). Applying concepts of educational communication, models, and theories to problem solving, attitude formation, and teaching.

LEIT 642. SEMINAR: INSTRUCTIONAL TECHNOLOGY RESEARCH (3). Research in organization, administration, and application of instructional technology.

LEIT 643. SEMINAR: INSTRUCTIONAL TECHNOLOGY PROBLEMS (3). The problems involved in the administration of instructional technology programs and services at all levels, and in areas such as finance, management of personnel, and facilities.

LEIT 655. MEDIA DESIGN PROJECT (3). Designing presentations for instruction with emphasis on individual student project. May be repeated to a maximum of 9 semester hours.
LEIT 670. PRACTICUM: INSTRUCTIONAL TECHNOLOGY (3). Instructional media administration techniques in an applied setting. May be repeated to a maximum of 6 semester hours.

LEIT 686. INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY (3-15). Work in a practical situation under the guidance of a staff member from that setting and a university supervisor. May be repeated to a maximum of 15 semester hours, although typically only 3 semester hours may be applied to the program of study. PRQ: Admission to doctoral program, or consent of department.

LEIT 697. INDEPENDENT RESEARCH IN INSTRUCTIONAL TECHNOLOGY (1-3). Independent research at post master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of faculty member who will direct research.

LEIT 698. RESEARCH SEMINAR IN INSTRUCTIONAL TECHNOLOGY (1-3). Designed for the advanced student interested in planning and conducting research studies in instructional technology. Research project may be an exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours.

LEIT 699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated. Student must accumulate 15 semester hours prior to graduation. PRQ: Candidacy for the doctoral degree and consent of chair of doctoral committee.

School Business Management (LEBM)

LEBM 501. SCHOOL BUSINESS MANAGEMENT (3). A summary of task areas such as management of auxiliary enterprises including accounting and control, maintenance of buildings and grounds, personnel and office management, transportation, insurance, investments, administration of supplies and equipment, and administrative relationships.

LEBM 511. PRACTICUM IN SCHOOL BUSINESS MANAGEMENT (1-6). A program designed to provide maximum experience with practitioners in the field. All phases of business management will be considered, and time will be provided for field experiences. May be repeated to a maximum of 6 semester hours. PRQ: LEBM 501, LEBM 521, and LEEA 520, or consent of department.

LEBM 521. ACCOUNTING, STATEMENT ANALYSIS, AND BUDGETING (3). Principles of school fund accounting including a study of budgeting, payroll administration, bonded indebtedness, accounting for receipts and expenditures, extracurricular funds and analysis of statements, and auxiliary enterprises such as cafeteria and store. PRQ: LEEA 500 and LEBM 501, or consent of department.

LEBM 530. MANAGEMENT OF BUSINESS SUPPORT SERVICES (3). Principles and procedures of purchasing, property accounting, risk management, food service programs, transportation, and school store operation. PRQ: LEEA 500, LEEA 520, LEBM 501, and LEBM 521, or consent of department.

LEBM 540. PERSONNEL AND FACILITIES MANAGEMENT (3). The problems and issues associated with managing personnel and operating and maintaining school sites and facilities: all aspects of the business office, noncertified staff, and legal and insurance problems. PRQ: LEEA 500 and LEBM 501 or consent of department.

LEBM 550. FINANCIAL PLANNING AND SCHOOL BUDGETING (3). Techniques and methods of estimating local, state, and federal revenues; alternatives of school budget planning and control; and cost analysis. PRQ: LEEA 500, LEEA 520, LEBM 501, and LEBM 521, or consent of department.

LEBM 566. INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT (1-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Minimum of 6 semester hours required for chief school business official endorsement. May be repeated to a maximum of 12 semester hours, although typically only 6 semester hours may be applied to the program of study. LEBM 566 is ordinarily to be taken 2 semester hours per term for three consecutive terms for a total of 6 semester hours. PRQ: LEEA 500, LEEA 520, LEBM 501, and LEBM 521, or consent of department.

LEBM 590. WORKSHOP IN SCHOOL BUSINESS MANAGEMENT (1-3). Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

LEBM 592. SPECIAL TOPICS IN SCHOOL BUSINESS MANAGEMENT (1-3). Study of special topics, announced in advance, in school business management. May be repeated to a maximum of 9 semester hours when topic varies.

LEBM 597. INDEPENDENT RESEARCH IN SCHOOL BUSINESS MANAGEMENT (1-3). Independent research at the master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

LEBM 599. MASTER'S THESIS (3-6). Open only to the student who elects to write a thesis for the M.S.Ed. degree. The student enrolls with the faculty member directing the thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: EPSY 520.

LEBM 610. SEMINAR IN SCHOOL BUSINESS MANAGEMENT (3). The problems involved in the business administration of schools. Concentrated study and research concerned with all phases of school business management, such as accounting and finance, cafeteria management, purchasing, transportation, building planning and construction. PRQ: Consent of department.

LEBM 621. ADVANCED SCHOOL FUND ACCOUNTING AND BUDGETING (3). The application of data processing systems to school fund accounting, payroll, inventories, curriculum, personnel, registration procedures, budget, textbook accounting, and other business office functions. PRQ: LEEA 500, LEEA 520, LEBM 501, and LEBM 521, or consent of department.

LEBM 686. INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT (3-12). Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

LEBM 697. INDEPENDENT RESEARCH IN SCHOOL BUSINESS MANAGEMENT (1-3). Independent research at post master's degree level under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.
Department of Physical Education (PH- -)

Jerald D. Floyd, professor, Ed.D., University of Utah
Judith A. Bischoff, professor, Ph.D., University of Michigan
Thomas E. Ball, associate professor, Ph.D., University of Illinois
Judith A. Bischoff, chair, professor, Ph.D., University of Michigan
Clersida Garcia, assistant professor, Ph.D., Michigan State University
Charles Carter, assistant professor, Ed.D., West Virginia University
Rodney Caughron, assistant professor, Ph.D., University of Iowa
Constance Fox, associate professor, Ed.D., University of Georgia
Luis E. Garcia, visiting assistant professor, Ph.D., Michigan State University
Janet A. Rintala, associate professor, Ph.D., University of Iowa
James H. Rimmer, professor, Ph.D., Texas Woman's University
Keith W. Lambrecht, associate professor, Ph.D., Oregon State University
Tracy Pellet, assistant professor, Ed.D., Brigham Young University
James R. Maret, associate professor, Ph.D., Arizona State University
Pamela Macfarlane, associate professor, Ph.D., University of Iowa
Lavon Williams, assistant professor, Ph.D., University of North Carolina at Greensboro
Yoshiaki Takei, associate professor, Ph.D., University of Southern California
Laurence Zittel, assistant professor, Ph.D., Oregon State University

Graduate Faculty

Thomas E. Ball, associate professor, Ph.D., University of Illinois
Jerald D. Floyd, professor, Ph.D., University of Utah
Judith A. Bischoff, professor, Ph.D., University of Michigan
Charles Carter, assistant professor, Ed.D., West Virginia University
Rodney Caughron, assistant professor, Ph.D., University of Iowa
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Yoshiaki Takei, associate professor, Ph.D., University of Southern California
Laurence Zittel, assistant professor, Ph.D., Oregon State University

The Department of Physical Education offers the degree Master of Science in Education. A Graduate Studies Handbook is available in the Department of Physical Education Office in Anderson Hall.

Master of Science in Education

Admission

To be considered for admission to the M.S.Ed. program in physical education, an applicant is expected to have a baccalaureate degree which included courses in physical education, health, recreation, dance, or equivalent courses. When these courses are lacking, a student normally will be required to make up deficiencies. It is expected that students will have had some undergraduate course work in science areas including anatomy, kinesiology, and physiology, and in motor performance activities. However, a student may be admitted to the program contingent upon successful completion of undergraduate deficiencies as determined by the department in accordance with the student's professional objectives.

Applicants to the master's degree program in physical education are normally notified of an admission decision as soon as administratively feasible following receipt of all credentials to complete the applicant's file by the Graduate School.

Retention

Any undergraduate deficiencies, as determined by the department, must be removed before completion of 15 semester hours of graduate study. Students who violate the standards of the profession may be eliminated from the program after review by a properly constituted committee of the graduate faculty.

Requirements

The student must successfully complete a minimum of 21 semester hours of graduate credit in the department. Nine semester hours of graduate credit in courses related to the student's degree objectives may be taken outside the Department of Physical Education.

In consultation with the adviser, students will select a minimum of 9 semester hours in one of the following areas of interest: administration, curriculum, sport biomechanics, coaching, health education, motor learning/motor development, sociocultural aspects (including the history, philosophy, psychology, and sociology of physical education), or psychology of sport and exercise. Requirements for those interested in adapted physical education, exercise physiology/fitness leadership, or sport management are listed under those specializations.

Students are required to complete successfully a comprehensive examination in accordance with established university and department policies.

In pursuing the degree a student must choose the thesis (30) or the non-thesis (33) option.

PHED 552, Methods of Research in Physical Education (3)
PHED 545, Evaluation in Physical Education (3) (non-thesis option).
OR PHED 645, Application of Statistics to Research in Physical Education (3) (thesis or non-thesis option)
One of the following (3-4)
PHED 452, Applied Physiology of Exercise (4)
PHED 514, Neuromuscular Aspects of Physical Performance (3)
PHED 535, Mechanical Analysis of Motor Skills (3)
PHED 635, Biomechanics (3)
PHED 652, Exercise Bioenergetics (3)
PHED 653, Cardiac Rehabilitation (3)
PHED 686, Seminar in Motor Learning (3)
One of the following (3)
PHED 507, History of Physical Education (3)
PHED 509, Philosophy of Physical Education (3)
PHED 582, Psychology of Sport and Exercise (3)
PHED 583, Psychology of Coaching (3)
PHED 586, Sport in Society (3)
A minimum of 9 semester hours in an area of interest selected in consultation with an adviser (9)
Thesis Option (9)
PHED 599A, Master's Thesis (6)
Course work related to the student's degree objectives selected in consultation with an adviser (3)

Non-Thesis Option (12)
Course work related to the student's degree objectives selected in consultation with an adviser (12)

Specialization in Adapted Physical Education
This specialization is designed to prepare teachers to deliver physical education services to students with special needs. Persons are trained to assume roles related to adapted or special physical education including teaching, assessment, IEP development, consulting, program planning, and research. Certified physical education teachers completing this specialization meet Illinois State Board of Education recommended guidelines for personnel reimbursement as an "approved" adapted physical education instructor for handicapped students.

Students selecting this specialization must choose either the thesis (30) or non-thesis (33) option; graduate assistants are expected to complete the thesis option. PHED 490, Adapted Physical Education, or equivalent, is a prerequisite for this specialization.

PHED 552, Methods of Research in Physical Education (3)
PHED 545, Evaluation in Physical Education (3) (thesis or non-thesis option),
OR PHED 645, Application of Statistics to Research in Physical Education (3) (thesis or non-thesis option)
PHED 578, Seminar in Motor Development (3)
PHED 589, Inclusion Strategies for Special Populations: Theory and Practice (3)
PHED 590, Physical Education for Individuals with Physical and Sensory Disorders (3)
PHED 591, Assessment and Program Planning in Adapted Physical Education (3)
At least one of the following (3-4)
PHED 452, Applied Physiology of Exercise (4)
PHED 514, Neuromuscular Aspects of Physical Performance (3)
PHED 535, Mechanical Analysis of Motor Skills (3)
PHED 635, Biomechanics (3)
PHED 652, Exercise Bioenergetics (3)
PHED 653, Cardiac Rehabilitation (3)
PHED 686, Seminar in Motor Learning (3)
PHED 507, History of Physical Education (3)
PHED 509, Philosophy of Physical Education (3)
PHED 582, Psychology of Sport and Exercise (3)
PHED 583, Psychology of Coaching (3)
PHED 586, Sport in Society (3)

Thesis Option (6)
PHED 599A, Master's Thesis (6)

Non-Thesis Option (9)
Course work selected in consultation with the assigned graduate program adviser (9)

Specialization in Exercise Physiology/Fitness Leadership
This specialization is designed to provide knowledge and skills to students in the area of exercise physiology and/or fitness leadership. Students with such a professional background are prepared to assume various roles related to exercise physiology: research, teaching, and fitness leadership in hospitals, corporations, and health clubs. There are both thesis (30 hours) and non-thesis (33 hours) options available. Graduate assistants are required to complete a thesis. Applied exercise physiology and a human anatomy and physiology course are prerequisites for this specialization.

PHED 514, Neuromuscular Aspects of Physical Performance (3)
PHED 552, Methods of Research in Physical Education (3)
PHED 545, Evaluation in Physical Education (3) (thesis or non-thesis option),
OR PHED 645, Application of Statistics to Research in Physical Education (3) (thesis or non-thesis option)
PHED 652, Exercise Bioenergetics (3)
PHED 653, Cardiac Rehabilitation (3)
At least one of the following (3)
PHED 507, History of Physical Education (3)
PHED 509, Philosophy of Physical Education (3)
PHED 582, Psychology of Sport and Exercise (3)
PHED 583, Psychology of Coaching (3)
PHED 586, Sport in Society (3)

Thesis Option (12)
PHED 599A, Master's Thesis (6)
Course work selected in consultation with the assigned graduate program adviser (6)

Non-Thesis Option (15)
Course work selected in consultation with the assigned graduate program adviser (15)

Specialization in Sport Management
This specialization requires a minimum of 30 semester hours and is designed to prepare students for a management career in the sport industry. Students attain theoretical knowledge and practical skills in preparation for various sport managerial careers in intercollegiate and professional athletics, athletic and fitness clubs, equipment merchandising, and sport consulting. Students selecting this specialization may choose either the thesis or non-thesis option; graduate assistants are expected to complete the thesis option.

PHED 538, Managing the Sport Enterprise (3)
PHED 539, Sport and the Law (3)
PHED 542, Sport Promotions (3)
PHED 552, Methods of Research in Physical Education (3)
PHED 645, Application of Statistics to Research in Physical Education (3)
At least 3 semester hours from the following (3)
PHED 583, Practicum in Sport Management (3)
PHED 597M, Internship in Sport Management (1-6)
At least one of the following (3-4)
PHED 452, Applied Physiology of Exercise (4)
PHED 514, Neuromuscular Aspects of Physical Performance (3)
PHED 535, Mechanical Analysis of Motor Skills (3)
PHED 635, Biomechanics (3)
PHED 652, Exercise Bioenergetics (3)
PHED 653, Cardiac Rehabilitation (3)
PHED 686, Seminar in Motor Learning (3)
PHED 507, History of Physical Education (3)
PHED 509, Philosophy of Physical Education (3)
PHED 582, Psychology of Sport and Exercise (3)
PHED 583, Psychology of Coaching (3)
PHED 586, Sport in Society (3)

Thesis Option (6)
PHED 599A, Master's Thesis (6)

Non-Thesis Option (6)
Course work selected in consultation with the assigned graduate program adviser (6)
Secondary Certification Program in Physical Education

The physical education entitlement program is designed for students interested in teaching physical education in Grades 6 to 12. The student will plan a program of study in consultation with the adviser for teaching certification. Upon completion of physical education deficiencies, the physical education professional program, professional education requirements for secondary certification, and fulfillment of appropriate general education requirements, the student may be recommended for admission to teacher education.

Deficiencies in Undergraduate Work

Candidates for the M.S.Ed. degree and 6-12 teacher certification must show proficiency in the following courses, or their equivalent, through transcript evaluation.

- BIOS 311, Functional Human Anatomy (4)
- EPSY 331, Measurement of the Cognitive Domain for Physical Education (1)
- PHED 262, Standard First Aid (2)
- PHED 313, Kinesiology (3)
- PHED 446, Measurement and Evaluation in Physical Education School Settings (2)
- PHED 452, Applied Physiology of Exercise (4)
- PHED 490, Adapted Physical Education (3)

Minimum of 1 hour in each of the areas of fitness, dance, individual sports, and team sports (9)

Physical Education Professional Course Requirements

Minimum of 1 hour in each of the areas of fitness, dance, individual sports, and team sports

- BIOS 311, Functional Human Anatomy (4)
- PHED 343, Elementary School Physical Education/Methods and Field Experience (3)

One of the following (2)

- PHED 351, Analysis and Teaching Strategies of Team Sports (2)
- PHED 352, Analysis and Teaching Strategies of Individual Sports (2)
- PHED 353, Analysis and Techniques of Teaching Dance (2)
- PHED 354, Analysis and Techniques of Teaching Dance Fitness (2)
- PHED 395, Methods of Teaching Physical Education (3)
- PHED 397, Field Experience in the Middle School (2), OR PHED 398, Field Experience in the Secondary School (2)
- PHED 452, Applied Physiology of Exercise (4)
- PHED 486, Principles of Motor Learning (3)
- PHED 490, Adapted Physical Education (3)
- PHED 545, Evaluation in Physical Education (3)
- PHED 620, Seminar in Physical Education Curriculum (3)

Professional Education and General Education Requirements

Students seeking secondary teaching certification must contact the adviser for teacher certification regarding professional education and general education requirements.

Following completion of course work in the professional program in physical education, the professional education requirement, and general education requirement, students are eligible to attempt the Illinois Teacher Certification Examination. Students may earn the M.S.Ed. degree by completing the additional hours required for the degree (normally 9-18 semester hours).

Secondary Certification Program in Health Education

The health education entitlement program is designed for students interested in teaching health education. The student will plan a program of study in consultation with the director of health education. Upon completion of the 33 semester hours listed below, completion of the professional education requirement for secondary certification, and fulfillment of appropriate general education requirements, the student will have met the requirements for a 6-12 teaching certificate in health education. In addition to preparing the student for health education teaching positions in secondary schools, this program also can serve as a foundation for further academic work in school health services and instruction, and in maintenance of a healthful school environment.

PHED 490 and courses in anatomy/physiology and personal health are prerequisites for admission to the program.

Students who meet the criteria for admission to graduate study in the Department of Physical Education may earn the M.S.Ed. degree by completing the additional courses required for the degree (normally 12-15 semester hours). Students should consult with the director of graduate studies in the department.

PHHE 400, Methods and Materials in School Health Education (3)
- PHHE 402, Community Health Programs and Issues (3)
- PHHE 406, Human Sexuality (3), OR PHHE 411, Sexuality Education (3)
- PHHE 407T, Drug Dynamics (3), OR PHHE 409T, Drug Education (3)
- Two of the following
  - PHHE 401, Current Issues: Health Education (1-3)
  - PHHE 407T, Drug Dynamics (3)
  - PHHE 408, Mental and Emotional Health (3)
  - PHHE 409T, Drug Education (3)
  - PHHE 410, Death Education (3)
  - PHHE 411, Sexuality Education (3)
  - PHHE 412, Consumer Health (3)
- PHHE 502, Curriculum Development in School Health Education (3)
- PHHE 503, School Health Programs: Planning, Managing, and Evaluating (3)
- PHHE 504, Special Topics in School Health Education (3)
- PHHE 555, Clinical/Field Experience in School Health Education (3)
- PHHE 671B, Directed Research in Health Education (3)

Course List

Physical Education (PHED)

420. CURRICULUM DESIGNS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION (3). Introduction to elementary school physical education curriculum with attention to organization and implementation of programs. PRQ: Consent of department.

451. PHYSIOLOGY OF EXERCISE (3). Physiology of the skeletal, nervous, muscular, respiratory, cardiovascular, and endocrine systems, with the major emphasis upon the effects of physical exercise. PRQ: BIOS 311 or consent of department.

452. APPLIED PHYSIOLOGY OF EXERCISE (4). Cardiovascular, respiratory, metabolic, and neuromuscular aspects of human function at rest, during exercise, and as a result of training. Three hours per week of lecture plus arranged laboratory experience. PRQ: BIOS 311 or consent of department and successful completion of the PPST/Praxis I.

*These courses may be met through undergraduate deficiency requirements.
453. EXERCISE PROGRAMS FOR ADULT SPECIAL POPULATIONS (3). Examination of the characteristics, physiological responses, and exercise adaptations of adult special populations. Includes exercise testing, physical activity prescription, and clinical experiences. Emphasis on exercise limitations, responses, and adaptations which differ from the nondisabled. PRQ: PHED 452 or consent of department.

454. EXERCISE GERONTOLOGY (3). Examination of the characteristics, physiological responses to exercise, and adaptations to exercise of older adults. Includes exercise testing and prescription, programmatic concerns, and exercise limitations for older adults. PRQ: BIOS 357 or PHED 452, or consent of department.

455. STRESS TESTING (3). Theory, techniques, and procedures of graded exercise stress testing for diagnostic and functional assessment of individuals. PRQ: PHED 452 with a grade of C or better and consent of department.

456. PHILANTHROPIC ASPECTS OF physical education in relation to the cultural patterns of civilization and educational movements.

457. HISTORY OF PHYSICAL EDUCATION (3). Historical background of physical education in relation to the cultural patterns of civilization and educational movements.

458. PHILOSOPHY OF PHYSICAL EDUCATION (3). Development of philosophical concepts paralleling educational philosophy. Current philosophical positions of physical educators with application to present day educational programs.

514. NEUROMUSCULAR ASPECTS OF PHYSICAL PERFORMANCE (3). Acute and chronic responses to short-term and intermittent physical activity, including prescription of resistance exercise. Focus on physiology of nervous and muscular systems. PRQ: PHED 452 or consent of department.

524. PREVENTION OF ATHLETIC INJURIES (3). Scientific approaches to the preventive aspects of trauma in athletics. PRQ: BIOS 311 or consent of department.

535. MECHANICAL ANALYSIS OF MOTOR SKILLS (3). An in-depth study of mechanical principles operative in the performance of motor skills. PRQ: PHED 313 or PHED 314, or consent of department.

538. MANAGING THE SPORT ENTERPRISE (3). Analysis of the sport industry with special emphasis given to the sport manager's role and functions. Concentration on planning, organizing, leading, and controlling functions as they apply to the sport manager. PRQ: Consent of department and a 3-semester-hour course in sport or physical education administration, management.

539. SPORT AND THE LAW (3). Study of the court and legal systems as they relate to sport. Analysis of administrative, antitrust, constitutional, contract, tort, labor, and collective bargaining laws as each applies to various sport management enterprises.

540. PLANNING AND USE OF FACILITIES FOR PHYSICAL EDUCATION (3). Principles, terminology, standards, functional layout, design, and construction features for indoor and outdoor facilities. Maintenance, use, scheduling, and supervision of facilities in terms of functional needs.

541. ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS (3). The organization and administration of interscholastic athletics with special reference to national, state, and local control. Consideration given to philosophies of athletics, the place of athletics in the educational curriculum, the relationship between boys' and girls' programs, athletic budgeting and finance, facilities and equipment, personnel administration, contest management, athletics and the law, and public relations.

542. SPORT PROMOTIONS (3). A comprehensive study of promotions as they relate to the sport industry. Analysis of the activities designed to meet the needs and wants of sport consumers, which includes the promotion of sport services and products directly and indirectly to the sport consumer.

543. EVALUATION IN PHYSICAL EDUCATION (3). Application of measurement and evaluation theory to measures of human performance. Development of effective assessment programs for more objective decision-making in physical education. PRQ: PHED 454 or consent of department.

544. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3). Individual investigation of special problems, areas, or topics in physical education. Each student will develop a research project or thesis prospectus.

545. CLINICAL EXPERIENCE IN EXERCISE GERONTOLOGY (1-3). Assessing, planning, implementing, and evaluating exercise programs for older adults. Includes a one hour per week lecture and a 30- or 60-hour practicum. PRQ: PHED 452 or consent of department.

546. SEMINAR IN CURRENT ISSUES IN PHYSICAL EDUCATION AND SPORT (3). A study of current issues and problems in physical education and sport through examination and critical analysis of recent literature and research findings.

547. PUBLIC RELATIONS FOR PHYSICAL EDUCATION (3). Purposes, materials, and methods relevant to keeping the public informed and interested in the various aspects of the physical education and athletic programs. A term project for a real or simulated situation will be produced.

548. PRINCIPLES OF SUPERVISION OF PHYSICAL EDUCATION (3). Techniques and procedures of supervision in physical education programs, including responsibilities of those involved in clinical and preclinical experiences.

549. INSTRUCTIONAL SKILLS FOR PHYSICAL EDUCATION (3). Teaching/learning process, developing/maintaining a productive learning environment, developing/analyzing content, and obtaining tools for the analysis of instruction.

550. SEMINAR IN MOVEMENT EDUCATION (3). Theories of movement education as the core of physical education. Designed for teachers of kindergarten through college, including classroom teachers and specialists in physical education. PRQ: PHED 342 or PHED 343, or consent of department.

551. SEMINAR IN ELEMENTARY SCHOOL PHYSICAL EDUCATION (3). Present-day programs and problems related to elementary school physical education.

552. PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3). Planning and conducting physical education experiences for children derived from the study of human movement and developmental needs of children. Designed for graduate students seeking elementary certification.

553. SEMINAR IN MOTOR DEVELOPMENT (3). Survey of research on motor behavior and development with emphases on findings pertaining to growth patterns, adaptability, and specificity. Factors influencing the development of motor abilities with implications for physical education.

554. PSYCHOLOGY OF SPORT AND EXERCISE (3). Investigation of psychological theory and methods relative to involvement in sport and exercise.

555. PSYCHOLOGY OF COACHING (3). The application of psychological principles of behavior to individuals and groups in competitive sports. Attention given to motivation and team compatibility.

556. SPORT IN SOCIETY (3). Sport and physical activity as a sociological phenomenon stressing the importance of various dimensions of sport and their social significance.
589. INCLUSION STRATEGIES FOR SPECIAL POPULATIONS: THEORY AND PRACTICE (3). Examination of factors, including litigation, legislation, and societal attitudes, influencing the successful inclusion in physical education and sport of children and adults with and without disabilities. PRQ: PHED 490 or consent of department.

590. PHYSICAL EDUCATION FOR INDIVIDUALS WITH PHYSICAL AND SENSORY DISORDERS (3). Study of the physical and motor characteristics resulting from chronic and/or permanent physical and sensory disabilities. Curricular and teaching strategies for physical education and sport/recreation programs. PRQ: PHED 490 or consent of department.

591. ASSESSMENT AND PROGRAM PLANNING IN ADAPTED PHYSICAL EDUCATION (3). Application of psychomotor testing procedures and program planning in adapted physical education. PRQ: PHED 490 and PHED 445, or consent of department.

593. PRACTICUM IN SPORT MANAGEMENT (3). Supervised management experience for students in the specialization in sport management. PRQ: PHED 568, PHED 552, and consent of department.

595. WORKSHOP IN PHYSICAL EDUCATION (1-3). Workshop designed for study of special topics of interest in physical education, health education, or coaching. Content varies and may focus attention on substantive material or operational problems. May be repeated; however, credit does not count toward the M.S.Ed. in physical education.

596. SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3). Investigations of special topics, announced in advance, in physical education. May be repeated to a maximum of 6 semester hours when subject varies.

597. INTERNSHIP.
   A. Physical Education (1-6). Internship for students in the M.S.Ed. program in physical education. Supervised participation in field-based professional development activities to supplement theoretical background. May be repeated to a maximum of 6 semester hours. PRQ: Acceptance into graduate program and consent of department.
   B. Adapted Physical Education (3). Supervised practicum experience for students in the adapted physical education specialization of the M.S.Ed. program. Planning, implementing, and evaluating adapted physical education for individuals with handicapping conditions. PRQ: PHED 490 and consent of department.
   M. Sport Management (1-6). Supervised full-time management experience for students in a sports management setting. All course work must be completed prior to the internship.

599A. MASTER'S THESIS (1-6). An investigation of an area or problem relating to physical education. The thesis must show that the student possesses the ability to attack successfully a genuine problem in physical education, to conduct and significant conclusions from the data. May be repeated to a maximum of 6 semester hours. PRQ: PHED 552 or consent of department.

620. SEMINAR IN PHYSICAL EDUCATION CURRICULUM (3). A seminar in which individuals recognize, study, and propose solutions to immediate issues in physical education curriculum. Areas in which such problems may exist include curriculum construction, curriculum statutes, liability possibilities, and administrative problems related to curriculum development.

635. BIOMECHANICS (3). Biomechanical principles in the analysis of human motion. Cinematography and other techniques used. PRQ: PHED 535 or consent of department.

640. ADMINISTRATIVE PROCEDURES OF PHYSICAL EDUCATION (3). The administration of physical education in schools and colleges. Includes case studies and consideration of group and individual administrative problems.

645. APPLICATION OF STATISTICS TO RESEARCH IN PHYSICAL EDUCATION (3). Application of descriptive and inferential statistics to research problems in physical education.

652. EXERCISE BIOENERGETICS (3). The processes involved in the production and utilization of energy in the human as these relate to exercise and training. Laboratory. PRQ: PHED 452 or consent of department.

653. CARDIAC REHABILITATION (3). Development and administration of cardiac rehabilitation programs, with special emphasis on exercise prescription and exercise training of cardiac patients. PRQ: PHED 452, PHED 458, PHED 459, or consent of department.

671A. DIRECTED RESEARCH IN PHYSICAL EDUCATION (1-3). Supervised research in a specialized area of physical education or recreation. Research topic must be approved by supervisor prior to registration. May be repeated to a maximum of 6 semester hours. PRQ: PHED 552 and consent of department.

686. SEMINAR IN MOTOR LEARNING (3). Evaluation of the current motor learning research in physical education and the development of a specific motor learning topic for discussion. PRQ: PHED 488 or consent of department.

Dance Education (PHHDN)

473. DANCE AS ART IN EDUCATION (3). The development of aesthetic and cultural theories of dance as an art form in education. An opportunity for the practical application of the elements of dance and related art forms in education to the elementary, secondary, or higher education levels and/or to students of various intellectual and physical abilities.

474. HISTORY OF DANCE: PRIMITIVE THROUGH RENAISSANCE (3). Historical development of dance from primitive to the renaissance period through the world focusing on cultural and religious trends.

475. HISTORY OF DANCE: 18TH CENTURY TO MODERN TIMES (3). Historical development of dance from the 18th century to modern times, considering cultural and artistic implications.

574. SEMINAR IN RHYTHMS AND DANCE (3). Rhythms and dance as a basic educational technique. Designed to assist in planning, teaching, and supervising rhythm dance programs. PRQ: Consent of department.

Health Education (PHHE)

400. METHODS AND MATERIALS IN SCHOOL HEALTH EDUCATION (3). Health education programs in middle and secondary schools. Methodologies, strategies, materials, and resources for teaching health education. PRQ: PHHE 207, PHHE 301, and three content courses chosen from PHHE 207, PHHE 304, and PHHE 401-PhHE 412.

401. CURRENT ISSUES: HEALTH EDUCATION (1-3). Investigation of special topics in health education, announced in advance. May be repeated to a maximum of 6 semester hours when subject varies. PRQ: Consent of department.

402. COMMUNITY HEALTH PROGRAMS AND ISSUES (3). Programs and resources of health agencies, including the role of governmental agencies. Emphasis on the relationship between community and school health education programs. PRQ: PHHE 207 or consent of department.

406. HUMAN SEXUALITY (3). Emphasis directed toward clarification of values and attitudes regarding sexuality issues and development of healthful sexual behavior.

407T. DRUG DYNAMICS (3). Study of the emotional, physical, and psychological aspects of substances which modify mood and behavior. Examination of theories and methods of preventive and rehabilitation substance abuse programs.

408. MENTAL AND EMOTIONAL HEALTH (3). Study of personality traits and interpersonal relationships. Emphasis on development and maintenance of positive mental and emotional health.

409T. DRUG EDUCATION (3). Focus on the emotional, social, psychological, and pharmacological aspects of substances which modify mood and behavior. Examination of theories and methods of preventive and rehabilitative substance abuse programs.

410. DEATH EDUCATION (3). Study of death as an integral phase of the life cycle. Examination of values and coping behaviors related to death and dying.

411. SEXUALITY EDUCATION (3). Emphasis on understanding values and beliefs concerning sexuality and on developing and implementing educational programs in school and community settings.

412. CONSUMER HEALTH (3). Examination of issues, information, products, and services that influence the quality of life for the individual and community. Emphasis on skills necessary to assess and select appropriate products and services to maintain or improve health.

502. CURRICULUM DEVELOPMENT IN SCHOOL HEALTH EDUCATION (3). The application of fundamental principles and concepts of curriculum development to school health programs including health instruction, health services and healthful school environment.
503. SCHOOL HEALTH PROGRAMS: PLANNING, MANAGING, AND EVALUATING (3). An analysis of the principles of initiating, implementing, conducting, and maintaining effective school health education programs including pertinent supervision and staffing issues.

504. SPECIAL TOPICS IN SCHOOL HEALTH EDUCATION (1-3). Special topics in school health education of current importance. May be repeated as often as desired; however, degree-seeking students may count only 6 semester hours toward the degree and may not repeat topics.

550. INDEPENDENT STUDY IN HEALTH EDUCATION (1-3). Open to students who wish to do advanced study in health education. Study or clinical experience planned in consultation with an adviser. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department following approval of written proposal.

555. CLINICAL/FIELD EXPERIENCE IN SCHOOL HEALTH EDUCATION (1-6). Supervised clinical/field experience in school health education with emphasis on health instruction, health facilities, and a healthful environment. May be repeated to a maximum of 6 semester hours. PRQ: Admission to health education certification program or consent of department.

671B. DIRECTED RESEARCH IN HEALTH EDUCATION (1-3). Supervised research in a specialized area of health education. Research topic must be approved by supervisor prior to registration. May be repeated to a maximum of 6 semester hours. PRQ: PHED 552 and consent of department.
College of Engineering and Engineering Technology

Romualdas Kasuba, Ph.D., P.E., dean
Dennis Stoia, M.B.A., P.E., acting associate dean

Department of Electrical Engineering
Department of Industrial Engineering
Department of Mechanical Engineering
Department of Technology

Interdisciplinary Course Offered by the College of Engineering and Engineering Technology

IEET 490. TOPICS IN ENGINEERING AND ENGINEERING TECHNOLOGY (1-3). Special selected interdisciplinary topics from various engineering or engineering technology disciplines not offered in regular departmental courses. May be repeated to a maximum of 6 semester hours. PRQ: Consent of the instructor.
Department of Electrical Engineering (ELE)

Vincent McGinn, chair, professor, Ph.D., P.E., Pennsylvania State University

Graduate Faculty

Ibrahim Abdel-Motalab, assistant professor, Ph.D., P.E., University of British Columbia
James P. Bobis, associate professor, Ph.D., P.E., University of Illinois
Sing T. Bow, professor, Ph.D., Northwestern University
Alan P. Genis, associate professor, Ph.D., Colorado State University
Reza Hashemian, professor, Ph.D., P.E., University of Wisconsin
Xuan Kong, assistant professor, Ph.D., Johns Hopkins University
Sen-Maw Kuo, associate professor, Ph.D., University of New Mexico
Gerald Miller, associate professor, Ph.D., Northwestern University
Mansour Tahernezhadi, assistant professor, Ph.D., P.E., University of Oklahoma
Peng-Yung Woo, associate professor, Ph.D., University of Pennsylvania
Donald Zinger, assistant professor, Ph.D., P.E., University of Wisconsin, Madison

Master of Science in Electrical Engineering

The Department of Electrical Engineering offers graduate studies leading to the M.S. in electrical engineering. The program is designed to stimulate creativity, to provide an in-depth understanding of the basic physical phenomena involved in electrical systems, and to provide the student with the ability to use modern techniques in the analysis and design of electrical components and systems. Bulletins describing graduate studies in electrical engineering are available from the departmental office.

Admission to the graduate program in electrical engineering requires a baccalaureate degree in electrical engineering. Consideration may also be given to applicants with degrees in related areas.

A student seeking to qualify for the M.S. in electrical engineering shall satisfy the following departmental requirements in addition to satisfying Graduate School requirements.

The student with the support of his or her faculty adviser must submit to the department a program of graduate study approved by the student's graduate committee. Students are to complete at least 30 semester hours of graduate work, not more than 40 percent of which may be in 400-level courses.

The 30 semester hours must include a minimum of 12 semester hours of course work in the department exclusive of ELE 597, ELE 598, and ELE 599.

Thesis Option

All students admitted to the department are classified as thesis option students. The thesis option is designed to prepare students for graduate work at the doctoral level and concentrates on original research techniques. The graduate program of courses must include 6 semester hours of thesis, ELE 599, on a topic approved by the student's graduate committee. The thesis must be satisfactorily defended at an oral examination. Portions of the research work required by ELE 599 may be performed in off-campus facilities if approved by the student's graduate committee.

Non-Thesis Option

All students admitted to the department are classified as thesis option students. Students wishing to pursue the non-thesis option are required to petition the department's graduate committee upon admission to the department. The non-thesis option is designed for practicing professionals who wish to pursue advanced study in electrical engineering culminating in the M.S. degree and who cannot pursue the traditional research experience of a thesis option. Students pursuing a M.S. degree under this option must earn a minimum of 30 semester hours of graduate credit including 3 semester hours of ELE 598, Special Topics in Electrical Engineering. The 3 hours of ELE 598 require significant original work which must be defended at an oral examination and submission of a written report.

Course List

431. THEORY OF SEMICONDUCTOR DEVICES II (3). A continuation of ELE 335 dealing with complex semiconductor devices. The theory of operation of integrated circuits, solid state lasers, switching devices, and negative conductance microwave devices. PRQ: ELE 335 or consent of department.

432. SEMICONDUCTOR DEVICE FABRICATION LABORATORY (3). Design and fabrication of active semiconductor devices. Laboratory exercises include artwork and pattern generation, mask making, oxidation, photolithographic processing, diffusion, metallization, and device testing. PRQ: Consent of department.

433. DESIGN OF GALLIUM ARSENIDE INTEGRATED CIRCUITS (3). Fundamentals of GaAs devices and logic families; fabrication processes; physical layout for VLSI circuits; interconnection and testing of high speed systems. PRQ: ELE 335 or consent of department.

434. SEMICONDUCTOR MATERIAL AND DEVICE CHARACTERIZATION (3). Study of fundamentals and principles of semiconductor material properties with applications to device characterization. Modern measurement techniques of semiconductor industry including electrical, optical, chemical, and physical methods. PRQ: ELE 335 or consent of department.

435. INTEGRATED CIRCUIT ENGINEERING (3). Basic theory of integrated circuits including MOS processing technology. Principles of layout design, simulation, and design rule checking of large-scale integrated circuits. Introduction to design tools and techniques including utilization of available design software packages. Course requirements include the design, simulation, and layout of an integrated circuit to the point of mask generation. PRQ: ELE 330 and ELE 350, or consent of department.

436. ANALOG MOS VLSI ENGINEERING (3). Analog MOS (nMOS and CMOS) circuits are introduced. MOS transistor is characterized both as a switch and a linear device. Different MOS circuits such as amplifiers, switches, comparators, sensors, D/A-A/D converters, multipliers, and neural networks are investigated. PRQ: ELE 330 or consent of department.

437. HYBRID CIRCUIT DESIGN (3). A lecture and laboratory course covering thick film processing techniques as they apply to the design and fabrication of miniature electronic circuits. Topics include minimum design rules, design of electronic components, artwork generation, screen preparation, screen printing, drying and firing profiles, and trimming. PRQ: ELE 360 or consent of department.
438. THIN FILM ENGINEERING (3). A lecture and laboratory course designed to demonstrate the theory and principles of thin film processing including vacuum processing and deposition techniques. Topics include resistive evaporation, DC sputtering, RF sputtering, ion beam sputtering, electron-beam evaporation, methods of achieving vacuum, and measurement techniques. PRQ: ELE 335 or consent of department.

440. POWER ELECTRONICS (3). Introduction to the concepts involved with switch mode power electronic circuits. Analysis of basic circuit topologies including AC/DC, DC/DC, and DC/AC converters. Discussion of desired outputs of these circuits, as well as undesired components such as harmonics and ripple. PRQ: ELE 330 and ELE 340, or consent of department.

441. ELECTRIC DRIVES (3). Advanced discussion of different types of electric motors under various load conditions. Application of power electronic drives to electric motors. Topics include DC drives, AC induction motor drive, and AC synchronous motor drives. Efficiency and harmonic effects discussed for each drive system. PRQ: ELE 330 and ELE 340, or consent of department.

451. DIGITAL FILTER DESIGN (3). Topics include difference equations, z-transform, Fourier representation of sequences, discrete-time system transfer functions, infinite impulse response discrete-time filters design. Includes implementation considerations and computer aided filter design. Practical examples and computer simulations. PRQ: ELE 315 or consent of department.

452. DIGITAL SIGNAL PROCESSORS (3). An in-depth presentation of the use of single-chip programmable signal processors. Hardware design aspects of digital signal processing (DSP) systems, architectural issues, and fixed versus floating point representations for implementing DSP algorithms. Applications to speech processing, adaptive filtering, and telecommunications. PRQ: ELE 356 and ELE 451, or consent of department.

457. MICROPROCESSOR II (3). Analysis of computer logic systems. Topics include parallel and serial I/O ports, memory interface, I/O interfaces, and interrupt interface, specific I/O devices, such as keyboard, CRT, and disk are covered. PRQ: ELE 356 or consent of department.

458. DIGITAL SYSTEM DESIGN (3). Design of digital systems reflecting current industrial practices. Includes design methodology, processor design, control logic design, memory systems, and system organization. PRQ: ELE 356 or consent of department.

464. SYSTEM DESIGN UTILIZING ANALOG INTEGRATED CIRCUITS (3). Basic theory for the utilization of special purpose integrated circuit amplifiers in application specific to circuit designs, including special differential and operational amplifier circuits. PRQ: ELE 330 or consent of department.

470. MICROWAVE CIRCUITS AND DEVICES (3). Wave equation; microwave waveguides and components; solid-state devices and circuits; microwave integrated circuits; microwave test equipment and laboratory measurements. PRQ: ELE 375 or consent of department.

475. ANTENNA THEORY AND DESIGN (3). Fundamentals of electromagnetic radiation from wire and aperture-type antennas; applications of field equivalence principles to aperture radiation; receiving antennas and noise evaluation of communication systems; antenna test equipment and measurement techniques. PRQ: ELE 375 or consent of department.

477. ADVANCED MICROWAVE AND MILLIMETER WAVE ENGINEERING (4). Analysis of various transmission-line media, including rectangular and circular waveguides, dielectric waveguides, finlines, and microstrip transmission lines; microwave/millimeter wave passive and active components; theory and design of integrated circuits, such as receiver front-ends; and microwave measurement techniques. PRQ: ELE 375 or consent of department.

480. CONTROL SYSTEMS II (3). Design and compensation of feedback control systems. The state variable approach to the analysis and design of feedback control systems. The use of digital controllers in modern control systems. PRQ: ELE 380 or consent of department.

481. DIGITAL CONTROL SYSTEMS (3). Introduction to digital and sampled-data control systems. Analysis and design of digital systems using z-transform and state-space methods. A study of the effects of quantization and sampling upon stability and performance. PRQ: ELE 480 or consent of department.

500. ADVANCED INTEGRATED CIRCUIT ENGINEERING (3). Design of large integrated circuits explored at transistor, gate, and register subsystem level. Mathematical abstractions related to parasitic effects and discussion of physics layout complications. PRQ: ELE 435 or consent of department.

511. VLSI ENGINEERING: COMPUTER AIDED DESIGN (3). Creative use of design aids in parameter extraction, schematic capture, chip layout, channel routing, and maze routing multilevel simulation. Artwork generation and verification. PRQ: ELE 435 or consent of department.

521. VLSI ENGINEERING: DEVICE DESIGN (3). Special design considerations of NMOS, CMOS, and bipolar technologies. Topics include design and simulation of integrated circuit layout, introduction to chip layout, design rules and validation techniques, and strategies for layout of microcircuits and macros. PRQ: ELE 520 or consent of department.

531. VLSI ENGINEERING: CHIP DESIGN (3). Complete design of integrated circuits in MOS and bipolar technologies. Designs will be evaluated by computer simulation with the computer results utilized in an iterative manner to optimize circuit design prior to mask generation. PRQ: ELE 532 or consent of department.

534. INTEGRATED CIRCUIT DESIGN FOR TESTABILITY (3). Current methodologies and techniques for design of VLSI systems are introduced. Includes the introduction to integrated circuit design; modeling integrated circuits at functional, structural, and physical levels; fault modeling and fault detection; testing; design for testability; built-in self test; and test pattern generation. PRQ: ELE 435 or consent of department.

540. ADVANCED POWER ELECTRONICS (3). Discussion of advanced topics involved with switch mode power electronic circuits. Topics include switching characteristics of power semiconductor devices, resonant converters, and soft-switching converters. Advanced techniques for the modeling and control of power electronic circuits. PRQ: ELE 440.


551. RANDOM SIGNAL PROCESSING (3). Statistical description of discrete and continuous signals in communication. Power spectrum analysis. Applications to filtering and interpolation problems. Detection and extraction of signals in noise background based on statistical decision theory. PRQ: ELE 360 or ELE 550, or consent of department.

553. DIGITAL SPEECH PROCESSING (3). The principles, techniques, and algorithms for speech signals. Emphasis on the representation of integrated circuits at functional, structural, and physical levels; fault modeling and fault detection; testing; design for testability; built-in self test; and test pattern generation. PRQ: ELE 551 or consent of department.

554. COMPUTER IMAGE PROCESSING (3). The principles, techniques, and algorithms for enhancements of degraded images, compression of pictorial information, recognition of patterns in scenes, the reconstruction of a picture from projections, and descriptions of objects in a scene. PRQ: ELE 551 or consent of department.

555. MICROPROCESSOR SYSTEM DESIGN (3). The principles and techniques required to design a microprocessor-based electronic system by treating the microprocessor as a component of the overall system. Hardware design aspects of systems including microprocessors, memory system design, I/O, interrupts, DMA, and memory management will be examined. PRQ: ELE 457 or consent of department.

556. PATTERN RECOGNITION (3). Principles of approaches currently employed in pattern recognition; nonparametric classification, clustering analysis, nonsupervised learning, dimensionality reduction, feature extraction, shape recognition, curve fitting, polygon clipping, and graphic display generation. PRQ: CSCI 230, ELE 458, or consent of department.

557. PARALLEL PROCESSING (3). Fundamental concepts of parallel processor organization. Development of basic algorithms suitable for such systems. Parallel sorting and interconnection networks. Applications and discussion of specific processors. PRQ: ELE 458 or consent of department.

558. KNOWLEDGE-BASED SYSTEMS (3). Methodology in the design of a knowledge-based system using LISP or other appropriate computer language. Subjects and strategies including information base, forward chaining, testing and debugging, and dedicated hardware. Stages from initial problem definition to system implementation will be discussed. PRQ: Consent of department.
559. ADAPTIVE SIGNAL PROCESSING (3). The adaptive transversal filter with least mean square algorithm is introduced and compared with frequency-domain and lattice algorithms. Applications to modeling and system identification, inverse modeling, deconvolution, equalization, adaptive noise canceling, and adaptive array. Practical examples and computer simulations. PRQ: ELE 551 or consent of department.

560. DIGITAL AND ANALOG COMMUNICATION SYSTEMS (3). Theory of digital communication systems including digital transmission of analog systems. Digital communication in the presence of noise and the use of error correcting codes. PRQ: ELE 380 or consent of department.


564. SPREAD SPECTRUM COMMUNICATION SYSTEMS (3). Concepts of spread spectrum digital communication and frequency hopped communication systems, including code tracking loops, synchronization of the receiver spreading code, and binary shift register sequence. PRQ: ELE 550 or consent of department.

571. MICROWAVE INTEGRATED CIRCUITS (3). Analysis and design of microwave/millimeter integrated circuits using various transmission-line media, such as microstrips, finlines, and dielectric waveguides. "Supercompact" will be used as a design tool. PRQ: Consent of department.

572. MICROWAVE SOLID-STATE DEVICES AND CIRCUITS (3). Theory of operation of passive and active microwave devices including beamlead detector and mixer diodes, switching and varactor diodes, Gunn and IMPATT diodes; use of these devices in various microwave circuits, such as receiver front-ends, Gunn and IMPATT oscillators, and voltage-controlled oscillators. Design of practical microwave/millimeter wave circuits. PRQ: Consent of department.

580. MICROPROCESSOR SENSORS AND CONTROL SYSTEMS (3). Application of microprocessors to various sensors including temperature, pressure, flow, and moisture measurements. Development of microprocessor based control systems. Includes laboratory experiments in microprocessor interface techniques. PRQ: ELE 380 or consent of department.

581. STATE SPACE ANALYSIS (3). Study of linear systems emphasizing state space analysis. Topics include signals and signal representation, mathematical description of continuous and discrete systems, matrices and linear spaces, state variables and linear continuous systems, state variables and linear discrete systems, system controllability and observability, and introduction to stability theory. PRQ: ELE 480 or consent of department.

582. NONLINEAR CONTROL SYSTEMS (3). A study of the methods used for the analysis and design of nonlinear feedback control systems. Emphasis on the phase-plane method, numerical techniques, describing functions, and the methods of Lyapunov. PRQ: ELE 480 or consent of department.

583. COMPUTERIZED CONTROL AND MODELING OF AUTOMATED SYSTEMS (3). Study of computerized control in automated systems for industries, emphasizing digital controllers and linear quadratic controllers (LQC). Topics include introduction to computer control, digital controller design, command generation for process control, process modeling, optimal design methods, finite-wordlength effects, and case studies. PRQ: ELE 480 or consent of department.

584. OPTIMUM CONTROL SYSTEMS (3). Introduction to the basic theory and methods for the optimization of control system problems. Topics include matrix calculus, optimization with and without constraints, calculus of variations, dynamic programming with applications, optimal control of continuous and discrete systems, state estimation, and Kalman filters with electrical engineering applications. PRQ: ELE 481 or consent of department.

585. CONTROL LAWS AND STRATEGIES FOR MULTI-LINK MANIPULATORS (3). Study of servo control for manipulators, emphasizing various control schemes currently active in the robotic field. Topics include single-link control, kinematics and dynamics of multi-link manipulators, computed torque technique, variable-structure control, nonlinear feedback control, resolved motion control, adaptive control, and force control. PRQ: ELE 480 or consent of department.

597. INDEPENDENT STUDY (1-3). Independent pursuit of advanced problems in electrical engineering under faculty supervision. A written report is required. May be repeated to a maximum of 3 semester hours. Combined credit in ELE 597 and ELE 598 may not exceed 3 semester hours. PRQ: Consent of department.

598. SPECIAL TOPICS IN ELECTRICAL ENGINEERING (1-3). Advanced study of electrical engineering topics. May be repeated to a maximum of 3 semester hours. Combined credit in ELE 597 and ELE 598 may not exceed 3 semester hours. PRQ: Consent of department.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

650. MODERN SIGNAL PROCESSING ALGORITHMS AND APPLICATIONS (3). Study of modern signal processing algorithms and their applications. Algorithms to be investigated include fast signal processing algorithms, neural networks, higher-order spectrum analysis, wavelet analysis, and other emerging signal processing techniques. Example application areas are biomedical signal processing, signal representation and data compression, telecommunication, and speech processing. PRQ: ELE 550 and ELE 551, or consent of department.

654. ADVANCED TOPICS IN DIGITAL IMAGE PROCESSING (3). Advanced treatment of image processing techniques; linear and nonlinear image restoration, image segmentation, image enhancement, image encoding, feature description, image understanding; computer projects. PRQ: ELE 554 or consent of department.

656. ADVANCED TOPICS IN PATTERN RECOGNITION (3). Advanced treatment of pattern recognition techniques; clustering analysis and non-supervised learning, symbolic representation, pictorial shape analysis and recognition, graphics and image understanding. PRQ: ELE 556 or consent of department.
Department of Industrial Engineering (IENG)

Mohamed Dessouky, chair, professor, Ph.D., P.E., Ohio State University

Graduate Faculty

Ehsan Asoudegi, assistant professor, Ph.D., West Virginia University
Mohamed Dessouky, professor, Ph.D., P.E., Ohio State University
Murali Krishnamurthi, assistant professor, Ph.D., Texas A&M University
Hampton R. Liggett, assistant professor, Ph.D., North Carolina State University
Richard L. Marcellus, associate professor, Ph.D., University of Pittsburgh
Saeid Motavalli, associate professor, Ph.D., University of Pittsburgh

Master of Science in Industrial Engineering

The Department of Industrial Engineering offers the M.S. in industrial engineering with areas of study in manufacturing engineering, operations research, production control systems, human factors, and other areas of industrial engineering.

Industrial engineering is a system oriented discipline concerned with the design, installation, management, operation, and improvement of systems that produce goods and services. It follows an integrated approach that considers the entire life cycle of the product or service produced, from design through production, delivery, and customer support. Industrial engineers are involved in such functions as designing a complete production facility or a single workplace, setting operator performance standards, planning manufacturing process, planning and controlling production, designing quality control systems, analyzing system reliability, simulating system performance, and planning and evaluating large-scale projects. Industrial engineers are employed in a broad variety of organizations, including manufacturing industries, utilities, transportation, health care systems, financial institutions, and all levels of government agencies.

Industrial engineering draws upon specialized knowledge and skill in mathematical, physical, and social sciences, together with the principles and methods of engineering analysis and design. The graduate work can thus be built upon a background in various disciplines. Students with a baccalaureate degree in engineering or science or other disciplines are encouraged to consider graduate study in industrial engineering. Students with a baccalaureate degree in disciplines other than industrial engineering may be admitted to the graduate program, but will be required to take additional courses to overcome any deficiencies, as indicated below.

At the time of admission to the Graduate School, each student must have completed MATH 229, Calculus I (4), and MATH 230, Calculus II (4), or their equivalents, and at least one course from two of the six categories below. Before registering for IENG 599A or IENG 599B, each student must have completed the following or their equivalents.

CSCI 230, Computer Programming in FORTRAN (4), OR IENG 280, Microcomputer Applications in Industrial Engineering (4)

IENG 370, Operations Research I (3)
MATH 232, Calculus III (4)
STAT 350, Introduction to Probability and Statistics (3)
One of the following (3-4)
CHEM 210, General Chemistry (4)
MEE 210, Engineering Mechanics I (3)
PHYS 250A, General Physics (4)
One of the following (3-4)
ELE 210, Engineering Circuit Analysis I (3)
MATH 240, Linear Algebra and Applications (4)
MATH 336, Ordinary Differential Equations (3)
MEE 211, Engineering Mechanics II (3)
MEE 230, Materials and Manufacturing Processes (3)
PHYS 251A, General Physics (4)
STAT 470, Introduction to Probability Theory (3)

Courses taken outside the department at the 400 level or above must be approved by the adviser and the department chair.

Requirements

The student must submit to the department, with the help of a faculty adviser, a program of courses which must be approved by the student's graduate committee.

The student must complete at least 25 semester hours of graduate work in courses at the 400-500 level including the following.

12 semester hours of courses at the 500 level or above. At least 9 semester hours must be from IENG courses numbered 500-598. No more than 3 semester hours can be from IENG 597.
12 semester hours of courses at the 400 level or above. At most, 6 of these hours can be from IENG 410, IENG 440, IENG 450, IENG 460, and IENG 480. At least 6 semester hours must be from IENG courses numbered 400-498 and 500-591.
1 semester hour of IENG 595.

Thesis Option

Complete 6 semester hours of thesis, IENG 599A, on a topic approved by the student's graduate committee. The thesis must be satisfactorily defended at an oral examination. A portion of the research required by IENG 599A may be performed in off-campus facilities if approved by the student's graduate committee.

Non-Thesis Option

Complete 6 semester hours of additional graduate work in courses at the 400 level or above (none of which may be from IENG 410, IENG 440, IENG 450, IENG 460, or IENG 480) and 6 semester hours of graduate project, IENG 599B, on a topic approved by the student's adviser. The project details and results must be delivered at a public presentation.

Course List

410. HUMAN FACTORS ENGINEERING (3). Introduction to the principles of human-machine systems, human error, auditory systems, and visual systems. Analysis of psychomotor skills, speech communications, and control-display relationships. PRQ: PHYS 250A and OMIS 223 or STAT 350, or consent of department.

430. RELIABILITY ENGINEERING (3). Reliability analysis for the design implementation, and operation of engineering systems, processes, and products. Fault trees, lifetime distributions, life testing, availability, and maintainability. PRQ: STAT 350 or consent of department.
440. PRODUCTION PLANNING AND CONTROL (3). Analysis, design, and management of production systems. Topics include productivity measurement, forecasting techniques, project planning, line balancing, inventory systems, aggregate planning, master scheduling, operations scheduling, and modern approaches to production management such as just-in-time production. PRQ: OMIS 223 or STAT 350, or consent of department. CRQ: IENG 370 or OMIS 327, or consent of department.

450. INTEGRATED MANUFACTURING SYSTEMS (3). Introduction to automation. Detroit automation, computer-aided manufacturing (CAM), group technology, flexible manufacturing systems, and production systems for manufacturing support. Applications of these concepts using the FMS laboratory. PRQ: MEE 230 or MEE 330 and MEE 331, or consent of department.

451. EXPERT SYSTEMS IN ENGINEERING (3). Basic concepts and techniques of expert systems as well as the applications of expert systems in engineering. Primary topics include expert systems building tools and languages, a review of expert systems in engineering, and building expert systems for engineering problems. PRQ: CSCI 230 or consent of department.

452. INDUSTRIAL ROBOTICS (3). Fundamentals of robotics and robotic applications. Topics include manipulator kinematics and dynamics, performance characteristics of robots, robot programming, robotic workcell design, and application of robots in industry. PRQ: MEE 211 or consent of department.

455. AUTOMATED INSPECTION (3). A study of the concepts, theories, and techniques of automated inspection. Topics include dimensional measurement, in-process measurement and control, coordinate measuring machines, automated visual inspection, quality control, and process capability analysis. PRQ: IENG 280 and STAT 350, or consent of department.

460. FACILITIES PLANNING AND DESIGN (3). Principles and practice of the planning of facility layout and material handling equipment for manufacturing and service systems. Topics include analytical approaches in site location, facility layout, material handling, and storage systems. Discussion of systematic procedures and computer-aided techniques. PRQ: IENG 370 and MEE 230, or consent of department.

472. QUEUING METHODS FOR SERVICES AND MANUFACTURING (3). The behavior of queueing systems, focusing on mathematical models, and diagnosis and correction of problems. The arrival process, service policies, waiting line disciplines, bottlenecks, and networks. Reducing delay through control and design. PRQ: IENG 371 or consent of department.

475. INTRODUCTORY DECISION ANALYSIS FOR ENGINEERING (3). Elementary quantitative decision making when random factors are present. Decision trees, assessment of choices using expected utility, influence diagrams, and the value of information. PRQ: STAT 350 or OMIS 223, or consent of department.

480. SIMULATION MODELING AND ANALYSIS (3). Design and analysis of industrial systems using computer simulation models. Choice of input distributions, generation of random variates, design and construction of simulation models and experiments, and interpretation of generated output. PRQ: IENG 280 or CSCI 240, IENG 371, and MATH 211 or OMIS 223 or STAT 350, or consent of department.

481. MICROPROCESSORS IN INDUSTRIAL CONTROL (3). Concepts of real time programming and its application in production and manufacturing systems. Topics include computer interfaces to industrial peripherals, inter-computer communication, computer-machines interactions, and the design of computer controlled machine operations.

482. ENGINEERING INFORMATION SYSTEMS (3). Basic concepts, design, development, and the use of engineering information systems. Topics include architecture and components of engineering information systems, problem analysis, modeling, design, development, and validation of application systems. Theoretical and practical issues related to manipulation of engineering information and design of queries. Examples of engineering information systems. PRQ: CSCI 230, or IENG 280, or OMIS 351, or consent of department.

498. CONTEMPORARY TOPICS IN INDUSTRIAL ENGINEERING (1-3). May be repeated to a maximum of 9 semester hours, with no more than 3 hours in the same topic area. PRQ: Consent of department.

520. ECONOMIC ANALYSIS OF INDUSTRIAL PROJECTS (3). Advanced topics in engineering economic analysis including equipment replacement studies, purchases versus lease problems, project selection under budgetary and other resource constraints, mathematical programming formulations for economic optimization under constraints, statistical methods of dealing with uncertainty, evaluation for sequential decisions, portfolio selection, and multiple attributes. Knowledge of probability and statistics and economic analysis is required. PRQ: Consent of department.


550. ADVANCED MANUFACTURING SYSTEMS (3). Advanced topics in computer-integrated manufacturing. Major topics include advanced manufacturing processes, geometric modeling, computer-aided part programming, computer-aided process planning, communication networks, and flexible manufacturing systems. Applications of these concepts using the manufacturing laboratory. PRQ: IENG 450 or consent of department.

551. INTELLIGENT MANUFACTURING SYSTEMS (3). Application of artificial intelligence (AI) techniques to manufacturing. Major topics include heuristic search techniques, knowledge representation of manufacturing entities, control and expert systems in manufacturing. Current research issues also addressed. PRQ: IENG 451 or consent of department.

556. MODERN MATERIAL HANDLING SYSTEMS (3). Analysis for design and operations of material handling systems (MHS), with emphasis on automation. Presentation of features, applications, and economics of MHS using analytical models and simulation. Experimentation using FMS laboratory. PRQ: IENG 480 and IENG 450, or consent of department.


573. QUEUEING SYSTEMS (3). Introduction to queueing processes and their applications. The M/M/S and M/G/I queues. Queue length, waiting line, busy period. Queueing networks. PRQ: STAT 470 and MATH 336, or consent of department.

574. DYNAMIC PROGRAMMING (3). Techniques of recursive optimization and their applications to multistage deterministic and stochastic problems from different fields. Problem formulation, computational aspects, and dimensionality reduction. PRQ: IENG 571 and STAT 350, or consent of department.

575. ADVANCED DECISION ANALYSIS FOR ENGINEERING (3). The application of statistical decision making to engineering, with emphasis on problems in industry and operations. PRQ: IENG 371 or consent of department.

576. DISCRETE OPTIMIZATION (3). A study of the concepts, theories, and techniques of discrete optimization, both integer and combinatorial. Topics covered include polyhedral theory, theory of valid inequalities, computational complexity, polynomial algorithms, nonpolynomial algorithms, and nonexact algorithms. Applications include problems in graphs, networks, transportation, and scheduling. PRQ: IENG 370 or consent of department.

580. ADVANCED SIMULATION TECHNIQUES (3). Advanced simulation concepts; event scheduling, process interaction, and continuous modeling techniques. Design and analysis of simulation experiments; probability and statistics related to simulation such as length of run, probability
distribution interference, variance reduction, and stopping rules. PRQ: IENG 480 or consent of department.

591. OCCUPATIONAL ERGONOMICS (3). The development and use of the human-machine model to establish the effects of interface design, environment, and work organization on the performance, safety, and health of the workforce. Topics include anthropometry, work physiology, biomechanics, environments (thermal, auditory, vibratory, and visual), and design of controls, display, and work spaces. PRQ: STAT 350 or consent of department.

595. GRADUATE SEMINAR (1). Techniques for planning, conducting, documenting, and presenting industrial engineering research. Requires attending lectures and discussions on current industrial engineering research. Should be taken during the first year of the graduate program. PRQ: Consent of department.

597. INDEPENDENT STUDY (1-3). Independent study and work to explore recent advances and innovative approaches to industrial engineering design, practice, and research. Written report required. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

598. ADVANCED TOPICS IN INDUSTRIAL ENGINEERING (1-3). Advanced topics of contemporary interest. May be repeated to a maximum of 9 semester hours provided no repetition of subject matter occurs. PRQ: Consent of department.

599A. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

599B. GRADUATE PROJECT (1-6). Experience in the application of industrial engineering to real world systems through project work. May be repeated to a maximum of 6 semester hours. Written report required. Not available for credit in the thesis option. PRQ: Consent of department.
Department of Mechanical Engineering (MEE)

Parviz Payvar, chair, professor, Ph.D., P.E., University of California, Berkeley

Graduate Faculty

Behrooz Fallahi, assistant professor, Ph.D., P.E., Purdue University
Sengoda G. Ganesan, associate professor, Ph.D., P.E., Oklahoma State University
Abhijit Gupta, associate professor, Ph.D., P.E., Pennsylvania State University
Romualdas Kasuba, professor, Ph.D., P.E., University of Illinois
Meung J. Kim, associate professor, Ph.D., Virginia Polytechnic Institute and State University
Milivoje Kostic, associate professor, Ph.D., P.E., University of Illinois, Chicago
Pradip Majumdar, associate professor, Ph.D., Illinois Institute of Technology
Peter Nagy, assistant professor, Ph.D., P.E., Carnegie-Mellon University
Parviz Payvar, professor, Ph.D., P.E., University of California, Berkeley
Scott Short, assistant professor, Ph.D., P.E., University of Dayton

Master of Science in Mechanical Engineering

The Department of Mechanical Engineering offers a program leading to the M.S. in mechanical engineering. The program is designed to stimulate creativity, to provide an in-depth understanding of the basic physical phenomena involved in mechanical systems, and to provide the student with the ability to use modern techniques in the analysis and design of mechanical components and systems.

Requirements

Complete at least 30 semester hours of graduate work, not more than 30 percent of which may be in courses numbered 400-499. All courses taken outside of the Department of Mechanical Engineering must have departmental approval in advance.

Complete a minimum of 6 semester hours of applied mathematics or advanced engineering analysis selected with the advice and consent of the student's advisor.

Complete one of the following core groups of courses.

- Applied Mechanics—MEE 512 and MEE 529
- Dynamic Systems and Control—MEE 520 and MEE 521
- Materials and Manufacturing—MEE 531 and MEE 533
- Thermofluids—MEE 540 and MEE 555

Upon completion of the above requirements and prior to starting the thesis work a program will be designed by the student and his or her advisor and approved by the departmental graduate committee.

The graduate program must include 6 semester hours of thesis, MEE 599, on a topic approved by the student's graduate committee. Employed students may use topics and facilities from their work if approved. The thesis must be satisfactorily defended at an oral examination.

Course List

410. INTERMEDIATE MECHANICS OF MATERIALS (3). Buckling, unsymmetric bending, transverse loading, curved beams, thick-walled cylinders and rotating disks, torsion of thin-walled tubes, contact stresses, plastic behavior, strain energy and Castigliano's theorem, strength theories and design equations, fatigue, and fracture. PRQ: MEE 212, MATH 336, and CSCI 230, or consent of department.

421. DYNAMIC SYSTEMS AND CONTROL II (3). Concepts of linear system theory; model analysis, Lagrange's Equations, approximate numerical methods for solving vibration problems, and Root-locus and frequency response design techniques. Case studies in control system design. PRQ: MEE 322 or ELE 380, or consent of department.

422. DESIGN OF ROBOT MANIPULATORS (3). Mathematics, programming, and control in the design of robot manipulators. Includes topics on kinematics, differential relationships and dynamics, motion trajectories, and control algorithms. PRQ: MEE 211 and MATH 336, or consent of department.

423. MECHANICAL RELIABILITY (3). Basic probability, statistics, and reliability concepts applicable to mechanical systems. Probabilistic treatment of loads, stress, strength, safety indices, and fatigue. Mechanical equipment reliability; wear-out; reliability-based design, testing, and maintenance. PRQ: MEE 212 and CRQ: MEE 470, or consent of department.

424. MACHINERY VIBRATION (3). Machinery vibration analysis: signature analysis in time and frequency domains, fault detection, diagnosis, and correction; instrumentation; case studies; machine monitoring programs. PRQ: MEE 322 or consent of department. CRQ: MEE 470 or consent of department.


430. COMPUTER AIDED DESIGN AND MANUFACTURING (3). Computers for CAD/CAM; computer-aided design; numerical control, origin of CAM; industrial robots; group technology and process planning; computer control; computer-integrated manufacturing. PRQ: MEE 230 or CRQ: MEE 331, or consent of department.

431. COMPOSITE MATERIALS (3). Macronomaterial behavior of a lamina; micromechanical behavior of a lamina; macromechanical behavior of a laminate; bending, buckling, and vibration of laminated plates. PRQ: MEE 212, MEE 330, and MEE 380, or consent of department.

451. REFRIGERATION AND AIR CONDITIONING (3). Refrigerants; vapor compression and absorption refrigeration systems; cryogenics; psychrometrics and humidity measurements; extended surface coils and transfer processes between moist air and water; solar radiation and heating and cooling loads of buildings and structures. PRQ: MEE 350 and MEE 352, or consent of department.

452. DESIGN OF THERMAL SYSTEMS (3). Application of principles of fluid mechanics, heat transfer, and thermodynamics in the component design of thermal systems. Examples are drawn from power generations, environmental control, and industrial processes. Students work on group projects for integration of these components in the design of thermal systems. PRQ: MEE 350 and MEE 352, or consent of department.

453. PROPULSION (3). Aerodynamics and thermodynamics of gas turbine airbreathing and rocket engines; quasi-one-dimensional flow; ideal and real cycle analysis; component performance; engine operating off-design characteristics. PRQ: MEE 340 and MEE 350, or consent of department.
480. FINITE ELEMENT METHODS (3). Concepts of finite element methods, variational formulation and approximation; linear and quadratic elements; finite element formulation; error analysis; isoparametric elements; computer implementation; applications from solid mechanics, dynamics, heat transfer, and fluid mechanics. PRQ: MEE 322, MEE 352, and MEE 380, or consent of department.

510. EXPERIMENTAL STRESS ANALYSIS (3). Elementary elasticity; brittle-coating methods; strain measurement methods and related instrumentation; photoelasticity; Moire methods; residual stress analysis. PRQ: MEE 490 or consent of department.

511. CONTINUUM MECHANICS (3). Vectors and tensors; stress; deformation; Eulerian and Lagrangian strain; physical laws; constitutive equations; solid mechanics; fluid mechanics. PRQ: Consent of department.

512. ADVANCED MECHANICS OF MATERIALS (3). Stress-strain-temperature relations; failure criteria; energy methods; torsion; non-symmetrical bending; curved beams; flat plates; beams and elastic foundations; rotating discs; contact stresses. PRQ: MEE 470 or consent of department.

513. FATIGUE AND FRACTURE MECHANICS (3). Yielding; brittle fracture mechanics; plasticity induced fracture; fracture toughness; fatigue testing and analysis; stress concentration and notch sensitivity; low-cycle, corrosion, acoustic, and thermal fatigue. PRQ: MEE 512 or consent of department.

514. THEORY OF ELASTICITY AND APPLICATIONS (3). Plane stress and plane strain in rectangular, polar, and curvilinear coordinates; analysis of stress and strain in three dimensions; torsion of bars; bending of bars and plates; axisymmetric problems; thermal stress; propagation of waves in elastic solid media. PRQ: MEE 511 or consent of department.

515. APPLIED FINITE ELEMENT ANALYSIS FOR MECHANICAL ENGINEERS (3). Implementation of analysis and interpretation of results for discrete and continuous systems; computational techniques; available computer software; selection of model parameters; model evaluation and determination of accuracy; applications in mechanical engineering problems. PRQ: MEE 480 or consent of department.

520. ADVANCED DYNAMICS (3). Newtonian mechanics; analytical mechanics; rotating reference frames; rigid body dynamics; geometric theory; stability of autonomous and nonautonomous systems; perturbation techniques; transformation theory; gyroscope. PRQ: MEE 421 or consent of department.

521. ADVANCED VIBRATIONS (3). Advanced principles of dynamics; discrete and continuous systems; free and forced vibrations; damped and undamped system response; approximate methods; wave solutions for continuous systems; random vibrations. PRQ: MEE 421 or consent of department.

522. EXPERIMENTAL METHODS IN MECHANICAL VIBRATIONS (3). Random vibrations; vibration pick-ups; dynamic strain measurements; beam vibrations; response analysis; modal analysis. PRQ: MEE 521 or consent of department.

523. ROBOT VISION CONTROL (3). Generalized images; segmented images; geometrical structures; relational structures; robot machine vision systems. PRQ: MEE 422 or consent of department.

524. ROBOT DYNAMICS AND CONTROL (3). Motion trajectories; principles of rigid body dynamics; robot dynamics; digital control systems; control of multiple link manipulators. PRQ: MEE 422 or consent of department.

525. ROBOT PROGRAMMING AND CONTROL (3). Task descriptions; structured programming; teaching; compliance and control; high level of robot language. PRQ: MEE 422 or consent of department.

529. MATERIALS ENGINEERING IN MECHANICAL DESIGN (3). The engineering design process, engineering materials and their properties, materials selection charts, case studies, selection of material and shape, and aesthetics of designs. PRQ: MEE 512 or consent of department.

530. STRUCTURE AND PROPERTIES OF POLYMERS (3). Molecular structure of amorphous, crystalline, and network polymers; theories of the glassy state; transition and melt temperatures; model prediction of viscoelastic properties; time-temperature superposition principle; theory of rubber elasticity. PRQ: MEE 430 or consent of department.

531. COMPUTER AIDED DESIGN OF MECHANICAL SYSTEMS (3). Finite element methods in structural analysis; computer aided design of symmetric and asymmetric machine elements under dynamic, impulsive, and thermal loadings; computer graphics; computer analysis and animation of kinematics of linkages. PRQ: MEE 480 or consent of department.

532. TRIBOLOGY (3). Surface topography and integrity; sliding and rolling friction; temperature in sliding contact; types, mechanisms, and theories of wear; antifriction and wear resistant material; boundary, hydrodynamic, and elastohydrodynamic lubrication; high pressure and wear resistant additives; solid lubricant; examples of tribology applied engineering design. PRQ: Consent of department.

533. COMPUTER AIDED MANUFACTURING (3). Manufacture of parts and assemblies; design for manufacturability; numerically controlled machine tools; robotics. PRQ: MEE 430 or consent of department.

534. EXPERIMENTAL METHODS IN MATERIALS SCIENCE (3). Structural evaluation of materials with X-ray techniques; scanning electron microscopy for image formation and use of column related techniques to characterize bulk specimens; transmission microscopy for image formation and defect analysis in materials science applications. PRQ: Consent of department.

535. COMPUTER AIDED MANUFACTURING (3). Manufacture of parts and assemblies; design for manufacturability; numerically controlled machine tools; robotics. PRQ: MEE 430 or consent of department.

536. CONDUCTION HEAT TRANSFER (3). Fundamentals of heat conduction; approximate and exact analytical methods; finite and semi-infinite bodies; one-dimensional composite media; phase change problems; nonlinear problems; heat transfer in anisotropic solids. PRQ: Consent of department.

537. CONVECTION HEAT TRANSFER (3). Conservation principles; laminar internal and external flows; natural convection; turbulent flow; heat transfer at high velocities; heat transfer through porous media; numerical methods in convection heat transfer. PRQ: Consent of department.

538. COMPUTATIONAL HEAT TRANSFER AND FLUID MECHANICS (3). Application of partial differential equations, finite difference methods, and finite element methods in heat transfer and fluid mechanics; stability analysis, convergence criteria, and accuracy of computational techniques. PRQ: Consent of department.

539. ADVANCED MECHANICAL ENGINEERING ANALYSIS (3). Calculus of variations for deformable bodies; Sturm-Liouville problems; LaGrange's equations and generalized dynamical entities; integral equations in mechanical engineering; Green's functions; theory of distributions; one dimensional boundary value problems; partial differential equations in mechanical engineering; Applications of heat, conduction and convection, fluid dynamics, and structural mechanics. PRQ: Consent of department.

540. ADVANCED THERMODYNAMICS (3). Thermodynamic postulates and concepts of equilibrium; the Euler equation and the Gibbs-Duhem relations; Legendre transformations and the extreme principle; Maxwell relations; stability of thermodynamic systems; the Nernst Postulate; chemical reactions and combustion; chemical equilibrium; irreversible thermodynamics. PRQ: Consent of department.

545. EXPERTISE IN MATERIALS SCIENCE AND ENGINEERING (3). The study of mechanical engineering topics. May be repeated to a maximum of 3 semester hours. Combined credit in MEE 597 and MEE 598 may not exceed 3 semester hours. PRQ: Consent of department.

598. SPECIAL TOPICS IN MECHANICAL ENGINEERING (1-3). Advanced study of mechanical engineering topics. May be repeated to a maximum of 3 semester hours. Combined credit in MEE 597 and MEE 598 may not exceed 3 semester hours. PRQ: Consent of department.
Department of Technology (TECH)

Dennis V. Stoia, chair, associate professor, M.B.A., P.E., University of Chicago

Graduate Faculty

Roger W. Cliffe, professor, Presidential Teaching Professor, Ed.D., University of Northern Colorado
Ronald J. Glogovsky, associate professor, Ph.D., University of Northern Colorado
Frank J. Gruber IV, associate professor, Ph.D., Michigan State University
Earl E. Hansen, associate professor, Ed.D., Oklahoma State University
Gary E. Lintereur, associate professor, Ph.D., Ohio State University
Said Oucheriah, assistant professor, Ph.D., P.E., Cleveland State University
Jule D. Scarborough, professor, Ph.D., Ohio State University
Xueshu Song, associate professor, Ph.D., P.E., Pennsylvania State University
James R. Stewart, associate professor, Ph.D., P.E., Texas A&M University
Dennis V. Stoia, associate professor, M.B.A., P.E., University of Chicago
Promod Vohra, associate professor, Ed.D., P.E., Northern Illinois University
Conard L. White, professor, Ph.D., University of Illinois

Master of Science in Industrial Management

The Department of Technology offers graduate studies leading to the M.S. in industrial management. The objective of this graduate program is to build upon the competencies achieved at the baccalaureate level and to prepare students to assume managerial positions in technical fields in manufacturing industries.

Admission to the graduate program requires a baccalaureate degree in engineering, technology, or industrial education. Consideration may also be given to applicants with degrees in related areas who have appropriate industrial experience. Students should review the admission and graduate degree requirements in this catalog. Admission decisions are normally made within three weeks of receipt of the completed application.

A graduate faculty adviser is appointed for each student seeking a master's degree, and together they plan a program of courses leading to the degree.

A student seeking to qualify for the M.S. in industrial management must complete a minimum of 33 semester hours of graduate work, at least 50 percent of which must be in 500- and 600-level courses. With the approval of the departmental advisor, a maximum of 15 semester hours of graduate credit for courses taken at NIU as a student-at-large may be counted toward meeting the requirements for the degree. Students without undergraduate coursework in accounting fundamentals are required to complete ACCY 206 or ACCY 288 as a deficiency. Course work in which the student received both undergraduate credit and a grade of B or higher cannot be repeated to fulfill the 33 semester hour requirement.

Requirements

TECH 500, Research in Industry and Technology (3)
TECH 550, Leadership Theories and Techniques (3)
OR TECH 562, Industrial Systems Management (3)
TECH 555, Case Studies in Manufacturing—Labor Relations (3)

Areas of Study (9-11)

Complete at least 3 courses from one of the following areas of study:

Automated Manufacturing - TECH 420 (3), TECH 425 (4), TECH 494 (4), TECH 560 (3), TECH 562 (3)
Industrial Hygiene - TECH 433 (3), TECH 437 (3), TECH 440 (3), TECH 531 (3)
Industrial Safety - TECH 436 (3), TECH 481 (3), TECH 482 (3), TECH 534 (3)
Industrial Systems - TECH 442 (3), TECH 443 (3), TECH 444 (3), TECH 456 (3)
Industrial Training - TECH 402 (3), TECH 406 (3), TECH 408 (3), TECH 502 (3)
Technology Education - TECH 405 (3), TECH 406 (3), TECH 645 (3), TECH 658 (3), TECH 690 (3)
Technology of Quality - TECH 447 (3), TECH 452 (3), TECH 491 (3), TECH 548 (3)

Industrial Management Electives (7-9)

With the consent of adviser, complete one of the following.

A second area of study from the list above (9)
Graduate-level course work related to industrial management from any department(s) in the College of Engineering and Engineering Technology or the College of Business (7-9)
Six semester hours of TECH 599B, Master's Thesis, and 3 semester hours of graduate-level course work related to industrial management from any department(s) in the College of Engineering and Engineering Technology or the College of Business (9)

University Electives (4-6)

With the consent of adviser and the department chair, complete 4-6 semester hours of graduate-level course work from any department(s) in the university.

Course List

401. ETHICS IN TECHNOLOGY (3). An exploration from the point of view of ethical theory of a number of ethical problems in the work environment encountered by technologists and engineers. This course enables students to recognize the moral aspects of business decisions on the personal level and of business institutions on the social level.

402. INDUSTRIAL TRAINING AND EVALUATION (3). The history of employee training, kinds of training, training programs, Instructional methods, and evaluation procedures.

404. SUPERVISION IN INDUSTRY (3). Principles, methods, and techniques for supervision of people in their work. For supervisory personnel and those preparing for such positions.

405. TECHNOLOGY, A HUMAN ENDEAVOR (3). An analysis of the study of technology for policy-oriented decision makers in various fields. The formative role of technology in the shaping of policy is stressed through lectures, readings, and field experiences.
406. OCCUPATIONAL ANALYSIS (3). Techniques and procedures in analyzing occupations to ascertain their basic elements.

407. INDUSTRIAL COOPERATIVE EDUCATION (3). Problems and procedures in the operation of cooperative part-time programs.

408. INDUSTRIAL CONFERENCE AND MEETING MANAGEMENT (3). Purposes, advantages, and limitations of planning, leading, developing, and evaluating visual and written materials for conferences and meetings.

410. RESIDENTIAL DESIGN AND ARCHITECTURAL DRAWING (3). For students who wish to develop skills in, and become acquainted with, the general field of home planning and architectural drawing. The various techniques of representation are studied and applied in practical situations.

412. TECHNICAL ILLUSTRATION (3). Axonometric, oblique, perspective, and schematic drawing techniques including line and surface shading, exploded views, pictorial details, and assemblies. Emphasis on illustrating for catalogs, advertising media, service manuals, and installation diagrams. Six periods a week. PRQ: TECH 212 or consent of department.

414. MACHINE DESIGN (3). Design principles of machine elements such as linkages, shafts, gears, cams, and fasteners. Factors influencing the selection of materials and their significance in design. Economy, loading conditions, stresses, and deformation related to satisfactory machine design. PRQ: TECH 280, TECH 314, and TECH 360, or consent of department.

415. COMMERCIAL BUILDING DESIGN (3). A study of architectural design, structure, utility service systems, building equipment, and aesthetic treatment as applied to small commercial buildings. Structural techniques such as reinforced concrete, laminated beam construction, and steel framing are applied in the solutions of problems. The course work includes the preparation of working drawings and specifications for a commercial building. PRQ: TECH 410 or consent of department.

419. AUTOMATIC IDENTIFICATION (3). A study of methods and systems used to identify objects automatically. Various forms of keyless data entry will be studied bar coding, optical character recognition, voice data entry, vision, and other systems. Laboratory experiences will emphasize industrial applications.

420. AUTOMATED MANUFACTURING SYSTEMS (3). A laboratory oriented course which involves the study of computer integrated manufacturing systems utilized by industry, including robotics, computer-aided manufacturing, computer-aided design/drafting, computer-aided testing/inspection, and computer-aided process planning. Emphasis on laboratory experiences with automated technology. CRQ: TECH 111 and TECH 395, or consent of department.

425. PROGRAMMABLE ELECTRONIC CONTROLLERS (4). Basic concepts and skills needed to program and apply programmable electronic controllers in industry. Experiments in operation, programming, and industrial applications. PRQ: TECH 395 or consent of department.

426. FLUID POWER TECHNOLOGY (3). Fluid power principles, devices, materials, and failure analysis. Hydraulic pneumatic systems are examined with emphasis on compressors, pumps, motors, actuators, fluids, fluid distribution, protective devices, and control components. PRQ: PHYS 250 and MATH 229, or consent of department.

428. TESTING METHODS AND PROCEDURES (3). Methods and procedures in non-destructive and destructive testing of metallic and non-metallic materials and industrial products. Radiography, ultrasonics, dye penetrants, and mechanical tests are methods explored in addition to evaluative procedures. Demonstrations for preparing specimens for metallographic analysis are included. PRQ: TECH 360 and TECH 427, or consent of department.

429. PLANT LOCATION, LAYOUT, AND MATERIALS HANDLING (3). Analysis of plant location, layout, and material handling systems in achieving manufacturing/service goals. Different approaches to location, layout, and material handling systems are presented.

431. INDUSTRIAL VENTILATION (3). Application of principles of industrial ventilation for the safety professional. Emphasis will be placed on the designing of ventilation to protect workers and the environment. PRQ: TECH 111, TECH 434, and TECH 437, or consent of department.

432. DISASTER PREPAREDNESS (3). Organization for survival from natural and human-made disasters. Warning and communication systems, radiological monitoring, shelter management. Fallout shelter experience included.

433. TOXICOLOGY FOR INDUSTRY (3). Basic concepts of toxicity as it relates to chemicals used in industrial work places. Assessment of the hazards of chemicals and how to deal with them safely. PRQ: CHEM 210, TECH 434, and TECH 437, or consent of department.

434. HUMAN FACTORS IN INDUSTRIAL ACCIDENT PREVENTION (3). A survey of human factors principles and techniques used to minimize the frequency and severity of industrial accidents.

435. LEGAL ASPECTS OF SAFETY (3). A study of the development of federal and state legislation and programs relating to worker safety. Analysis of the implication of these laws and programs for industrial safety.

436. DESIGN AND ADMINISTRATION OF INDUSTRIAL SAFETY PROGRAMS (3). An analysis of current problems and trends in the design and supervision of model industrial accident prevention programs. PRQ: ECON 260T and TECH 434, or consent of department.

437. FUNDAMENTALS OF INDUSTRIAL HYGIENE (3). Application of principles of industrial hygiene for the safety specialist, whose role has been greatly expanded by recent federal legislation. Emphasis on stress-producing conditions including noise, ventilation, temperature, radiation, lighting, and their effect on human performance and productivity. PRQ: TECH 434 or consent of department.

438. SAFETY IN TRANSPORTATION SYSTEMS (3). The status of, and rationale for, improvements in safety practices and legislation for the commercial carriers (rail, highway, water, and air transportation). Each student shall investigate one system in depth.

439. ADVANCED TRAFFIC SAFETY EDUCATION PRACTICES (3). A study of advanced driving performance capabilities, driving strategies, and tactics. Emphasis will be placed on administrative and instructional practices for advanced driver education programs. PRQ: TECH 331 or consent of department.


442. WORK SIMPLIFICATION AND MEASUREMENT (3). Techniques for improving and standardizing methods; procedures for measuring work and developing time standards in production and service activities.

443. ENGINEERING ECONOMY (3). Principles used in the systematic evaluation of the net worth of benefits resulting from proposed engineering and business ventures in relation to the expenditures associated with those undertakings.

444. MANUFACTURING CONTROL SYSTEMS (3). Implementation and operation of manufacturing systems including facility planning, quality improvement, labor measurement, production, and inventory control systems. Forecasting methods; the design and organization of routings, schedules, and bills-of-material; computer-based materials control; quality and productivity techniques within process and job-lot environments. PRQ: Consent of department.

447. TOTAL QUALITY CONTROL (3). Implementation of quality control systems. The design and organization of the quality assurance plan; computer-based process control; quality motivation and involvement; quality auditing. CRQ: TECH 491 or consent of department.


454. DESKTOP PUBLISHING (3). Operations in typesetting; the use of computers in printing; operation of typical electronic machines. PRQ: Consent of department.

455. IMAGE TRANSFER SYSTEMS (3). Study of press variations for catalogs, advertising media, service manuals, and installation diagrams. Six periods a week. PRQ: TECH 150 and consent of department.
457. COLOR REPRODUCTION (3). Color theory, color films, filters and inks, process color, instruments and controls, masking, separation on process camera, direct and indirect screening, electronic scanners, and color proofs, as related to offset press reproduction. PRQ: TECH 150 or consent of department.

458. PRINTING PLANNING AND CONTROL (3). Major issues of managing a printing firm: production, costing, purchases, and personnel. PRQ: TECH 452 or consent of department.

461. MECHANICAL DESIGN ANALYSIS (3). Analysis and synthesis of machine components such as fasteners, springs, gears, brakes, bearings, lubrication. Analytical methods for the study of impact, dynamic loading, and fatigue; comprehensive treatment of failure, safety, and reliability. PRQ: TECH 369 or consent of department.

463. HEATING, VENTILATING, AND AIR CONDITIONING (3). Psychometric principles; thermal comfort; calculation of heating and cooling loads; design of air distribution systems and selection of components. PRQ: TECH 368 or consent of department.

464. ELEMENTS OF HEAT TRANSFER (3). Heat transfer by conduction, convection, and radiation. Similarity and analog concepts in heat, mass, and momentum transfer. Methods for the determination of coefficients, combined modes of heat transfer and heat exchangers. PRQ: TECH 368 and TECH 468, or consent of department.

469. MULTI-AXIS PART PROGRAMMING (3). Advanced part programming methods for multi-axis machine tools using the APT and subset languages. PRQ: TECH 364 or consent of department.


473. SWITCHING THEORY (3). Topics, techniques, and applications of combinatorial and discrete methods to switching theory. Survey of topics for data structures and algorithm analysis. Fundamental concepts of rings, groups, fields, functions, sets, and Boolean algebra and their engineering application. Graphs, trees, optimization, and matching techniques as applied to computer networking and electrical networks. PRQ: MAH 230, TECH 377, and consent of department.

475. ANALYSIS OF MICROPROCESSORS (3). Analysis of microprocessors with emphasis on architecture, state transition, machine cycles, and timing diagrams; instruction set; and interface techniques. PRQ: TECH 377 or consent of department.

481. ERGONOMICS (3). A study of the basic human factors in engineering systems with emphasis on human-machine systems in relation to equipment design and the work environment. Analysis of organizational factors relevant to operators at work, including monotony, repetitive work, training, and selection. PRQ: TECH 434, MATH 210, and PHYS 250, or consent of department.

482. INDUSTRIAL SAFETY ENGINEERING ANALYSIS (3). The practical theories and applications of safety engineering in the industrial environment. Accident investigation and job safety analysis. PRQ: TECH 230, TECH 231, TECH 434, and PHYS 250, or consent of department.

484. ENERGY MANAGEMENT (3). Focus on energy sources, consumption, supply, trends, hazards, control systems, alternatives, conservation techniques, and measurements. Examples drawn from residential, commercial, and industrial systems.

491. INDUSTRIAL QUALITY CONTROL (3). Techniques of establishing and maintaining quality of product including statistical quality control applications.

493. MATERIALS ANALYSIS (3). Principles related to the behavior of materials and the examination and testing of these materials. PRQ: TECH 393 or consent of department.

494. ENGINEERING AUTOMATION (4). Fundamental principles and applications of project management, team concept, and operations utilizing design and computer graphics, process control with computer logic, CAD/CAM, and automated systems. Team design project(s) required. PRQ: Consent of department.

495. INDUSTRIAL COMPUTER PROGRAMMING (3). Use and organization of computer systems. Application topics including models for decision making, computer simulation, human-machine communication, industrial information storage and retrieval, data collection and transmission, symbolic computation, and advanced computer languages. PRQ: TECH 395 or consent of department.
597. WORKSHOP IN INDUSTRY AND TECHNOLOGY (1-6). Workshop designed for technologists, supervisors, engineers, managers, and administrators studying contemporary technological problems in the public and private sectors. Content varies providing the opportunity to study current problems and issues related to industry and technology. May be repeated to a maximum of 6 semester hours.

598. TECHNICAL PROBLEMS (1-6).
   A. General
   B. Automation
   C. Crafts
   D. Drawing
   E. Electronics
   J. Graphic Arts
   K. Industrial Supervision
   M. Metals
   N. Numerical Control
   R. Mechanical Technology
   U. Power Mechanics
   V. Safety
   W. Wood Technology
   Advanced study of technical problems at the master's level under direct faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of faculty member who will supervise the study.

599A. DIRECTED STUDY (1-6). Directed study in independent research projects at the master's level. May be repeated to a maximum of 6 semester hours. PRQ: Consent of adviser and faculty member directing the study.

599B. MASTER'S THESIS (1-6). Open only to students who elect to write a thesis for the master's degree. May be repeated to a maximum of 6 semester hours. PRQ: Consent of adviser.

601. HISTORY AND PHILOSOPHY OF INDUSTRIAL EDUCATION (3). The leaders, organizations, and movements that have contributed to the development of industrial education. Philosophies, issues, and problems relating to the past and present.

603. EVALUATION IN INDUSTRIAL EDUCATION (3). The principles and techniques of evaluation of instruction as applied to courses in industrial education.

606. PROGRAMS AND ORGANIZATION OF INDUSTRIAL EDUCATION (3). The philosophy, objectives, organization, administration, and significant literature for vocational-industrial all-day, part-time, and evening programs, including apprenticeship and vocational rehabilitation. Special attention given to legislation and standards for state and federal aid to local vocational-industrial and technical programs.

607. TRENDS IN INDUSTRIAL EDUCATION (3). The evaluation and significance of trends from the viewpoints of theory and practice.

609. INDUSTRIAL INTERNSHIP (3-6). A department-approved work experience designed to provide the student lacking full-time industrial experience an opportunity to observe and participate in activities that are applications of principles and skills acquired previously. The learning situation is organized and supervised cooperatively by the Department of Technology staff and personnel of selected organizations. Learning experiences include obtaining, with the guidance and approval of the department's faculty coordinator, an acceptable type of wage-earning employment where intern-learning experiences are present. A minimum of nine 40-hour work weeks is required for each 3 semester hours of credit. May be repeated to a maximum of 6 semester hours. PRQ: Consent of major adviser and supervising instructor.

645. TECHNOLOGY IN INDUSTRIAL EDUCATION (3). Modern industrial developments such as automation, uses of new types of energy, and synthetic materials.

658. SEMINAR IN INDUSTRY AND TECHNOLOGY (1-3). Individual and group concerns related to industry and industrial technology. May be repeated. A maximum of 6 semester hours may be applied toward advanced degrees.

686. PRACTICUM IN TECHNOLOGY (1-12). Instruction arranged to meet the needs, concerns, and interests of individuals or groups in an appropriate setting under the guidance of a staff member of that setting and a university supervisor. Projects may include work/study in an appropriate setting and individual projects/research. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

Concentration in Gerontology

Director: John F. Stolte

The gerontology program is an interdisciplinary program that fosters educational, research, and service activities pertinent to aging. At the graduate level, the program offers an interdisciplinary concentration. The gerontology concentration allows students to integrate current knowledge and research on adulthood and aging into their degree programs. A student wishing to pursue this concentration must apply to the gerontology program.

Students must complete a minimum of 15 semester hours with at least 9 semester hours from the primary content area. A student may take no more than 9 of the required 15 semester hours from a single department. With the approval of the director of the gerontology program, 3 semester hours of independent study, directed individual study, or other appropriate course work may be substituted for 3 semester hours of course work in the concentration.

Primary Content Area (9-15)

IDSP 465, Issues in Gerontology (3)
Courses selected from the following (6-12)

EPCO 667, Counseling Older Persons (3)
FCNS 486, Aging and the Family (3)
LEAC 590, Workshop in Adult Continuing Education (3)
NURS 555, Advanced Old Adult Health Nursing: Aging Processes (3)
NURS 556, Advanced Old Adult Health Nursing: Alterations in Mental Health (3)
NURS 557, Advanced Old Adult Health Nursing: Societal Impact and Response (3)
PHED 454, Exercise Gerontology (3)
PSYC 425, Adult Development and Aging (3)
SOCI 462, Aging and Society (3)
SOCI 662, Seminar in Sociology of Health/Aging (3)

Other Courses Related to Gerontology (0-6)

AHPH 465, Principles of Nursing Home Administration (3)
ANTH 465, Medical Anthropology (3)
BIOS 556, Human Cell Physiology (3)
COMD 574, Cognitive-Linguistic Disorders of Neurologically Impaired Adults (3)
EPSY 510, Psychoeducational Development in Adulthood (3)
EPSY 610, Advanced Seminar in Human Development (3)
FCNS 553C, Nutrition in Growth and Human Development: Geriatric Nutrition (3)

LEAC 501, Adult Learning: Maturity Through Old Age (3)
NURS 595, Advanced Practicum in Nursing (6)
PHED 555, Clinical Experience in Exercise Gerontology (3)
PHHE 410, Death Education (3)
PSYC 526, Social Policy (3)
PSYC 465, Advanced Developmental Psychology (3)
SOCI 451, Medical Sociology (3)
SOCI 460, Social Structure and the Life Course (3)
SOCI 482, Sociology of Death and Dying (3)

Faculty Associates

John F. Stolte, director of gerontology program, professor of sociology, Ph.D.
Dianne Cearlock, associate professor of allied health professions, Ph.D.
James R. Ciesla, assistant professor of allied health professions, Ph.D.
T. Daniel Griffiths, professor of biological sciences, Ph.D.
Rebecca A. Johnson, assistant professor of nursing, Ph.D.
Julie Johnson-Hillery, assistant professor of family, consumer, and nutrition sciences, Ph.D.
Robert E. Keim, associate professor of family, consumer, and nutrition sciences, Ph.D.
Sondra King, associate professor of family, consumer, and nutrition sciences, Ph.D.
Lidia Lee, assistant professor of communicate disorders, Ph.D.
Robert C. Mason, professor of leadership and educational policy studies and director, Office of Research and Evaluation in Adult Continuing Education, Ed.D.
Sharon M. Miller, professor of allied health professions, Ph.C.
Robin D. Moremen, assistant professor of sociology, Ph.D.
Amy Prawitz, assistant professor of family, consumer, and nutrition sciences, Ph.D.
Robert Ridinger, associate professor in University Libraries, M.A.
James H. Rimmer, professor of physical education, Ph.D.
Bruce Rocheleau, associate professor of political science, Ph.D.
Jody Newman Ryan, assistant professor of communicative disorders, Ph.D.
James N. Schubert, professor of political science, Ph.D.
Laura S. Smart, associate professor of family, consumer, and nutrition sciences, Ph.D.
M. Cecil Smith, associate professor of educational psychology, counseling, and special education, Ph.D.
Sherilynn F. Spear, associate professor of allied health professions, Ph.D.
Josephine Umoren, associate professor of family, consumer, and nutrition sciences, Ph.D.
James F. Willott, professor of psychology, Distinguished Research Professor, Ph.D.

1IDSP 465. ISSUES IN GERONTOLOGY (3). An interdisciplinary examination of aging and the older adult population. Biological, psychological, social, and educational aspects of aging; theoretical and programmatic perspectives. PRO: Consent of program director.
2Restricted to registered nurses who hold a baccalaureate degree in nursing.
3Three semester hours from the practicum course may be applied toward concentration requirements when course content emphasizes aging, as determined by gerontology faculty associates from the School of Nursing.
School of Allied Health Professions (AH- -)

Sherilynn F. Spear, chair, associate professor, Ph.D., University of Iowa

Graduate Faculty
Diane M. Cearlock, associate professor, Ph.D., University of Illinois
James R. Ciesla, assistant professor, Ph.D., University of South Carolina
Patricia Etnyre-Zacher, assistant professor, Ed.D., Northern Illinois University
Elizabeth D. Kay, assistant professor, Ph.D., University of Illinois
Sharon M. Miller, professor, Ph.C., University of California, Santa Cruz
Nancy A. Nuzzo, assistant professor, Ph.D., University of Illinois
William A. Oleckno, professor, H.S.D., Indiana University
GinaMarie Piane, assistant professor, Dr.P.H., University of Illinois, Chicago

Sherilynn F. Spear, associate professor, Ph.D., University of Iowa

The School of Allied Health Professions offers a Master of Public Health (M.P.H.) degree. The curriculum prepares students for leadership positions in health services management and health promotion. A generalist focus is also available for qualified health care professionals. Students learn skills in leadership, problem solving, and planning and promoting change in public health and health care service systems.

The graduate program in public health is an applicant for accreditation by the Council on Education for Public Health and an institutional member of the Association of Teachers of Preventive Medicine (ATPM). ATPM is a professional organization whose purpose is to set standards for the academic preparation of students in the fields of public health, disease prevention, and health promotion.

Master of Public Health (M.P.H.)
The M.P.H. program prepares professionals for leadership positions in public health and health-related agencies. Students may focus in health promotion or health services management. A generalist focus is also available for qualified health care professionals.

Admission
Potential applicants for this program should consult with a program adviser about recommended course work. Admission to the program requires approval of an admissions committee. Preference is given to applicants who have had work or extensive volunteer experience in a public health or related agency.

Students-at-large who wish to take graduate courses in the public health program may do so upon consent of a program adviser for one semester only, up to a total of 15 semester hours. Under no circumstances will more than 15 semester hours of combined student-at-large plus transfer credit be applied toward the M.P.H. degree.

Procedures for admission to the program and other detailed information are available from the public and community health programs office.

Non-Thesis Option
A total of 40-46 semester hours of graduate credit is required for the degree.

Public Health Core (21)
AHPH 492, Behavioral and Social Aspects of Public Health (3)
AHPH 500, Health Care Delivery in the U.S. (3)
AHPH 530, Health Services Management (3)
AHPH 535, Problems and Issues in Environmental Health (3)
AHPH 555, Principles and Methods of Epidemiology (3)
AHPH 590, Applied Research Methods in Public Health (3)
BIOS 570, Biostatistical Analysis (3), or another 3 semester hour course in statistics approved by the student's adviser.

Focus Area Requirements (15)
Students must select one of the following areas with the approval of the student's adviser.

Health Promotion
AHPH 520, Primary Prevention and Health Promotion (3)
AHPH 588, Community Health Promotion Programs (3)
AHPH 589, Community Health Planning (3)
6 additional semester hours with the approval of the student's adviser.

Health Services Management
AHPH 540, Human Resource Management in the Health Care Setting (3)
AHPH 575, Health Economics for Health Services Managers (3)
AHPH 593, Financial Decision-Making for Health Services Managers (3)
6 additional semester hours with the approval of the student's adviser.

Generalist
AHPH 589, Community Health Planning (3)
12 additional semester hours with the approval of the student's adviser.

Additional Requirements (4-10)
AHPH 595, Internship in Public Health (3-9)
AHPH 599B, Master's Research Paper (1)

Thesis Option
Same requirements as the non-thesis option except that 6 additional semester hours of AHPH 599A, Master's Thesis, are required.

*Available only to qualified health care professionals with accredited degrees in medicine, dentistry, nursing, or related health care specialties.
Course List

Allied Health Professions (AHP)

440. INTRODUCTION TO TEACHING IN THE ALLIED HEALTH PROFESSIONS (1-3). An introduction to principles of learning, instructional strategies, interpersonal relationships, evaluation, and instructional design as these topics relate to clinical instruction in the allied health professions. PRQ: Consent of school.

444. TOPICS IN ALLIED HEALTH PROFESSIONS (1-3). The examination of contemporary issues and problems in the allied health occupations and professions. May be repeated to a maximum of 6 semester hours.

446. SUPERVISION IN HEALTH CARE FACILITIES (1-3) A study of the administration of health care programs with an emphasis on the development and supervision of administrative and leadership skills, including analysis of problems in supervision for clinical department heads, supervisors, and other health-related mid-management personnel.

Physical Therapy (AHPT)


465. PRINCIPLES OF LONG-TERM CARE ADMINISTRATION (3). Overview of long-term care services, personnel, and the roles of the administrator. Emphasis on organizational management and operations control. Resident care issues, federal and state regulations, and licensing and certification also addressed. PRQ: AHPH 460 or consent of school.


Public Health (AHPH)

445. COMMUNITY HEALTH PROMOTION (3). Principles and techniques for promoting and maintaining health. Overview of individual and community-level interventions designed to prevent illness/injury and promote well-being. Emphasis on the acquisition and maintenance of health behaviors and the design of health promoting environments. PRQ: AHPH 255 or consent of school.

465. PRINCIPLES OF LONG-TERM CARE ADMINISTRATION (3). Overview of long-term care services, personnel, and the roles of the administrator. Emphasis on organizational management and operations control. Resident care issues, federal and state regulations, and licensing and certification also addressed. PRQ: AHPH 460 or consent of school.


495. FUNDING FOR PROGRAMS IN COMMUNITY HEALTH (3). A seminar in identifying significant health problems and preparing competitive grant proposals. Students will gain experience in writing and evaluating grant proposals and identifying potential funding agencies. PRQ: Consent of school.

500. HEALTH CARE DELIVERY IN THE U.S. (3). Evaluation of health care controversies using critical thinking and knowledge of the sources, uses, and analysis of the health literature, especially data. Topics include bioethics, health system structure, financing methods, role of government, health personnel, mental health policy, and special populations' needs.

510. CRISIS THEORY AND CASE MANAGEMENT (3). Study of the principles of mental health crises and application of these principles in practical diagnostics, case management, and outcome evaluation. PRQ: Consent of school.

520. PRIMARY PREVENTION AND HEALTH PROMOTION (3). Analysis of primary prevention in the area of community health including health promotion program planning, development, implementation, and evaluation strategies. PRQ: AHPH 492 or consent of school.

530. HEALTH SERVICES MANAGEMENT (3). Analysis of techniques in leadership and management applicable to the public health field. Topics covered include change theory, power dynamics, creative problem solving, marketing concepts and ideas, and leadership image. Emphasis is placed on leadership challenges, research findings on experimental exercises, and case histories involving leadership and management skills in health service organizations. PRQ: Consent of school.

535. PROBLEMS AND ISSUES IN ENVIRONMENTAL HEALTH (3). Analysis of contemporary environmental problems and issues related to public and community health. Topics include environmental toxicology; health risk assessment, management, and communication; air and water pollution control; solid and hazardous waste management; occupational injuries and diseases; and other miscellaneous topics. PRQ: Consent of school.

540. HUMAN RESOURCE MANAGEMENT IN THE HEALTH CARE SETTING (3). Reading, discussion, and practice of techniques in the field of human resource management. Covers organizational practices to improve employee morale, health, motivation, and productivity.

550. WORKSHOP IN HEALTH SERVICES DELIVERY (1-3). Advanced workshop designed for students, community professionals, and health-related board members to study a selected contemporary issue or problem in the field of health services delivery. Content varies to provide the opportunity to study current problems. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

555. PRINCIPLES AND METHODS OF EPIDEMIOLOGY (3). Presentation and discussion of the principles and methods of the design, conduct, and interpretation of epidemiological studies. Focus is on the evaluation and interpretation of the validity of findings from published epidemiological research. Examples from public health and biomedical literature will be used to illustrate concepts, methods, and interpretation. PRQ: BIOS 570 or consent of school.

575. HEALTH ECONOMICS FOR HEALTH SERVICES MANAGERS (3). A study of principles, concepts, and methods of economic analysis applicable to the U.S. health sector. Applications include specific characteristics of health care as a commodity and of the patient as a consumer; health insurance; determinants of cost and utilization; and effects on performance of different market structures, regulatory policies, and payment mechanisms. PRQ: Consent of school.

585. INDEPENDENT STUDY (1-3). Independent study of current topics in allied health under faculty supervision. May be repeated to a maximum of 6 semester hours. S/U grading basis may be used. PRQ: Consent of school.

588. COMMUNITY HEALTH PROMOTION PROGRAMS (3). Experiential involvement with health promotion programming and wellness life styles. The case study approach will be used to reinforce the experiential component. PRQ: AHPH 520 and consent of school.

589. COMMUNITY HEALTH PLANNING (3). Study of the development of community health planning goals, objectives, and activities through understanding of data collection, analysis, and evaluation. Discussion of social values and political processes in planning and plan implementation. PRQ: BIOS 570 or consent of school.

590. APPLIED RESEARCH METHODS IN PUBLIC HEALTH (3). Study of the research process applied to the community, workplace, and health agency setting. Emphasis on conceptual understanding and skill development. Integration of research methods and statistics applicable to the community health setting. PRQ: BIOS 570 or consent of school.

593. FINANCIAL DECISION MAKING FOR HEALTH SERVICES MANAGERS (3). Provides health services management students with the theory, principles, concepts, and tools necessary to participate in the financial management process of health services organizations. Special emphasis on assisting line managers to make informed decisions concerning the financial resources of any health services organization. Discussion of health care financing via third-party payers, cash flow, capital projects, analysis and forecasting, budgeting, and other relevant topics. PRQ: Consent of school.

595. INTERNSHIP IN PUBLIC HEALTH (1-9). Work individually in practical community health situations under the guidance of an agency staff member and a university supervisor. May be repeated to a maximum of 12 semester hours. S/U grading basis. PRQ: Consent of school.

599. MASTER'S RESEARCH (1-6). A. Master's Thesis. May be repeated to a maximum of 6 semester hours. Continuous enrollment is required until completion of the thesis. S/U grading basis. PRQ: Consent of school.

Department of Communicative Disorders (COMD)

Earl J. Seaver, chair, professor, Ph.D., University of Iowa

Graduate Faculty
Robin Alvares, assistant professor, Ph.D., University of Texas, Dallas
James R. Andrews, professor, Ph.D., Northwestern University
Janet D. Dawson, professor, Ph.D., Northwestern University
Deborah L. Gough, assistant professor, Ed.D., Northern Illinois University
Kelly D. Hall, assistant professor, Ph.D., University of Illinois
Pamela L. Jackson, professor, Ph.D., Purdue University
James E. Lankford, professor, Ph.D., University of Oklahoma
Gregory A. Long, associate professor, Ph.D., University of Kansas
Nancy M. Long, associate professor, Ph.D., Northern Illinois University
Jodell Newman-Ryan, associate professor, Ph.D., University of Texas, Dallas
Sue E. Ouellette, professor, Ph.D., Kent State University
Howard D. Schwartz, associate professor, Ph.D., Syracuse University
Earl J. Seaver, professor, Ph.D., University of Iowa
M. Irene Stephens, professor, Ph.D., Purdue University

The Department of Communicative Disorders offers a graduate program leading to the M.A. degree. The graduate program is adapted to the student’s individual needs and academic background. Each student plans a program in consultation with an adviser from the graduate faculty of the department.

A student may pursue a specialization in speech-language pathology, audiology, or deafness rehabilitation counseling. The programs in speech-language pathology and audiology are accredited by the Educational Standards Board, American Speech-Language-Hearing Association. The deafness rehabilitation counseling program is accredited by the Council on Rehabilitation Education.

Master of Arts in Communicative Disorders

Admission
To be assured consideration for admission to the master's degree program in communicative disorders, prospective students must submit completed application materials (application forms, official transcripts, GRE General Test Scores, and letters of recommendation) to the Graduate School no later than March 1 for the summer and fall sessions, and October 1 for the spring session. Only complete applications containing all required data are considered.

Admission to the master's degree program is typically for full-time study. An applicant for admission to a departmental program is generally expected to meet or exceed the following requirements:
A minimum 3.00 GPA (on a 4.00 scale) in all undergraduate work.
Competitive scores on the GRE General Test.
Two letters of recommendation from professors, employers, or supervisors providing supportive evidence of an applicant's professional qualifications.

Prospective students who fail to meet the GPA requirement for admission may request special consideration of their applications. Such requests must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by the program's admissions committee on the basis of a total profile of an applicant's qualifications.

It is necessary to limit graduate student admission in accordance with student/faculty ratio and the availability of practicum experience opportunities. Admissions to the specializations in audiology and deafness rehabilitation counseling are typically limited to the summer and fall terms; however, spring admission will be considered on an individual basis.

Requirements
The student must choose a specialization in speech-language pathology, audiology, or deafness rehabilitation counseling. With the advice and consent of the adviser, a student elects to earn a degree with or without a thesis. Student participation in practicum and internship courses requires both good academic standing and consent of the department.

Common Requirements
COMD 500, Introduction to Research in Communicative Disorders
(3)
Completion of the minimum academic and clinical requirements for the appropriate professional certification issued by the American Speech-Language-Hearing Association or the Commission on Rehabilitation Counselor Certification prior to graduation
Fulfillment of an experience assignment during each semester of full-time registration. Such assignments will be of a research, clinical, or teaching nature, depending on the needs of the student and the availability of the assignment
One of the following specializations

Specialization in Speech-Language Pathology
Specialization in Audiology

The master's degree requires a minimum of 36 semester hours, at least 30 of which must be earned in nonpracticum courses. Additional semester hours are normally earned in clinical practicum to fulfill the requirements of the appropriate clinical certification.

Thesis Option
The student must earn a minimum of 36 semester hours of graduate credit. A thesis must be submitted and approved. A maximum of 6 semester hours may be allotted to thesis research and writing.

The student is normally required to pass a comprehensive oral examination which assesses knowledge and ability in the specialization in graduate study, but this may be waived at the discretion of the thesis committee.
Non-Thesis Option
The student must earn a minimum of 36 semester hours of graduate credit and pass a written and oral examination which will assess knowledge and ability in the specialization in graduate study.

Certification by the Illinois State Board of Education (Type 10, Special/Speech-Language Impaired) may be fulfilled by meeting the following requirements from the graduate and/or undergraduate curriculum.

General requirements for the Standard Special Certificate (K-12): Oral communication (3 semester hours); written communication (6 semester hours); mathematics (3 semester hours); biological and physical science (9 semester hours including one laboratory course); humanities (15 semester hours including 3 semester hours in U.S. history and 3 semester hours in English); social science (9 semester hours including 3 semester hours in U.S. government); health and physical development (2 semester hours). At least 3 semester hours must be taken in non-western or third-world cultures from either the humanities or social science area.

Courses in professional education: 6-9 semester hours
Courses in psychology: 9 semester hours
Courses in normal aspects of speech and hearing: 16-18 semester hours
Courses in speech-language disorders: 28-30 semester hours
Courses in audiology: 7-9 semester hours
COMD 575, Organization and Planning of Speech, Language, and Hearing Services (3)
Practicum in the schools: 5 semester hours, with at least 100 clinical clock hours

Specialization in Deafness Rehabilitation Counseling
Because this program is fully accredited by the Council on Rehabilitation Education, a student who successfully completes the required curriculum, including a 600-hour internship under the supervision of a Certified Rehabilitation Counselor, is eligible to sit for the Commission on Rehabilitation Counselor Certification Examination.

COMD 492, Medical Aspects of Disability in Rehabilitation (3)
COMD 500, Introduction to Research in Communicative Disorders (3)
COMD 528, Developmental Aspects of Deafness and Disability (3)
COMD 560, Introduction to Vocational Rehabilitation (3)
COMD 562, Vocational Analysis and Job Placement with Hearing Impaired Persons (3)
COMD 582, Counseling Theories and Techniques with Deaf and Hard-of-Hearing People (3)
COMD 583, Psychological and Vocational Assessment with Deaf and Hard-of-Hearing People (3)
COMD 586, Clinical Procedures in Deafness Rehabilitation Counseling (1)
COMD 590, Practicum: Deafness Rehabilitation Counseling (3)
COMD 594, Internship in Deafness Rehabilitation Counseling (12)
COMD 677, Seminar: Deafness Rehabilitation Counseling (3)
EPCO 525, Counseling Skills and Strategies (3)
EPCO 530, Counseling Theories and Practices (3)
EPCO 540, Group Counseling Theories and Procedures (3)

If a graduate student in the deafness rehabilitation counseling specialization has already completed COMD 492 with a grade of B or better as an undergraduate at NIU, that course will not be required in the student's M.A. program.

The student must demonstrate proficiency in American Sign Language.

A basic course in audiomteric methods, if not completed at the undergraduate level, is considered to be a deficiency and is added to the graduate program.

Students are required to complete a total of 400 approved professional development hours including direct involvement supervised counseling, professional meetings, and deaf community involvement.

Thesis Option
A thesis must be submitted and approved. Students selecting this option must also pass a comprehensive examination which includes a defense of the thesis.

Non-Thesis Option
Students selecting this option must pass an oral and written examination which will assess knowledge and ability in the specialization.

Course List

403. LANGUAGE DEVELOPMENT IN CHILDREN (3). Crosslisted as CIEE 403X. An overview of oral language acquisition including phonological, morphological, syntactic, semantic, and pragmatic development in children from infancy through adolescence.

420. HEARING PROBLEMS AND AUDIOMETRIC METHODS (3). An introduction to clinical audiology; etiology, diagnosis, and rehabilitation of auditory disorders. Observation and orientation in hearing testing. It is strongly advised that students complete COMD 325A and COMD 325B prior to enrollment in COMD 420. PRQ: COMD 323 or consent of department.

421. AURAL REHABILITATION (4). Methods and materials for communication assessment and training with the hearing impaired. Emphasis on receptive communication including speechreading, auditory training, and amplification systems. It is strongly advised that students complete COMD 325 prior to enrollment in this course. PRQ: COMD 221 and COMD 420, or consent of department.

423. ARTICULATORY AND PHONOLOGICAL DISORDERS (3). Disorders of speech sound production and use including evaluation and treatment procedures; observations and demonstrations. PRQ: COMD 221 and COMD 323. CRQ: COMD 403 or consent of department.

424. STUTTERING (3). An introduction to the identification and measurement of stuttering. Examination of theories of the onset and development of stuttering with some discussion of evaluation and treatment procedures.

425. NEUROPATHOLOGIES OF SPEECH AND LANGUAGE (3). Neurological bases of speech-language production and disorders including sensory organization, neuromotor control, central language mechanisms, and clinical syndromes associated with central and peripheral nervous system dysfunction. PRQ: COMD 323 or consent of department.

429. ASSESSMENT PROCEDURES IN COMMUNICATIVE DISORDERS (4). Fundamental concepts underlying the evaluation of communicative disorders. Emphasis on the selection, administration, and interpretation of tests and other assessment procedures, conducting interviews, and report writing. PRQ: COMD 420 and COMD 423, or consent of department.

430. AMERICAN SIGN LANGUAGE I (3). Development of receptive and expressive skills in American Sign Language. Emphasis is placed on developing skills in a non-English syntax system, and communication with hearing impaired people in activities of daily living. Three hours of lecture and one hour of laboratory. PRQ: Consent of department.

431. AMERICAN SIGN LANGUAGE II (3). A continuation of COMD 430 emphasizing the improvement of communicative skills. Three hours of lecture and one hour of laboratory. PRQ: COMD 430 or consent of department.

432. AMERICAN SIGN LANGUAGE III (3). A continuation of COMD 431, with an emphasis on developing fluency in American Sign Language. Three hours of lecture and one hour of laboratory. PRQ: COMD 431 or consent of department.

475. NOISE AND ITS EFFECTS ON HUMANS (3). Evaluation and practical application of noise measurement systems. Examination of noise as it affects humans. Includes information on hearing conservation programs designed to meet current governmental regulations. PRQ: COMD 420 or consent of department.

476. CHILD LANGUAGE DISORDERS (3). Assessment of and intervention with the high incidence population of otherwise-normal language impaired children from infancy through adolescence including
those from multicultural backgrounds. PRQ: COMD 403 or consent of department.

481. WORKSHOP: AMERICAN SIGN LANGUAGE (1). Opportunities to increase sign language comprehension and expressive abilities through activities and training exercises. Workshop format is non-verbal. Emphasis on active student participation.

491. MICROCOMPUTER USES IN COMMUNICATIVE DISORDERS (3). An overview of microcomputer applications in the assessment and treatment of speech and hearing disorders, and related production of reports, data, and files. The use of appropriate software available in the field of clinical evaluation, therapy exercises, report writing, and clinical data files. Development of clinically oriented programs in BASIC language.

492. MEDICAL ASPECTS OF DISABILITY IN REHABILITATION (3). A rehabilitation perspective on the structure of medicine in the United States, medical specialties, medical terminology, and the medical examination. Study of systems approach to the pathological system. PRQ: COMD 323 or consent of department.

493. MEDICAL ASPECTS OF DISABILITY IN REHABILITATION (3). A rehabilitation perspective on the structure of medicine in the United States, medical specialties, medical terminology, and the medical examination. Study of systems approach to the pathological system. PRQ: COMD 323 or consent of department.

500. INTRODUCTION TO RESEARCH IN COMMUNICATIVE DISORDERS (3). A study of the research areas in communicative disorders including sources of reference, research design, and the formats of professional writing. Current professional issues will also be considered. PRQ: Admission to graduate program in communicative disorders.

503. EARLY INTERVENTION IN COMMUNICATION DISORDERS (3). Identification of and intervention for communicative disorders in children ages birth to three years and their families. Topics covered include models of transdisciplinary assessment, communication intervention techniques, the speech-language pathologist's role in interdisciplinary and transdisciplinary teams. Opportunity to develop a personally useful model of family-focused intervention.

504. CHILD LANGUAGE DISORDERS: SPECIAL POPULATIONS (3). Assessment procedures for and intervention with children with physical and/or cognitive impairments. Topics covered include models of intervention for individuals with autism, mental retardation, and developmental delay and infants and toddlers at risk for developmental delays and/or cognitive impairments. Topics covered include models of transdisciplinary assessment, communication intervention techniques, the speech-language pathologist's role in interdisciplinary and transdisciplinary teams. Opportunity to develop a personally useful model of family-focused intervention.

504. CHILD LANGUAGE DISORDERS: SPECIAL POPULATIONS (3). Assessment procedures for and intervention with children with physical and/or cognitive impairments. Topics covered include models of intervention for individuals with autism, mental retardation, and developmental delay and infants and toddlers at risk for developmental disorders. Use of augmentative and alternative communication systems will be studied. Additional topics may include communication programming for children with syndromes, traumatic brain injury, multiple disabilities, LEP language impairment, and selective mutism. PRQ: COMD 476 or consent of department.

528. DEVELOPMENTAL ASPECTS OF DEAFNESS AND DISABILITY (3). The impacts of hearing impairment on the developmental, educational, personal, familial, social, and vocational aspects of life. Focus of study includes the deaf, hard-of-hearing, and multiply-disabled populations. PRQ: Consent of department.

529. HEARING INSTRUMENTS (3). Theories and procedures in selection, evaluation, and fitting of hearing instruments. Types and limitations of electrical amplification devices and earmold acoustics. Laboratory experience in making earmolds; selection, fitting, and evaluation of hearing instruments. PRQ: COMD 577 or consent of department.

530. ADVANCED AURAL REHABILITATION (3). Selected topics in aural rehabilitation with emphasis on the receptive and expressive aspects of communicative problems exhibited by children and adults with impaired hearing. Discussion will center on diagnostic and rehabilitative techniques. PRQ: COMD 421 or consent of department.

531. SUPERVISORY TECHNIQUES IN SPEECH AND HEARING (3). The application of systemic epistemology to the habilitation and rehabilitation of persons with communicative disorders. Development of major family treatment concepts, models, and techniques as applied to communicative disorders and deafness rehabilitation counseling. Opportunity to develop a personally useful model of family-focused intervention.

535. FAMILY BASED TREATMENT IN COMMUNICATIVE DISORDERS (3). The study and application of a systemic paradigm to therapeutic intervention in speech-language pathology and audiology in a variety of speech-language treatment settings, including family-focused intervention, early intervention family-centered treatment, consultation in schools, and transdisciplinary teams.

544. STUTTERING MANAGEMENT AND REMEDIATION (3). An in-depth examination of the evaluation and treatment of stuttering including management techniques for indirect therapy with parents and issues that affect decisions for treatment. PRQ: COMD 424 or consent of department.

547. INSTRUMENTATION FOR COMMUNICATIVE DISORDERS (3). Theoretical communicative disorders and practical aspects of electronic audio-frequency laboratory equipment commonly used for evaluation and research in speech pathology and audiology.

560. VOCATIONAL REHABILITATION AND INDEPENDENT LIVING (3). The historical and legislative development of vocational rehabilitation and independent living services are described, with emphasis on the provision of rehabilitative and independent living services for people with disabilities.

562. VOCATIONAL ANALYSIS AND JOB PLACEMENT OF HEARING IMPAIRED PERSONS (3). Study of the basic theory, methods, and techniques for obtaining and maintaining employment of hearing impaired rehabilitation clients. Includes emphasis on job readiness, job development, vocational analysis, and job accommodation. PRQ: Consent of department.

570. VOICE DISORDERS: RESEARCH AND THERAPY (3). Discussion and review of the literature bearing on the theory, etiology, and treatment of voice disorders. PRQ: Consent of department.

571. ADVANCED CLINICAL PHONOLOGY (1-3). Selected topics in the acquisition, assessment, and treatment of phonological disorders in children with an emphasis on case presentations. May be repeated to a maximum of 5 semester hours. PRQ: COMD 423 and consent of department.

572. CRANIOFACIAL ANOMALIES (3). The study of craniofacial anomalies including cleft lip (with and without cleft palate), embryological development of the craniofacial complex, language and hearing problems, and other associated difficulties accompanying craniofacial dysmorphology. Principles of assessment, treatment, and research are included.

573. CEREBRAL PALSY (3). The study of communication problems associated with neuromuscular disorders with a focus on cerebral palsy. PRQ: COMD 425 or consent of department.

574. COGNITIVE-LINGUISTIC DISORDERS OF NEUROLOGICALLY IMPAIRED ADULTS (3). The study of neuropathologies and neuropsychological models of aphasia and cognitive-linguistic impairments accompanying head injury and right hemispheric lesions. Principles of differential diagnosis, treatment, and research. PRQ: COMD 425 or consent of department.

575. PEDIATRIC AUDIOLOGY (3). The significance of early detection of auditory disorders in the young child. Methods, techniques, and procedures used in obtaining audiological diagnosis of the auditory system of the pediatric case. PRQ: COMD 420 or consent of department.

576. ORGANIZATION AND PLANNING OF SPEECH, LANGUAGE, AND HEARING SERVICES (3). Aspects of conducting a program for communicative disorders in various settings including public schools, hospital and service clinics, and private practice. A study of current trends affecting the delivery of services in each of those areas.

577. AUDIOLOGIC ASSESSMENT (1). Administration and interpretation of the standard audiometric battery, as well as discussion of the standardized tests of auditory function (Bekesy, SISI, tone decay, etc.). PRQ: Consent of department. Recommended: COMD 420.
578. AUDIOLOGIC ASSESSMENT II (3). Continuation of COMD 577 with emphasis on other specialized tests of auditory function (evoked-response audiometry, electrodermal audiometry, impedance audiometry, etc.). PRQ: COMD 420 and COMD 577, or consent of department.

579. ELECTROPHYSIOLOGIC ASSESSMENT OF THE AUDITORY SYSTEM (4). Neuroanatomic and neurophysiologic bases of auditory evoked responses; administration and interpretation of the procedures used in evoked response testing; and relationship between pathology and evoked response results. Laboratory experience will be provided. PRQ: COMD 527 and COMD 579, or consent of department.

580. EVALUATION AND TREATMENT FOR BALANCE DISORDERS (3). Anatomy, physiology, neurology, and pathologies of the proprioceptive, vestibular, and central equilibrium mechanisms; instrumentation and procedures involved in evaluation of balance function; treatment for persons with equilibrium disturbances. PRQ: COMD 527 and COMD 579, or consent of department.

581. CENTRAL AUDITORY PROCESSING (3). Discussion of central nervous system processing leading to perception of an auditory event. Neurological bases of auditory perception, speech perception, understanding of language, normal and abnormal processing strategies, and neurological disorders. Evaluation of normal and abnormal central auditory processing and treatment of central auditory processing disorders. PRQ: COMD 425, COMD 527, and COMD 577, or consent of department.

582. COUNSELING THEORIES AND TECHNIQUES WITH DEAF AND HARD-OF-HEARING PEOPLE (3). Application of basic counseling theory to the unique problems of serving deaf and hard-of-hearing clients. Includes emphasis on personal, family, educational, and vocational counseling as well as basic elements of program development. PRQ: EPCO 530 or consent of department.

583. PSYCHOLOGICAL AND VOCATIONAL ASSESSMENT WITH DEAF AND HARD-OF-HEARING PEOPLE (3). Application of basic principles of standardized testing and evaluation to serving deaf and hard-of-hearing people. Emphasis on the unique problems of selecting, administering, norming, and integrating test results for deaf and hard-of-hearing people. PRQ: COMD 528 or consent of department.

584. SPEECH AND SWALLOWING DISORDERS IN HEAD AND NECK CANCER PATIENTS (3). The study of speech and swallowing disorders in head and neck cancer patients following surgical and medical intervention. Emphasis is on the role of the speech-language pathologist in the areas of counseling, dysphagia, artificial larynges, and alaryngeal and tracheo-esophageal speech. PRQ: Consent of department.

585. AUDIOLOGY PRACTICUM: SPEECH AND HEARING CLINIC (1). Observation, practice, and discussion of diagnostic and rehabilitative audiological procedures. All students involved in on-campus practicum in audiology must enroll in this course. May be repeated to a maximum of 6 semester hours. PRQ: COMD 420 or consent of department.

586. CLINICAL PROCEDURES IN DEAFNESS REHABILITATION COUNSELING (1). Observation, discussion, and practice of clinical procedures employed in rehabilitation counseling with persons who have hearing impairments. All students involved in on-campus practicum in deafness rehabilitation counseling must enroll in this course. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

587. SPEECH-LANGUAGE PRACTICUM: SPEECH AND HEARING CLINIC (1). Observation, discussion, and clinical practice of assessment and therapeutic procedures. All majors involved in on-campus practicum in speech-language pathology must enroll in this course. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

588. COGNITIVE-COMMUNICATION DISORDERS ASSOCIATED WITH TRAUMATIC BRAIN INJURY (2). Neurobehavioral sequelae and the physical manifestation within a speech-language-cognitive framework. The spectrum of intervention from speech, language and cognitive assessment, to treatment and carryover.

590. PRACTICUM: DEAFNESS REHABILITATION COUNSELING (3). Supervised practicum in deafness rehabilitation counseling in external settings that include vocational rehabilitation programs. PRQ: Consent of department.

591. SPEECH-LANGUAGE PRACTICUM: SCHOOLS (1-12). Includes assessment and intervention experience in speech-language services in the school setting. Five semester hours of credit will meet the minimum clinical clock-hour requirement in schools for Illinois School Certification. The course may be repeated to a maximum of 12 semester hours. It is expected that students have a minimum of 175 hours of clinical contact prior to enrollment in this course. PRQ: COMD 478, COMD 576, and a minimum of 4 semester hours in COMD 587, or consent of department.

592. SPEECH-LANGUAGE PRACTICUM: HOSPITALS/CLINICS (1-12). Advanced practicum in speech and language assessment and treatment in hospital and clinic settings. May be repeated to a maximum of 12 semester hours. It is expected that students have a minimum of 175 hours of clinical contact prior to enrollment in this course. PRQ: COMD 574, COMD 584, and a minimum of 4 semester hours in COMD 587.

593. ADVANCED PRACTICUM: AUDIOLOGY (1-15). Advanced practicum in audiology assessment and management in an external setting. May be repeated to a maximum of 15 semester hours. PRQ: COMD 585 or consent of department.

594. INTERNSHIP IN DEAFNESS REHABILITATION COUNSELING (1-12). A clinical experience in a rehabilitation or related facility, where the student will perform the functions of a counselor with clients who are deaf or hard of hearing under the direct supervision of both faculty and qualified staff in the placement site. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

598. DIRECTED INDIVIDUAL STUDY (1-6). Independent pursuit of advanced problems in communicative disorders of special concern to qualified graduate students. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of the student's adviser.

629. SEMINAR IN HEARING INSTRUMENTS (3). Advanced study of research in amplification systems including speech perception, psychoacoustics, and design consideration of hearing instruments. PRQ: COMD 529 or consent of department.

670. EXPERIMENTAL PHONETICS: PERCEPTION PROCESSES (3). The acoustic and psychoacoustic foundations associated with the perception of oral communication. Laboratory experimentation. PRQ: Consent of department.

671. EXPERIMENTAL PHONETICS: PRODUCTION PROCESSES (3). Research literature and laboratory methodology employed in the analysis of vocalized speech and the speech mechanism. Includes laboratory experiences relating to the physiological correlates of verbal behavior.

672. SEMINAR IN LANGUAGE (3). Crosslisted as COMS 672X. Theories and research on speech and language acquisition from infant vocalizations to the decoding and encoding of abstract concepts; description, measurement, and analysis of normal and variant language patterns. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

673. SEMINAR IN AUDIOLOGY (3). Special topics in audition and the auditory system. May be repeated to a maximum of 9 semester hours. PRQ: COMD 579 or consent of department.

674. ADMINISTRATION OF SPEECH AND HEARING PROGRAMS (3). A consideration of the basic business and professional principles essential to the operation of a speech and hearing program. Includes study of professional personnel management, budget and finance, plant management and development, and public relations and education.

675. SEMINAR: SPEECH PATHOLOGY (3). Selected topics in speech pathology. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

676. SEMINAR: SPEECH SCIENCE (3). Selected topics in the normal functioning of the speech mechanism and the perception of speech. May be repeated to a maximum of 9 semester hours. PRQ: COMD 326 and COMD 570, or consent of department.

677. SEMINAR: DEAFNESS REHABILITATION COUNSELING (3). The dynamics of hearing impairment and the professional's role in this area. Selected topics on the provision of rehabilitative services to the hearing impaired will be generated and selected by the students. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

684. PEDIATRIC SWALLOWING DISORDERS (3). Assessment and treatment of pediatric swallowing disorders including neurodevelopment, normal anatomy and physiology of swallowing, respiratory and gastroenterologic issues related to swallowing, clinical oral motor and feeding assessment, videofluoroscopic evaluation of swallowing, and management of pediatric swallowing disorders.
School of Family, Consumer, and Nutrition Sciences (FCNS)

Mary E. Pritchard, chair, associate professor, Ph.D., Purdue University

Graduate Faculty
Mary Andrews, coordinator, Family Center, M.S., Northern Illinois University
Brent J. Atkinson, associate professor, Ph.D., Texas Tech University
Susan P. Bowers, assistant professor, Ph.D., Ohio State University
Linda E. Derscheid, assistant professor, Ph.D., University of Iowa
Shi-Wei Sherry Fang, assistant professor, Ph.D., Michigan State University
Julie Johnson-Hillery, assistant professor, Ph.D., University of Wisconsin
Robert E. Keim, professor, Ph.D., Florida State University
Sondra King, associate professor, Ph.D., Kansas State University
Yoon Hee Kwon, professor, Ph.D., University of Wisconsin
Lan Li, assistant professor, Ph.D., Virginia Polytechnic and State University
Michael J. Martin, professor, Ph.D., University of Georgia
Sudha P. Wadhwa Mehta, associate professor, Ph.D., University of Wisconsin
J. Elizabeth Norrell, associate professor, Ph.D., University of Georgia
Ellen S. Parham, professor, Ph.D., University of Tennessee
Aimee D. Prawitz, assistant professor, Ph.D., Louisiana State University
Mary E. Pritchard, associate professor, Ph.D., Purdue University
Laura S. Smart, associate professor, Ph.D., University of Connecticut
Josephine Umoren, associate professor, Ph.D., University of Nebraska
Linda J. Wark, assistant professor, Ph.D., Purdue University
Helen Bruce Winsor, associate professor, Ed.D., Oklahoma State University

Josephine Umoren, associate professor, Ph.D., University of Tennessee
Ellen S. Parham, professor, Ph.D., University of Tennessee
Aimee D. Prawitz, assistant professor, Ph.D., Louisiana State University
Mary E. Pritchard, associate professor, Ph.D., Purdue University
Laura S. Smart, associate professor, Ph.D., University of Connecticut
Josephine Umoren, associate professor, Ph.D., University of Nebraska
Linda J. Wark, assistant professor, Ph.D., Purdue University
Helen Bruce Winsor, associate professor, Ed.D., Oklahoma State University

The School of Family, Consumer, and Nutrition Sciences offers graduate programs leading to the M.S. degree in applied family and child studies, in home economics resources and services, and in nutrition and dietetics. The school prepares professionals who support families and individuals in meeting their basic human needs. The programs are based on an interdisciplinary approach, drawing on the behavioral sciences, natural sciences, and the humanities. Students learn theories and their application to professions in nonprofit organizations, private practice, government, education, and business. Graduates have the necessary foundation for a career as well as further study.

A student pursuing an advanced degree in family, consumer, and nutrition sciences is expected to meet the requirements of a major area. Deficiencies in the major area at the undergraduate level will be determined by a committee of graduate faculty and must be made up as directed by the committee.

Admission requirements and information regarding notification of a decision on admission are indicated below for each area of study. Prior to initial registration, each student planning a major in family, consumer, and nutrition sciences should confer with the graduate adviser.

Master of Science in Applied Family and Child Studies

This major provides professional career enhancement for advanced graduate work and research, secondary and college teachers, and program administrators in family social services and child development settings in community and government agencies, including youth work, gerontological programming, child life programs in hospitals, infant and child care programs, family support services, and family life and parenting education.

A program of courses is developed cooperatively by the student and an advisor. In addition to taking the required courses, the student may focus on an individualized area of interest through the selection of courses within and outside the school.

Within the major, there is also the opportunity to specialize in marriage and family therapy.

Admission

Upon admission into the program, students are required, within 30 days, to notify the area coordinator in writing of their intention to register for classes in the term for which they were admitted. Failure to do so may result in cancellation of admission.

An applicant is required to have a minimum of 9 semester hours of undergraduate courses in family and child studies, or the equivalent including a course in family relations and one in child or lifespan development. Three of the 9 hours must be at the upper-division level. A student may be required to make up deficiencies in the area of family and child studies by successfully completing designated courses. These deficiency courses should be completed during the first semester after admission to the major. Failure to do so may result in removal from the program.

The maximum combined total of student-at-large hours plus transfer credit used in the degree program may not exceed 12 semester hours. For course work taken while a student-at-large, no more than 6 semester hours taken in the school and 6 hours outside of the school may be used in the degree program. Exceptions to these limits may be approved in special cases by the coordinator of the applied family and child studies faculty, provided that the Graduate School limit of transfer credit is not exceeded.

Since admission/enrollment in the major is limited, declared majors in the applied family and child studies program have priority for course enrollment. In such cases, students-at-large may not be allowed to enroll in some courses, or may be dropped from courses in the school within the graduate student drop period.

Requirements

The degree requires a minimum of 30 semester hours in the program.

FCNS 500B, Seminar: Family and Child Studies (3)
FCNS 504, Research Methods (3)
Course work from the following (9-12)
EPSY 522, Educational Statistics II (3), or BIOS 570, Biostatistical Analysis (3), or PSYC 504, Advanced Psychological Statistics (3)
FCNS 431A, Internship: Child Development (3), or FCNS 431B, Internship: Family Services (3) (See "Special Requirements" below.)

FCNS 599B, Practicum: Family Therapy (9) (Enrollment limited to students admitted to the specialization in marriage and family therapy)

FCNS 599A, Thesis (6)

FCNS 610, Teaching College-Level Family, Consumer, and Nutrition Sciences (3)

A 3-semester-hour course on social science research methodology, or statistics.

Two or three of the following including at least one 500-/600-level course (6-9)

FCNS 432, Theories of Child Development (3)

FCNS 434, Administration and Supervision of Programs for Young Children (3)

FCNS 437, Parent-Child Interaction From Birth to Six Years (3)

FCNS 438, Parent Education (3)

FCNS 439, Infant Development in the Family (3)

FCNS 445, Management of Human and Family Resources (3)

FCNS 486, Aging and the Family (3)

FCNS 489A-E, Topical Issues in Family and Child Studies (3)

FCNS 535, Behavior Assessment of the Infant and Young Child (3)

FCNS 537, The Child in the Family (3)

FCNS 538, The Family with Adolescents (3)

FCNS 585, The Abnormal Family (3)

FCNS 589, Readings in Family and Child Studies (3)

FCNS 684, Theoretical Foundations of Family Therapy (3)

Additional courses with approval of the adviser (6)

Special Requirements for FCNS 431A

Prerequisites for enrollment in the child development internship, FCNS 431A, are (1) previous full-time employment for at least one year in a licensed early childhood program or other professional setting related to young children and their families, or the equivalent of the following: supervised on-campus internship (FCNS 490), both guidance and planning courses (FCNS 330, FCNS 331, and FCNS 331A), a parent-child interaction course (FCNS 437), and an early childhood professional programs course (FCNS 434); (2) attendance at the scheduled internships meetings; and (3) consent of school.

FCNS 610, Teaching College-Level Family, Consumer, and Nutrition Sciences (3)

Special Requirements for FCNS 431B

Prerequisites for enrollment in the family services internship, FCNS 431B, are (1) previous employment for at least one year in a social service setting, or the equivalent of 50 hours of approved volunteer work, a group process class (FCNS 382 or EPCO 540), and a professional issues class (FCNS 490A or FCNS 592); (2) completion of FCNS 684 for internships in therapy settings; and (3) consent of school.

Specialization in Marriage and Family Therapy

The specialization in marriage and family therapy, accredited by the Commission on Accreditation for Marriage and Family Therapy Education, emphasizes the practical application of systemic family therapy principles to the diagnosis and treatment of problems in human relationships. Through extensive course work, clinical experience with client couples and families, and supervision by approved supervisors of the American Association for Marriage and Family Therapy, students in the specialization learn to integrate theory and research while developing the clinical skills of marriage and family therapists. The specialization prepares students to function in mental health, family service, hospital business, and human service settings, and upon graduation students have completed all requirements for associate membership in the American Association for Marriage and Family Therapy.

Application Process

The specialization in marriage and family therapy admits a limited number of students once a year in the spring semester. Eligible candidates for the specialization will be selected only from persons who have first applied for and been admitted to the M.S. program in applied family and child studies (without specialization), fulfilling the prerequisites noted above. Therefore, applicants to the specialization must complete two separate application packets: the Graduate School application for admission to the M.S. program with a major in applied family and child studies (without specialization), and the school's application portfolio for the specialization.

The Graduate School application must be obtained directly from and submitted to the Graduate School. The specialization application portfolio must be obtained from and returned to the coordinator, specialization in marriage and family therapy, School of Family, Consumer, and Nutrition Sciences, Northern Illinois University, DeKalb, Illinois 60115-2854.

Completed Graduate School applications must be submitted by January 15 to the Graduate School, and specialization applications must be submitted to the coordinator of the specialization by January 15. Late applications will be considered only if space is available. Once admitted to both the graduate major in applied family and child studies and the specialization in marriage and family therapy, students may begin courses in the summer or fall term.

Admission requirements and procedures for the specialization in marriage and family therapy are fully described in an admission portfolio that is available from the program coordinator. Except in extraordinary circumstances, applicants must be available for a personal interview with the clinical faculty of the specialization.

Requirements

EPSY 522, Educational Statistics II (3)

OR BIOS 570, Biostatistical Analysis (3)

OR PSYC 504, Advanced Psychological Statistics (3)

OR another 3-semester-hour course in social science research methodology or statistics approved by the chair of the graduate faculty (3)

FCNS 500B, Seminar: Family and Child Studies (3)

FCNS 500C, Seminar: Marriage and Family Therapy (9)

FCNS 504, Research Methods (3)

FCNS 599B, Practicum: Family Therapy (9)

FCNS 592, Professional Issues in Family Therapy (3)

FCNS 595, Strategies of Family Therapy (3)
Master of Science in Home Economics Resources and Services

The M.S. in home economics resources and services is individually designed to increase a student's ability to use subject matter, research, and communication for employment in apparel merchandising and home economics related positions in business, education, or government.

Admission

Applicants are required to have a minimum of 18 semester hours of course work in home economics and/or family, consumer, and nutrition sciences. At least 9 semester hours must be at the upper-division level.

Admission decisions are normally made within three weeks of receipt of the completed application.

Requirements

A minimum of 30 semester hours is required for the degree with at least 15 semester hours from the School of Family, Consumer, and Nutrition Sciences.

EPSY 521, Educational Statistics I (3),
OR EPSY 522, Educational Statistics II (3),
OR BIOS 570, Biostatistical Analysis (3),
OR PSYC 504, Advanced Psychological Statistics (3)
FCNS 500, Seminar (3)
FCNS 504, Research Methods (3)
FCNS 589A, Thesis (6),
OR FCNS 598B, Project (3-6),
OR FCNS 599B, One-Person Show (3-6)
Two courses selected with approval of the adviser
At least two courses supportive of subject matter and/or in methods of dissemination for selected audiences chosen with the approval of the adviser. Courses chosen may include, but are not limited to, the following.
FCNS 522, Trends and Issues in Family, Consumer, and Nutrition Sciences (3)
FCNS 525, Administration and Supervision in Family, Consumer, and Nutrition Sciences (3)
FCNS 539E, Practicum: Textiles, Apparel, and Merchandising (3)
FCNS 562, Current Problems in Consumer Textiles (3)

Master of Science in Nutrition and Dietetics

The M.S. in nutrition and dietetics is designed to prepare students interested in community nutrition to work as registered dietitians in a variety of public and private health organizations in county, state, and government agencies or as patient-care dietitians in hospitals and other health-care settings. The program also prepares students to continue their studies in doctoral programs.

Students in this program may select additional courses in biology, chemistry, biochemistry, and psychology for a concentration in biochemistry or biophysics. (For details, see "Center for Biochemical and Biophysical Studies.")

Students planning to qualify for the Registration Examination of the American Dietetic Association must meet both academic and experience requirements. Completion of the Dietetic Practicum may be used to satisfy the experience requirements. The academic requirements for the Didactic Program in Dietetics (DPD) of the American Dietetic Association must be completed before students initiate the practicum hours. A list of courses may be obtained from the student's adviser. Any deficiency in courses required for admission must be removed within the time limitation determined by the admission committee.

Admission

Applicants are required to have completed a Didactic Program in Dietetics (DPD) or have had courses in general chemistry, organic chemistry, biochemistry, microbiology or bacteriology, human biology, human physiology, science of nutrition, applied nutrition, two semesters of nutrition in clinical care, principles of food preparation, and statistics. A minimum 3.00 GPA in these courses is required. Applicants will be admitted according to the vacancies in the program. Vacancies are determined by the number of graduate students completing degrees each semester. Applicants with the highest GPA and GRE scores will be given priority for available positions.

A combined total of no more than 15 semester hours of graduate credit earned as a student-at-large plus transfer hours will be counted toward the M.S. degree.

The majority of vacancies in the program are filled shortly after February 15 for summer session, April 15 for fall semester, and September 15 for spring semester.

Requirements

Students must complete a minimum of 32 semester hours in the program for graduation.

EPSY 522, Educational Statistics II (3),
OR BIOS 570, Biostatistical Analysis (3),
OR PSYC 504, Advanced Psychological Statistics (3)
FCNS 500A, Seminar: Nutrition and Dietetics (2)
FCNS 504, Research Methods (3)
FCNS 545, Macronutrients (3)
FCNS 546, Micronutrients (3)
FCNS 599A, Thesis (6)
One of the following (3)
FCNS 516, Nutritional Factors in Obesity and Eating Disorders (3)
FCNS 553A, Nutrition in Growth and Human Development: Maternal and Child Nutrition (3)
FCNS 553B, Nutrition in Growth and Human Development: Nutrition and Physical Activity (3)
FCNS 553C, Nutrition in Growth and Human Development: Geriatric Nutrition (3)
Three semester hours selected in consultation with the assigned graduate program adviser (3)

One of the following (3)
AHPH 520, Primary Prevention and Health Promotion (3)
EPCO 525, Counseling Skills and Strategies (3)
FCNS 410, Community Nutrition (3)
PSYC 417, Principles of Behavior Modification (3)
Two of the following (5-6)
AHPH 530, Health Services Management (3)
AHPH 575, Health Economics for Health Services Managers (3)
AHPH 589, Community Health Planning (3)
FCNS 551, Workshop in Dietetic Practice: Standards, Strategies, and Skills (2)
SOCI 475, Health Organizations and Delivery of Services (3)

Dietetic Internship

The dietetic internship offers additional experiences in dietetic practice; completion fulfills the experience requirements to qualify to take the Registration Examination in Dietetics. The internship is under developmental accreditation through the American Dietetic Association (ADA) and is available only to majors in nutrition and dietetics.

The internship involves four terms: an orientation term in which the student spends 20-40 hours per week in practice sites and continues graduate study. Students in the internship must have completed at least 9 semester hours toward the degree before they can be placed in a practice site, ordinarily these hours are taken during the orientation term.

Admission

Admission is limited and competitive; admission to the major does not constitute admission to the internship. Although a student may apply for admission to the internship while acceptance to the major is pending, internship acceptance cannot be finalized until the student is accepted into the major.

Applicants must have completed the academic requirements for the DPD of the ADA. A B average in key course work is required. These courses are identified in the application packet.

Applicants must be certified in food sanitation and must have successfully completed 150 clock hours of experience in dietetics including both food service and clinical nutrition. This experience may be paid or volunteer.

Students may apply in the fall or spring semester. Applicants should inquire about application deadlines. Applications will be screened and ranked with the highest ranking applicants being invited to interview. Following the interviews, students are matched to this program through the ADA computer-matching process. Late applicants will be considered if openings are available after computer matching.

Requirements

In addition to the courses required for the M.S. in nutrition and dietetics, including FCNS 551 (2), students electing the practicum must complete the following.

FCNS 431C, Internship: Dietetics, Nutrition, and Food Systems (8)
FCNS 539C, Practicum: Food Systems Management (5)
FCNS 539D, Practicum: Nutrition Care in Dietetics (11)

Secondary Teacher Certification in Home Economics

The certification program in the School of Family, Consumer, and Nutrition Sciences meets or exceeds minimum requirements of the Illinois State Board of Education (ISBE) for secondary certification in home economics. Consequently, students completing the requirements will be recommended for certification under ISBE entitlement. Students with a baccalaureate degree from an accredited institution interested in secondary teacher certification must be admitted to the university as a post-graduate, student-at-large, or a graduate student. Admission to a degree program does not guarantee admission to the certification program.

Applicants must be certified in home economics. Consequently, students must complete all requirements for teacher certification including early clinicals, methods courses, student teaching, and at least one course in four of the six areas in home economics; human development-child development; interpersonal and family relationships and parenting; consumer and resource management; housing-interiors-furnishings-living environment; foods and nutrition; and clothing, textiles, and fashion. A minimum of 32 semester hours in the school is required. Students must obtain approval for admission into the teacher certification program, which is required for enrollment in preclinical experiences. Students must pass the Illinois Teacher Certification Examination.

Students must maintain a minimum 2.50 GPA in all undergraduate courses and a minimum 3.00 GPA in graduate courses.

Course List

407. CONSUMER PROTECTION (3). Current trends in consumption; consumer movement in the United States; laws and agencies protecting and serving the consumer; product analysis using appropriate materials and skills. PRQ: Graduate standing or consent of school.

408. CURRENT PROBLEMS AND TRENDS IN NUTRITION AND FOODS (3). Readings in and discussion of selected classic studies and recent developments in the field of nutrition and foods. Implications for dietitians, nutritionists, teachers, extension workers, and others. PRQ: Consent of school.

410. COMMUNITY NUTRITION (3). Nutrition problems, programs, and policies in the community. Observation and participation in local programs. PRQ: Consent of school. Recommended: FCNS 310.

424. CULTURAL AND NATIONAL FOOD PATTERNS (3). Food practices as influenced by social, cultural, and economic factors. PRQ: Consent of school.

428. EXPERIMENTAL FOODS (3). Application of scientific method in the study and design of experimental food products. Development of evaluative and laboratory research techniques through group and individual projects. PRQ: FCNS 200A, FCNS 200B, and CHEM 370, or consent of school.

431. INTERNSHIP (1-15).
A. Child Development. See "Special Requirements," Applied Family and Child Studies
C. Dietetics, Nutrition, and Food Systems
D. Home Economics Education

*Postgraduate students should see the Undergraduate Catalog for initial teacher certification requirements.
Supervised participation in professional settings. Students will be assigned to experiences appropriate to their professional interest. A maximum of 6 semester hours may be applied toward a master's degree. No more than 2 semester hours may be applied to the M.S. with a major in nutrition and dietetics. S/U grading basis may be used. May be repeated to a maximum of 15 semester hours. PRQ: Consent of school.

432. THEORIES OF CHILD DEVELOPMENT (3). Analysis of the major theories of child development and their implications in working with young children. PRQ: 6 semester hours in child development or consent of school.

434. ADMINISTRATION AND SUPERVISION OF PROGRAMS FOR YOUNG CHILDREN (3). Planning the total program: the administration and supervision of various types of group care for children under six. Work with infants, toddlers, preschoolers, personnel, and financial problems. PRQ: FCNS 330 or FCNS 331, or consent of school.

437. PARENT-CHILD INTERACTION FROM BIRTH TO EIGHT YEARS (3). Parent-child interactions in the home and in institutions (e.g., early childhood care and educational settings in public and private schools, community service agencies, hospitals, and parent-child centers). Survey of theory, research, and professional early childhood practice regarding parent-child interaction, and parent education and involvement. PRQ: All 6 semester hours in child development and/or family relations or consent of school.

438. PARENT EDUCATION (3). Basic principles in organization, formulation, and presentation of parent study programs. Experience in ways of working with parents of children from preschool through adolescence. Uses of group dynamics and mass media. PRQ: A course in child or adolescent development, or consent of school.

439. INFANT DEVELOPMENT IN THE FAMILY (3). The infant in the context of the family. Opportunity to become familiar with major scientific findings concerning prenatal and postnatal development of the child from conception through the first two years of life. Integration of this information through observation, laboratory experience, and home visits. PRQ: FCNS 230 or consent of school.

445. MANAGEMENT OF HUMAN AND FAMILY RESOURCES (3). The management process applied to resource allocation by individuals, families, and other units within a dynamic social and economic environment. PRQ: Consent of school.

452. APPAREL DESIGN I (3). Apparel design through the fundamental principles and processes of flat pattern methods. Emphasis on the development of a master pattern and original design. May be repeated once for advanced projects. PRQ: FCNS 252 or consent of school.

453. EXPERIMENTAL TEXTILES (3). Standard textile testing methods used in determining the physical and chemical characteristics of fibres, yarns, and fabrics, and the statistical methods employed in data analysis and evaluation. PRQ: FCNS 152, FCNS 351, and CHEM 110A, or consent of school.

454. APPAREL DESIGN II (3). Draping based upon the interrelating factors of form, design, and material. Emphasis on experimentation with materials, techniques, and original design ideas. May be repeated once for advanced projects. PRQ: FCNS 252 or consent of school.


466. ECONOMICS OF APPAREL AND TEXTILE INDUSTRIES (3). Factors affecting the production, distribution, and consumption of apparel and textile products; the role of the apparel and textile industries in the national economy. PRQ: ECON 2607 and FCNS 258, or consent of school.

468. CONSUMER BEHAVIOR RELATED TO APPAREL (3). Analysis of acquisition and consumption of apparel from perspectives of motivation, perception, learning, and attitude formation. Effects of factors constituting life style of families in various socioeconomic, ethnic, and age groups. PRQ: PSYC 102 and SOCI 170, or consent of school.

484. ADVANCED FAMILY RELATIONSHIPS (3). Theoretical approaches to family relationships; application theories to family process and the professional practice of family science. PRQ: A course in family relationships or consent of school.

486. AGING AND THE FAMILY (3). The multidisciplinary study of aging: changing family functions and the consequences with reference to workforce participation, financial status; health status of the aged and its implications for the family; housing needs; leisure in contemporary and future society; the role of public and private agencies and institutions in the provision of services for the aged. PRQ: PSYC 102 or consent of school.

489. TOPICAL ISSUES IN FAMILY AND CHILD STUDIES (3). A. Professional Practice in Family Social Services B. Social Policy, Children, and Families C. Child Abuse and Neglect D. The Family and Divorce E. Working with Ethically Diverse Children and Families F. Topics affecting child development and family life. May be repeated to a maximum of 12 semester hours when topic changes. PRQ: At least 6 semester hours in family and child studies or consent of school.

490. INTERNSHIP IN INFANT AND CHILD DEVELOPMENT LABORATORIES (3-5). Supervised internship in child development. Opportunities for planning and supervising programs for infants and children up to 5 years of age. In fulfilling the 30-hour graduate program requirement, no student will be permitted to count more than 6 hours from field experience. PRQ: Consent of school.

500. SEMINAR (1-12). A. Nutrition and Dietetics B. Family and Child Studies C. Marriage and Family Therapy D. Home Economics Education E. Textiles and Clothing Readings and reports in the designated areas of family, consumer, and nutrition sciences. May be repeated to a maximum of 12 semester hours when topic changes.

504. RESEARCH METHODS (3). Study of the research process including the interplay of theory, research design, data collection, and analysis. Development of a research proposal required.

515. ADVANCED CLINICAL NUTRITION (3). An in-depth study of recent trends in clinical nutrition. PRQ: FCNS 415, a course in biochemistry, and a course in human physiology, or consent of school.

516. NUTRITIONAL FACTORS IN OBESITY AND EATING DISORDERS (3). Exploration of the etiology, complications, prognosis, and treatment protocols for obesity and eating disorders. Assessment of diet and eating behavior as factors in treatment and prevention of these conditions. PRQ: Consent of school. Students will be required to participate as staff volunteers in an on-going weight control program. PRQ: FCNS 309 or consent of school.

520. CURRICULUM IN HOME ECONOMICS EDUCATION (3). Principles of curriculum development involving theoretical and philosophical concepts with specific emphasis on home economics programs including elementary, secondary, continuing education, and college. PRQ: FCNS 344 or consent of school.

521. EVALUATION IN HOME ECONOMICS EDUCATION (3). Methods of evaluation. Relationship to curriculum. Selection, construction, and use of evaluation devices for home economics programs. PRQ: FCNS 344 or consent of school.

522. TRENDS AND ISSUES IN FAMILY, CONSUMER, AND NUTRITION SCIENCES (3). Exploration of current issues in family, consumer, and nutrition sciences at the secondary, post-high-school, and college levels. Consideration of trends contributing to the issues and proposed solutions.

525. ADMINISTRATION AND SUPERVISION IN FAMILY, CONSUMER, AND NUTRITION SCIENCES (3). Principles and theories of leadership and supervision as related to family, consumer, and nutrition sciences teaching, secondary departments, and state departments. Objectives, techniques, and evaluation of supervision.

535. BEHAVIOR ASSESSMENT OF THE INFANT AND YOUNG CHILD (3). Content and methodology of the assessment of behavior of the infant and young child. Specific discussions and materials on the measurement of personality, maturity and readiness, intelligence, social behavior, and interests and attitudes. Application of some of these tests and measurements will be an integral part of this course. PRQ: Consent of school.

537. THE CHILD IN THE FAMILY (3). Analysis of the reciprocal influences between family and child in the context of other important socializing influences. The biological, cognitive, affective, and social-personal domains of development are examined. Relevant information is included from historical, philosophical, anthropological, cross-cultural, and psychological perspectives. PRQ: Consent of school.

539. PRACTICUM. A. Parent Education (1-6). Under staff supervision, the student develops and implements a program aimed at changing parental and family attitudes and behaviors. May be repeated to a maximum of 6 semester hours that can be applied toward a master's degree. PRQ: FCNS 438 and consent of school.
B. Family Therapy (1-9). Under faculty supervision, the student develops
the professional skills of marriage and family therapists. May be
repeated to a maximum of 9 semester hours that can be applied toward
a master's degree. Applicable toward AAMFT clinical contact and
supervision requirements. Restricted to students admitted to the
specialization in marriage and family therapy. PRQ: Consent of school.

C. Food Systems Management (5). Supervised participation in a variety
of food service systems. S/U grading basis. PRQ: Consent of school.

D. Nutrition Care in Dietetics (1-11). Supervised participation in nutrition
care in a health care institution. May be repeated to a maximum of 11
semester hours. S/U grading basis. PRQ: Consent of school.

E. Textiles, Apparel, and Merchandising (3). Supervised participation in
professional settings. PRQ: Consent of school.

540. HOME ECONOMICS FOR TEACHERS OF THE VISUALLY
HANDICAPPED (3). Techniques used by blind homemakers in meal
preparation, shopping, house cleaning, selection and care of clothing,
and child rearing; recreational and leisure time activities.

545. MACRONUTRIENTS (3). Study of the current knowledge of the
metabolic basis of nutritional needs of macronutrients (carbohydrates,
proteins, fats, calcium, phosphorous, magnesium, and electrolytes)
including clinical implications. PRQ: FCNS 309, a course in biochemistry,
and a course in physiology; or consent of school.

546. MICRONUTRIENTS (3). The basis of nutritional needs for vitamins
and trace minerals including nutrient interactions. PRQ: FCNS 309, a
course in biochemistry, and a course in physiology; or consent of school.

550. WORKSHOP IN FAMILY, CONSUMER, AND NUTRITION
SCIENCES (1-6). Workshop designed for professional personnel to study
current issues, trends, and programs in a specialized area. Emphasis
varies and is announced in workshop title. May be repeated. Maximum
of 6 semester hours of workshops may be applied toward master's degree.
PRQ: Consent of school.

551. WORKSHOP IN DIETETIC PRACTICE: STANDARDS, STRATEGIES,
AND SKILLS (1-2).
A. Clinical Care Issues
B. Management Issues
An exploration and evaluation of techniques, procedures, and policies
associated with the contemporary practice of dietetics. PRQ: Consent of
school.

553. NUTRITION IN GROWTH AND HUMAN DEVELOPMENT (3).
A. Maternal and Child Nutrition
B. Nutrition and Physical Activity
C. Geriatric Nutrition
The interaction of the psychological and sociophysiological aspects of
nutrition throughout the life cycle. Emphasis on integration of current
literature incorporating anthropology, economics, history, sociology,
psychology, marketing, and consumer behavior. Applications of existing
fashion concepts and theories to contemporary environments. PRQ: FCNS 464 or consent of school; or FCNS 468 or consent of school.

555. THEATRICAL FAMILY (3). An analysis of the adjustments, crises,
possible problems, and ways to strengthen the atypical family. PRQ: FCNS
500B or consent of school.

559. READINGS IN FAMILY AND CHILD STUDIES (3). Analysis of
normative, developmental, and ecological changes across the life span.
Focuses on developmental transitions such as childbirth, adolescence,
and aging. PRQ: Upper-division course in family or child studies or consent
of school.

562. CURRENT PROBLEMS IN CONSUMER TEXTILES (3). New
development in textiles; analysis of quality control and production
standards, evaluation of current problems. PRQ: FCNS 351 or consent of
school.

566. THEORETICAL FOUNDATIONS OF FAMILY THERAPY (3).
Crosslisted as EPCO 684X. An examination and discussion of the
historical development and theoretical foundations of family therapy, with
a focus on the traditional and current models of therapy in the field. PRQ: Consent of school.

572. HISTORIC TEXTILES (3). Methods of textile formation and textile
design processes over time and in diverse cultures. PRQ: FCNS 152 or
consent of school.

574. CLOTHING AND HUMAN BEHAVIOR (3). Clothing as a reflection
of human behavior as related to the concepts from the behavioral
sciences. Interpretation of research findings. PRQ: FCNS 464 or consent of
school.

584. THE FAMILY WITH ADOLESCENTS (3). Developmental tasks of
the family with adolescents; parental and adolescent roles; communication
networks, adolescent identity and sexuality.

585. STRUCTURES OF FAMILY THERAPY (3). An exploration of the
specific perceptual, conceptual, and intervention skills of traditional and
current family therapy approaches. PRQ: FCNS 664 or consent of school.

586. STRUCTURAL FAMILY THERAPY (3). An exploration of the specific
perceptual, conceptual, and intervention skills of structural family therapy,
developed by Salvador Minuchin. PRQ: Consent of school.

589. READINGS IN FAMILY AND CHILD STUDIES (3). Analysis of
normative, developmental, and ecological changes across the life span.
Focuses on developmental transitions such as childbirth, adolescence,
and aging. PRQ: Upper-division course in family or child studies or consent
of school.

592. PROFESSIONAL ISSUES IN FAMILY THERAPY (3). Survey and
discussion of ethical, legal, and contextual issues in the practice of
marriage and family therapy. PRQ: Consent of school.

601. PROBLEMS IN FAMILY, CONSUMER, AND NUTRITION
SCIENCES (1-3). Independent study, individual problems, action, or other research.
May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

604. THEORETICAL FOUNDATIONS OF FAMILY THERAPY (3).
Crosslisted as EPCO 684X. An examination and discussion of the
historical development and theoretical foundations of family therapy, with
a focus on the traditional and current models of therapy in the field. PRQ: Consent of school.
Department of Military Science (MILS)

Major Jann E. Stovall, chair, professor, M.S., University of Southern California

Faculty
Major Ralph Peterson, assistant professor, B.S., Northern Illinois University
Major Jann E. Stovall, professor, M.S., University of Southern California
Major Richard W. Tom, assistant professor, B.S., University of Utah

The Department of Military Science offers graduate students training and experience in the art of organizing, motivating, and leading others, while completing their studies for a degree in an academic discipline of their own choice. Completion of the program leads to a commission in the U.S. Army. The Reserve Officers' Training Corps is open to all eligible students, both male and female. The curriculum is centered around an applied leadership training program which is designed to develop those personal traits and qualities essential to successful leadership in civilian life, as well as the military environment. Those who complete the advanced program will serve as commissioned officers with National Guard, U.S. Army Reserve, or regular U.S. Army units.

Program
Army ROTC offers a two-year program which meets the needs of most graduate students. To enter this program students usually attend a six-week basic camp the summer before entering the advanced courses. Application is made in the spring or early summer. Students are paid while attending basic camp. Upon completion of the camp students may enter directly into the advanced courses and start receiving a $150-per-month stipend.

Veterans' Option
In most cases, prior military service will qualify for placement credit so that veterans may enroll directly in the advanced course. Veterans are permitted to receive G.I. Bill benefits and state benefits as well as the $150-per-month stipend while enrolled in the advanced courses.

Eligibility
Interested students should contact the department on enrollment procedures and specific eligibility requirements. Generally, to enroll in the military science program leading to an officer's commission the student must
- be a citizen of the United States or have been lawfully admitted to the U.S. for permanent residence under applicable provisions of the Immigration and Naturalization Act and be at least 17 years of age;
- be enrolled as a full-time student at NIU with at least four semesters remaining at NIU;
- be able to complete the ROTC program prior to reaching 30 years of age (Age requirements may be waived in some cases);
- be physically and mentally qualified and of good moral character; and
- be selected by the professor of military science.

Commissioning Requirements
To be eligible for commissioning as a Second Lieutenant in the U.S. Army, the graduate student must have completed all military science advanced courses and be in good standing academically. Additionally, the student must have successfully completed several interdisciplinary studies at either the undergraduate or graduate level. These include, as a minimum, one course each in written communications, human behavior, mathematical reasoning, computer literacy, and military history. Also recommended are studies in management and national security. Students should confer with the chair, Department of Military Science, to determine specific courses which fulfill this requirement.

Leadership Laboratory
A leadership laboratory is required each week for all military science students. Content varies with the student year-group and military science class.

Course List (Advanced Courses)
Credit earned in military science is not applicable toward graduate degree requirements.
301. MILITARY TRAINING AND TACTICS I (3).
302. MILITARY TRAINING AND TACTICS II (3).
325. BASIC PRACTICUM IN MILITARY SCIENCE (3).
350. ADVANCED PRACTICUM IN MILITARY SCIENCE (3).
401. MILITARY LEADERSHIP AND MANAGEMENT I (4).
402. MILITARY LEADERSHIP AND MANAGEMENT II (4).
495. INDEPENDENT STUDY (3).
School of Nursing (NURS)

Marilyn Frank-Stromborg, chair, professor, Ed.D., J.D., Northern Illinois University

Graduate Faculty

Virginia Cassidy, associate professor, Ed.D., Northern Illinois University
Ruth Elliott, assistant professor, Ed.D., Vanderbilt University
Marilyn Frank-Stromborg, professor, Ed.D., J.D., Northern Illinois University
Elaine R. Graf, assistant professor, Ph.D., Virginia Commonwealth University
Rebecca A. Johnson, assistant professor, Ph.D., University of Iowa
Ayhan A. Lash, assistant professor, Ph.D., University of Chicago
Lorys F. Oddi, professor, Presidential Teaching Professor, Ed.D., Northern Illinois University
Julie Robertson, assistant professor, Ed.D., Northern Illinois University
Georgia G. Whitley, associate professor, associate chair, Ed.D., Northern Illinois University
Carol J. Wilson, associate professor, Ph.D., University of Texas

Master of Science in Nursing

The School of Nursing offers a 36 semester hour program of graduate study leading to an M.S. in nursing which is fully accredited by the National League for Nursing. Graduates are prepared for advanced practice in a selected field of clinical study.

Current licensure as a registered nurse in one of the jurisdictions of the U.S. is prerequisite to enrollment in all nursing courses unless otherwise specified. Registered nurses who hold the baccalaureate in nursing may enroll in graduate nursing courses as students-at-large. With the approval of the student’s academic adviser, a maximum of 9 semester hours of student-at-large credit may be applied to degree requirements. Exceptions to this 9-hour limit may be made only for students who are required to complete up to 15 semester hours of graduate work in order to demonstrate an acceptable GPA. (See “Admission” below.) Enrollment in the practicum course (NURS 595) requires that all practicum arrangements be completed with the designated faculty during the semester prior to the experience. Successful completion of a clinically focused project in the field of clinical study is required in the practicum course in lieu of a final comprehensive examination.

The master’s degree in nursing may be pursued on either a full-time or a part-time basis. The program requires a minimum of 3 semesters. Students must have completed an introductory statistics course and an introductory research methods course prior to enrollment in NURS 505. An introductory health assessment course must be taken prior to beginning courses in a field of clinical study.

To maintain enrollment in the graduate program, evidence of current registered nurse licensure, professional liability insurance, CPR certification, and absence of active tuberculosis is required.

All field of clinical study courses are permit courses. In order to receive a permit for the course a student must complete the appropriate prerequisite courses and submit documentation of compliance with clinical requirements to the School of Nursing, Room 190. Clinical requirements include evidence of current registered nurse licensure, professional liability insurance, appropriate CPR certification, and required immunizations.

The graduate faculty committee may determine that a student not continue in the master’s program in nursing for failure to maintain professional standards.

The graduate student plans a program in consultation with an assigned adviser from the School of Nursing. With the advice and consent of the adviser, a student may pursue the degree with or without a thesis. Credits transferred from another college or university may not exceed 6 semester hours. Students must select a field of clinical study in adult health nursing, parent-child health nursing, community health nursing, or older adult health nursing.

Admission

Admission to graduate study in nursing requires compliance with the following standards of the School of Nursing.

Current licensure as a registered nurse in the U.S.
A baccalaureate degree from a National League for Nursing (NLN) accredited school (or from a program seeking initial NLN accreditation) which includes an upper-division major in nursing equivalent to the undergraduate nursing major at NIU.
If the applicant is a graduate of a non-graded baccalaureate program in nursing, NLN accreditation is required. The applicant must provide documentation of course work which is essentially equivalent to that required in the nursing major at NIU.
A minimum 2.75 GPA (based on a 4.00 system) for the last 60 hours of the baccalaureate program, or completion of 15 or more semester hours of graduate work at an accredited institution with a GPA of 3.20 or better.
A composite GRE score in compliance with School of Nursing standards.
A statement of overall career goals submitted as an example of professional writing skills. The statement should be typewritten, single-spaced with a 300-word maximum limit and should include the student’s desired field of study.
The approval of the School of Nursing Graduate Admissions Committee.

The applicant may be required to have a personal interview with the university and/or the School of Nursing Graduate Admissions Committee.

Admission decisions are normally made within three weeks of receipt of the complete application.

Requirements (36)

Nursing Core (21)
EPsy 522, Educational Statistics II (3)
NURS 500, Theories of Nursing (3)
NURS 505, Nursing Research I (3)
NURS 506, Nursing Research II (3)
NURS 507, Advanced Nursing Practice in Health Care Systems (3)
NURS 508, Biological and Behavioral Concepts for Advanced Nursing Practice (3),
OR AHPH 555, Principles and Methods of Epidemiology (3)
NURS 585, Seminar in Advanced Nursing Roles (3)
Field of Clinical Study (12)

Adult Health Nursing
NURS 510, Advanced Adult Health Nursing: Regulating and Perfuning Systems (3)
NURS 511, Advanced Adult Health Nursing: Coordinating and Metabolizing Systems (3)
NURS 595, Advanced Practicum in Nursing (6)

Community Health Nursing
NURS 571, Advanced Community Health Nursing: Analysis and Application (3)
NURS 572, Advanced Community Health Nursing: Home Health Care (3)
NURS 573, Advanced Community Health Nursing: Health Promotion (3)
NURS 595, Advanced Practicum in Nursing (6)

Older Adult Health Nursing
NURS 555, Advanced Older Adult Health Nursing: Aging Processes (3)
NURS 556, Advanced Older Adult Health Nursing: Alterations in Mental Health (3)
NURS 557, Advanced Older Adult Health: Societal Impact and Response (3)
NURS 595, Advanced Practicum in Nursing (6)

Parent-Child Health Nursing
NURS 545, Advanced Parent-Child Health Nursing: Bases for Practice (3)
NURS 546, Advanced Parent-Child Health Nursing: High-Risk Infant and Child (3)
NURS 547, Advanced Parent-Child Health Nursing: High-Risk Maternal Fetal Dyad (3)
NURS 595, Advanced Practicum in Nursing (6)

Thesis/Cognate (3)
In consultation with the adviser, the student must complete a thesis or cognate course work that supports the clinical field of study.

Post-Master's Family Nurse Practitioner Course of Study

The post-master’s family nurse practitioner course of study is composed of 28 semester hours of study which include class lectures, simulated laboratory experiences, and 608 hours of clinical experiences with designated preceptors. The purpose of the course of study is to provide the course work and clinical experience to become family nurse practitioners upon the successful completion of the nationally administered Family Nurse Practitioner Certification Examination.

The family nurse practitioner course of study does not lead to a formal graduate degree. At completion of the course of study, students will receive a Statement of Completion. Students admitted to the family nurse practitioner courses are expected to enroll in 10 semester hours of course work in the fall and spring semesters and 6 semester hours of course work during the summer term. Students who have deficiencies in prerequisite courses may be able to take them at the same time they are taking the family nurse practitioner series of courses.

Prerequisites for admission into the course of study include a master’s degree in nursing from a program accredited by the National League for Nursing, an introductory health assessment course (equivalent to NURS 306), an epidemiology course (equivalent to AHPH 555), a biological and behavioral concepts for advanced nursing practice course (equivalent to NURS 506), and an advanced community health nursing analysis and application course (equivalent to NURS 571). Courses included in master’s degrees other than NIU’s will be evaluated on an individual basis.

Required Courses
NURS 600, Clinical Decision Making in Advanced Nursing Practice (3)
NURS 601, Clinical Pharmacology and Therapeutics in Advanced Nursing Practice (4)
NURS 602, Conceptual Basis for Family Health Nursing for the Family Nurse Practitioner (3)
NURS 605, Advanced Health Assessment and Differential Diagnosis (4)
NURS 610, Family Health: Promotion and Maintenance (6)
NURS 620, Family Health: Acute and Chronic Illnesses in the Individual (6)

Course List

500. THEORIES OF NURSING (3). Exploration of the present status of theory development within the profession of nursing. Importance of scientifically based theories as a rationale for advanced nursing practice. Opportunity for analysis and evaluation of proposed theoretical frameworks for nursing.

505. NURSING RESEARCH I (3). Analysis of the research process as a basis for advanced practice and as related to theory development in nursing. Preparation for proposal development. PRQ: An introductory statistics course, an introductory research course, and consent of school. CRQ: NURS 500 and EPSY 522 and consent of school.

506. NURSING RESEARCH II (3). Application of the research process to the development of a clinical nursing study. Exploration of resources available to support research, issues in research, and future research goals for the profession. PRQ: NURS 505 and consent of school.

507. ADVANCED NURSING PRACTICE IN HEALTH CARE SYSTEMS (3). Analysis of the U.S. health care system and those of other countries. Emphasis on using selected behavioral processes in advanced nursing practice to influence health care policy and delivery.

508. BIOLOGICAL AND BEHAVIORAL CONCEPTS FOR ADVANCED NURSING PRACTICE (3). Application of selected biopsychosocial concepts to advanced nursing practice. Integration of research from nursing and related disciplines.

510. ADVANCED ADULT HEALTH NURSING: REGULATING AND PERFUSING SYSTEMS (3). Advanced nursing care of adults with selected alterations in cardiovascular, respiratory, and renal systems. Emphasis on an integrative conceptual approach to developing a theoretical and empirical basis for advanced nursing practice to enhance health. Theory will be validated in the practice setting. PRQ: NURS 508, an introductory health assessment course, or consent of school. CRQ: NURS 506 and NURS 507, or consent of school.

511. ADVANCED ADULT HEALTH NURSING: COORDINATING AND METABOLIZING SYSTEMS (3). Advanced nursing care of adults with selected alterations in neurologic, endocrine, and metabolic systems. Emphasis on an integrative conceptual approach to developing a theoretical and empirical basis for advanced nursing practice to enhance health. Theory will be validated in the practice setting. PRQ: NURS 508, an introductory health assessment course, or consent of school. CRQ: NURS 506 and NURS 507, or consent of school.

530. INDEPENDENT STUDY (1-3). Independent study under faculty supervision. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

531. PRACTICUM IN NURSING EDUCATION (1-3). Independent experience in nursing education under faculty supervision. May be repeated to a maximum of 9 semester hours. Credit not applicable toward the M.S. with a major in nursing. PRQ: Consent of school.

532. PRACTICUM IN NURSING RESEARCH (1-3). Independent experience under faculty supervision in selected components of the nursing research process. Activities may include proposal development, literature review, data collection, computer data entry, data analysis, and report writing. May be repeated to a maximum of 9 semester hours. Credit not applicable toward the M.S. with a major in nursing. PRQ: Consent of school.

533. ADVANCED HEALTH ASSESSMENT (3). Didactic, simulated, and clinical experiences to develop advanced knowledge and skills in health assessment. Emphasis on the integration of the knowledge base and skills into the advanced nursing practice role. PRQ: An introductory health assessment course or consent of school.
535. PHYSICAL ASSESSMENT TECHNIQUES FOR NURSES (3). Didactic and simulated experiences to develop basic skills in physical assessment. Acquired knowledge and skills are integrated into the nursing process. PRQ: Consent of school.

536. CLINICAL EXPERIENCE: PHYSICAL ASSESSMENT (1). A laboratory experience in the clinical setting wherein physical assessment skills are developed and evaluated. Experiences will be scheduled on Saturdays. CRQ: NURS 535. PRQ: Consent of school.

538. EMERGENCY AND TRAUMA NURSING (3). Investigation of the role of the nurse in the management of patients and families with trauma and other emergency health care needs within the community context. Exploration of the scientific basis for establishing priorities of care. Specific clinical problems are selected for study.

539. ONCOLOGY NURSING SEMINAR (3). Selected topics related to the illness trajectory for individuals experiencing alterations in cellular proliferation. Emphasis on the role of the nurse in advanced practice in enhancing adaptation of the individual and family.

545. ADVANCED PARENT-CHILD HEALTH NURSING: BASES FOR PRACTICE (3). Selected issues that affect individual and family system development, interaction, and adaptation during the child-bearing and child-rearing years. Emphasis on the advanced practice role of the nurse in enhancing the health of the family system. Theory will be validated in the practice setting. PRQ: AHPH 555 or NURS 508, an introductory health assessment course, or consent of school. CRQ: NURS 506, and NURS 507, or consent of school.

546. ADVANCED PARENT-CHILD HEALTH NURSING: HIGH-RISK INFANT AND CHILD (3). Theories and concepts related to the care of the high-risk infant/child. Emphasis on the advanced practice role of the nurse in enhancing the health of the high-risk infant and child. Theory will be validated in the practice setting. PRQ: NURS 545 or consent of school.

547. ADVANCED PARENT-CHILD HEALTH NURSING: HIGH-RISK MATERNAL FETAL DYAD (3). Theories and concepts related to the care of the high-risk maternal-fetal dyad. Emphasis on the advanced practice role of the nurse in enhancing the health of the high-risk pregnant woman and the unborn. Theory will be validated in the practice setting. PRQ: NURS 545 or consent of school.

555. ADVANCED OLDER ADULT HEALTH NURSING: AGING PROCESSES (3). Study of the aging process as it affects physiologic and psychosocial systems of older adults. Emphasis on processes used by nurses in advanced practice to enhance the health of older adults. Theory will be validated in the practice setting. PRQ: AHPH 555 or NURS 508, an introductory health assessment course, or consent of school. CRQ: NURS 506 and NURS 507, or consent of school.

556. ADVANCED OLDER ADULT HEALTH NURSING: ALTERATIONS IN MENTAL HEALTH (3). Study of older adults experiencing alterations in thought processes or coping. Emphasis on processes used in advanced nursing practice to enhance mental health in older adults. Theory will be validated in the practice setting. PRQ: NURS 555 or consent of school.

557. ADVANCED OLDER ADULT HEALTH: SOCIETAL IMPACT AND RESPONSE (3). Study of the impact of the increasing older population on family, societal, and health care systems. Emphasis on processes used by health care providers to enhance stability of these systems. Theory will be validated in the practice setting. Open to non-nursing majors. PRQ: NURS 555 or consent of school.

571. ADVANCED COMMUNITY HEALTH NURSING: ANALYSIS AND APPLICATION (3). Exploration, analysis, and application of epidemiologic studies, community health care delivery systems, and the planning, implementing, and evaluating of nursing services within these systems. Theory will be validated in the practice setting. PRQ: AHPH 555, an introductory health assessment course, or consent of school. CRQ: NURS 506 and NURS 507, or consent of school.

572. ADVANCED COMMUNITY HEALTH NURSING: HOME HEALTH CARE (3). Exploration of advanced nursing practice in home health care within a complex health care delivery system. Theory will be validated in the practice setting. PRQ: NURS 571 or consent of school.

573. ADVANCED COMMUNITY HEALTH NURSING: HEALTH PROMOTION (3). Exploration of advanced nursing practice within a health promotion paradigm. Theory will be validated in the practice setting. PRQ: NURS 571 or consent of school.

580. SEMINAR IN CLINICAL NURSING (1-3). Seminar format to be utilized in the exploration of solutions to the development of nursing services in meeting current modern health needs. May be utilized to experiment with new formats for communicating relevant information in fields requiring nursing expertise. May be repeated to a maximum of 9 semester hours if topic changes.

585. SEMINAR IN ADVANCED NURSING ROLES (3). The roles of the nurse in advanced practice with a focus on the conceptual, theoretical, and scientific basis for role development. CRQ: NURS 507 or consent of school.

595. ADVANCED PRACTICUM IN NURSING (6). Synthesis of the advanced practice roles of the master's level prepared nurse. Individualization of practice area with concurrent competencies in the general area of clinical study. Completion of a clinically focused project is required. Arrangements for practicum must be completed one semester prior to registration. PRQ: NURS 585, one course in chosen field of clinical study, and consent of school. CRQ: Second course in chosen field of clinical study and consent of school.

599. MASTER'S THESIS (1-3). Open only to the student who elects to write a thesis for the M.S. degree in nursing. The student enrolls with the faculty member directing the thesis. Microfilming of thesis with University Microfilms is required. May be repeated to a maximum of 3 semester hours. Continuous enrollment is required until the thesis is completed. PRQ: NURS 506 and consent of school.

600. CLINICAL DECISION MAKING IN ADVANCED NURSING PRACTICE (3). Examination of current economic, social, state and federal, ethical, and legal issues in advanced practice and professionalism. Focus on components of professionalism in advanced practice and how these impact clinical decision making by nurse practitioners. PRQ: NURS 306 and NURS 508, or consent of school. CRQ: AHPH 555 and NURS 601, or consent of school.

601. CLINICAL PHARMACOLOGY AND THERAPEUTICS IN ADVANCED NURSING PRACTICE (4). Principles of pharmacology applied to the primary care of individuals across the lifespan. Emphasis on proper prescribing and monitoring procedures for the various drug regimens used to treat common disease states. Potential consequences of multiple drug interaction. View of important adverse drug reactions, and dangers inherent in self-medication as well as overuse of commonly prescribed drugs. Selected clinical experiences supplement the course. PRQ: Consent of school. CRQ: AHPH 555 and NURS 600, or consent of school.

602. CONCEPTUAL BASIS FOR FAMILY HEALTH NURSING FOR THE FAMILY NURSE PRACTITIONER (3). Theoretical and conceptual bases for family nurse practitioner practice. Family nurse practitioner roles in relation to levels of care and case management of families across the lifespan. Includes didactic and clinical experiences. PRQ: An introductory health assessment course or consent of school. CRQ: AHPH 555, NURS 600, and NURS 601, or consent of school.

605. ADVANCED HEALTH ASSESSMENT AND DIFFERENTIAL DIAGNOSIS (4). Designed to help prospective nurses in advanced practice develop advanced health assessment skills appropriate for clinical practice. Emphasis on provider-client interaction, data collection, and hypothesis formulation. Integration of objective and subjective findings into clinical diagnoses, formulation of problem lists, and care plans. Synthesis of information within the framework of the advanced practice role. PRQ: Consent of school. CRQ: NURS 571 and NURS 610, or consent of school.

610. FAMILY HEALTH: PROMOTION AND MAINTENANCE (6). Health promotion and preventive measures for routine health assessment and teaching through the life cycle. Application and concepts of primary, secondary, and tertiary prevention. Theories, concepts, and knowledge for recognition, evaluation, and management of common health and illness conditions in primary care of the family across the lifespan. Includes didactic and clinical experiences. PRQ: NURS 600 and NURS 601, or consent of school. CRQ: NURS 571 and NURS 605, or consent of school.

620. FAMILY HEALTH: ACUTE AND CHRONIC ILLNESSES IN THE INDIVIDUAL (6). Focus on epidemiology, pathophysiology, signs and symptoms, laboratory studies, treatment modalities, and patient education for commonly occurring acute and chronic problems of individuals across the lifespan. Examination of impact of episodic and chronic illness within the context of the family or living unit. Emphasis on the impact of the problem on the affected individual. PRQ: NURS 605 and NURS 610, or consent of school.
Concentration in Women's Studies

Director: Amy K. Levin

Women's studies is an interdisciplinary program which fosters research and teaching related to gender. The graduate concentration in women's studies permits study of gender and its significance through a systematic engagement with feminist theory and criticism, research methods, and scholarship and results in recognition of that study on the student's transcript. Since the Women's Studies Program is not a degree-offering unit, all graduate degrees are obtained through the student's major department, whose special requirements must be met. The concentration is available to students in good standing in any graduate program in the university. Students-at-large in good standing may also pursue the concentration. Faculty who regularly teach courses which contribute to the concentration or participate in the core courses come from a variety of departments.

A student who wishes to pursue the concentration should consult early in graduate studies with both her or his major department faculty adviser and the women's studies director. Students may earn transcript credit for the concentration by completing 12 hours in courses approved by the director of Women's Studies, including the two required interdisciplinary core courses. For the other 6 required hours, in addition to the approved electives listed below, any graduate-level special topics course or directed study focused on gender may be counted toward the graduate concentration in women's studies with the written approval of the director of women's studies and the student's departmental adviser.

Students interested in pursuing this concentration are advised to consult with the director of women's studies as early as possible in their graduate program to determine the program of courses to be used for concentration credit.

Requirements (12)

ILAS 520, Feminist Theory (3)
ILAS 530, Research in Women's Studies (3)
Two of the following (6)
ART 685, Special Topics in Art History (3)
COMS 540, Seminar in Communication and Gender (3)
COMS 556, Feminist Film Theory (3)
ENGL 507, Topics in Literature (3)
EPCO 592, Special Topics in Counselor Education (3)
EPCO 595, Women and Careers (3)
EPCO 666, Human Sexuality Counseling (3)
FCNS 500B, Seminar: Family and Child Studies (3)
HIST 413, Family, Sexuality, and Society since 1400 (3)
HIST 473, Topics in Women's History (3)
HIST 510, Reading Seminar in U.S. History (3)
ILAS 430, Special Topics in Women's Studies (3)
ILAS 434, Women, Men, and Language (3)
LEFE 590, Workshop in Education (3)
MGMT 499, Equal Opportunity and Employment (3)
PHHE 406, Human Sexuality (3)
PSYC 495, Seminar in Special Topics (3)
SOC 454, Racial and Ethnic Minority Family Systems (3)
SOC 457, Comparative Family Systems (3)

Faculty Associates

Rose Marie Burwell, professor of English, Ph.D.
Virginia Cassidy, assistant professor of nursing, Ed.D.
Kay Forest, assistant professor of sociology, Ph.D.
Ibis Gómez-Vega, assistant professor of English, Ph.D.
Laveme Guyant, assistant professor of leadership and educational policy studies, Ed.D.
Heather Hardy, professor of English, Ph.D.
Rosalie Hewitt, associate professor of English, Ph.D.
Irene Johnson, assistant professor of educational psychology, counseling, and special education, Ph.D.
Lynn Kamenitsa, assistant professor of political science, Ph.D.
Marybeth Koos, assistant professor of art, M.A.
Allan Kulikoff, professor of history, Ph.D.
Susan Léger, associate professor of foreign languages and literatures, Ph.D.
Amy K. Levin, professor of English, Ph.D.
Maryline Lukacher, associate professor of foreign languages and literatures, Ph.D.
Carole Minor, professor of educational psychology, counseling, and special education, Ph.D.
Marilyn Monteiro, director, affirmative action, Ed.D.
Clark Neher, professor of policy science, Ph.D.
Simon P. Newman, assistant professor of history, Ph.D.
Ellen Parham, professor of family, consumer, and nutrition sciences, Ph.D.
Barbara Posadas, associate professor of history, Ph.D.
Lorraine Schmall, professor of law, J.D.
Mary Sue Schriber, professor of English, Distinguished Teaching Professor, Ph.D.
Lois S. Seif, associate professor of communication, Ph.D.
Deborah Smith-Shank, assistant professor of art, Ph.D.
Diana L. Swanson, associate professor of English, Ph.D.
Judith Tolia, associate professor of art, Presidential Teaching Professor, Ph.D.
Toni Tollerud, assistant professor of educational psychology, counseling, and special education, Ph.D.

*Courses may meet the concentration requirements when they include substantial treatment of women's studies.
*Postgraduate students should see the Undergraduate Catalog for initial teacher certification requirements.
Margaret Villanueva, assistant professor of anthropology, Ph.D.
Virginia Wilcox-Gök, assistant professor of economics, Ph.D.
Lynne Waldeland, associate professor of English, Ph.D.
Carol Yoken, director, psychological services

Secondary Teacher Certification

Departments in the College of Liberal Arts and Sciences administer programs leading to initial teacher certification in the following subject areas:

- Biology/general science
- History/social science
- Chemistry
- Mathematics
- English
- Physics/general science
- Foreign languages
- Speech communication

Students interested in teaching any of the above subject areas should see the individual department listings in the catalog and seek departmental advisement concerning standards for admission and retention unique to each departmental certification program.

Requirements Common to All Accredited Teacher Certification Programs in the College of Liberal Arts and Sciences

All of the above teacher certification programs meet or exceed minimum requirements of the Illinois State Board of Education (ISBE); consequently, students completing the requirements for any of the programs will be recommended for certification under ISBE entitlement. Students with a baccalaureate degree from an accredited institution interested in secondary teacher certification in any of the above subject areas must:

- be admitted to the university as a postgraduate, student-at-large, or a graduate student. Admission to a degree program does not guarantee admission to the certification program in any department. (Students should seek transcript evaluation and advisement from the appropriate department certification adviser concerning departmental requirements for admission to the certification program.)
- meet departmental requirements for the teaching subject area.
- complete general education course work as mandated by ISBE.
- pass the U.S. and Illinois constitution test (HB 195).
- complete a minimum of 100 clock hours of clinical experiences approved by the department prior to student teaching.
- complete professional education courses mandated by the ISBE. Consult the adviser in the appropriate certification program (see above list) for information about courses which meet these requirements.
- complete the subject-area department teaching methods course.
- pass both the State of Illinois Basic Skills Examination and the appropriate subject matter examination administered by the Illinois Certification Testing System.
- complete the student teaching course offered by the subject-area department. Student teaching assignments and sites must be authorized by the subject-area department. See the appropriate department adviser for information about timely application and regulations governing the student teaching assignment.

Illinois law prohibits the employment by school districts of any person convicted of committing or attempting to commit (whether inside or outside the State of Illinois) any one of a number of specific offenses. At present those offenses include soliciting for a juvenile prostitute, juvenile pimping, exploitation of a child, obscenity, child pornography, harmful material, criminal sexual assault, aggravated criminal sexual abuse, offenses set forth in the Cannabis Control Act, and crimes defined in the Illinois Controlled Substances Act.

A satisfactory academic record is not the only criterion for admission to and retention in a certification program. Written evaluations of any candidate's performance which demonstrate deficiencies in organizational and communication skills or attitudes and behaviors unsuitable for working with students will result in that candidate not being recommended for certification.

ISBE General Education Requirements

The following meet the Illinois State Board of Education general education requirements for initial teacher certification. Graduates are advised that their undergraduate general education program may not have met all of these requirements. See the department certification adviser for transcript evaluation of both general education and subject-area course credits.

Communication Skills (9 semester hours)
- Oral Communication (3 semester hours): must focus on development and evaluation of effective speaking
- Written Communication (6 semester hours): must focus on development and evaluation of effective writing

Mathematics and Sciences (12 semester hours)
- Mathematics (3 semester hours): must focus on development and evaluation of understanding of the logical principles of mathematics
- Biological and Physical Sciences (9 semester hours): At least one of the courses in the 9 hour total must be a laboratory course, and course work in both biology and physical science must be included

Humanities and Arts (15 semester hours)
- American History (3 semester hours): must be a survey course
- English (3 semester hours)
- Humanities Electives (9 semester hours)

Social Science (9 semester hours)
- American Government (3 semester hours)
- Social Science Electives (6 semester hours)

Health and Physical Development (2 semester hours)
- Any health course focusing on personal, family, or community health (physical or mental) or safety, or any physical development course focusing on the maintenance of physical health and physical fitness, motor skill acquisition, and injury prevention and control. (Physical education activity courses do not meet this requirement.)

Third-world cultures/history (may not focus on U.S./Canadian, European, or Russian peoples [e.g., Afro-American history would not count]). Course may be included as credit in either item 3 or 4 above.

Academic experiences which include a focus upon cultural diversity within society

See the department certification adviser about any additional requirements.

Interdisciplinary Courses Offered by the College of Liberal Arts and Sciences

ILAS 430. SPECIAL TOPICS IN WOMEN'S STUDIES (3). May be repeated for credit to a maximum of 8 semester hours as topic changes.

ILAS 434. WOMEN, MEN, AND LANGUAGE (3). Examines the empirical evidence pertaining to language variation by sex and gender identity within the framework of sociolinguistics. Focuses on characteristics of feminine and masculine speech and conversational styles, societal attitudes towards them, and their implications for men and women in society. Also considers biological foundations and sociogenesis of sex differences in language; interaction effects on language variation of other social variables such as age, class, and ethnic identity; and crosscultural differences.
ILAS 444. COMPARATIVE URBANIZATION (3). Cross-cultural and interdisciplinary analysis of urbanization focusing on selected developing areas and the United States. Topics include cross-cultural definitions of urbanism, functions and services of secondary cities, and cross-cultural comparison of problems associated with urban growth and rural developments. PRQ: Junior, senior, or graduate standing.

ILAS 502. INTERNSHIP (3-12). The student will work as an intern in activities related to one of the majors in the college. The student will do reading and prepare a paper under the supervision of a faculty member in the College of Liberal Arts and Sciences. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department and college; graduate standing.

ILAS 520. FEMINIST THEORY (3). Concepts, methods, and development of feminist theories; systematic overview of schools of feminist theory as they are grounded in different social identities and epistemological perspectives; implications of feminist theories for scholarly research.

ILAS 530. RESEARCH IN WOMEN'S STUDIES (3). Interdisciplinary analysis of principles, methods, and bibliographic resources for the study of gender and for evaluating the relevance of scholarship in women's studies to traditional disciplines. Focuses on theoretical perspectives and methodological issues central in feminist inquiry and development of skills in integrating gender-related research and criticism in students' area of academic specialization. PRQ: ILAS 520 or consent of department.

ILAS 555. SEMINAR ON COMPARATIVE URBANIZATION (3). A multidisciplinary seminar focusing on interdependent problems of urban and rural development with comparison between the United States and selected Third World areas. PRQ: ILAS 444 or consent of department.
The Department of Anthropology offers graduate courses and research opportunities leading to the M.A. degree. Graduate work in this field is designed to prepare students for teaching or research in anthropology, and for advanced study.

Applicants to the Graduate School desiring to pursue the graduate curriculum in anthropology are urged to consult with the departmental graduate adviser prior to admission. Students admitted to the graduate curriculum in anthropology should consult with their appointed departmental graduate advisers in order to insure that the requirements of the department will be met by the program of courses elected.

Master of Arts in Anthropology

Applicants for admission to this degree program are expected to have completed at least 15 undergraduate semester hours in anthropology and a course in statistics. A student lacking this background will be required to take compensatory work during his or her graduate program.

Requirements (30)

A minimum of one course taken for graduate credit from each of the four following subfields of anthropology (12)

Archaeology
Cultural-social anthropology (ANTH 420, ANTH 421, ANTH 426, ANTH 427, ANTH 451, ANTH 454, ANTH 460, ANTH 463, ANTH 464, ANTH 465, ANTH 467, ANTH 525)
Linguistic anthropology
Physical anthropology

At least 18 additional semester hours, of which at least 12 must be in anthropology courses (18)

Independent study courses may not be substituted for required courses without the consent of the student's adviser and the department chair.

Each student in the master's degree program must demonstrate to the satisfaction of his or her faculty committee proficiency in either statistics or a foreign language useful for the student's research and must choose one of the following options.

Thesis Option

Students choosing this option must register for at least 3 semester hours of credit in ANTH 599, Master's Thesis, and satisfactorily complete the departmental qualifying examination in their primary subfield of anthropology. Approval of a written preliminary thesis proposal is required before registration in ANTH 599. Although the student may seek approval of the preliminary thesis proposal at any time, successful completion of the qualifying examination in the student's major subfield of anthropology is a prerequisite to formal registration in ANTH 599.

Non-Thesis Option

Students choosing this option must successfully complete the comprehensive examination in anthropology, covering all four subfields of anthropology, and must take an additional 6 hours for graduate credit in anthropology.

Course List

401. PEOPLES AND CULTURES OF SOUTHEAST ASIA (3). An introduction to Southeast Asian societies and culture dealing with the prehistory of the region, racial differences, and contributions of India, China, and Europe. Also covered are language, ecology, social organization, religion, urbanization, and culture change. PRQ: ANTH 220 or consent of department.

402. PEOPLES AND CULTURES OF THE PACIFIC ISLANDS (3). Ethnographic and ethnological survey and analysis of the societies and cultures of the Pacific Islands. The primary focus of attention will be on the lifeways of the Indigenous peoples of the area. A secondary focus will be on the role which information about the lifeways of peoples of the Pacific Islands has played in the development of anthropological theory. PRQ: ANTH 220 or consent of department.

403. PEOPLES AND CULTURES OF AFRICA SOUTH OF THE SAHARA (3). A descriptive and analytic examination of representative African societies dealing with their culture, histories, and economic, political, and social organization, as well as religion and arts. Contemporary problems of culture change and social transformation within the context of decolonization. PRQ: ANTH 220 or consent of department.

405. PEOPLES OF MESOAMERICA (3). Cultural background of Mesoamerican ethnic groups; historical and contemporary sociocultural systems of Indian, black, and mestizo groups in rural and urban areas. Attention to the processes of acculturation, urbanization, and current cultural modifications influenced by contemporary society. PRQ: ANTH 220 or consent of department.

410. ARCHAEOLOGY OF AFRICA (3). A detailed, analytical survey of African prehistory from the earliest evidence of human occupation to the time of extra-African contact. PRQ: ANTH 210 or consent of department.
411. ARCHAEOLOGY OF EUROPE (3). The origins and development of prehistoric cultures in Europe from the Palaeolithic to the Neolithic. PRQ: ANTH 210 or consent of department.

412. ARCHAEOLOGY OF NORTH AMERICA (3). A detailed analysis of culture sequences in various archaeological areas of North America. Interrelationships between areas will be stressed. PRQ: ANTH 210 or consent of department.

413. ILLINOIS ARCHAEOLOGY (3). Examines the current state of knowledge of Illinois archaeology. Recent archaeological discoveries in our state provide a much improved picture of prehistoric life here. The time covered is from the first arrival of people in what is now Illinois until the establishment of cities during the last century. Emphasis will be on the technology, natural setting, chronology, subsistence, population, settlement, and social structure for each archaeological tradition and time period. PRQ: ANTH 210 or consent of department.

414. ARCHAEOLOGY OF Mesoamerica (3). A descriptive and analytical examination of pre-Columbian cultures of Mexico and Central America. PRQ: ANTH 210 or consent of department.

415. ARCHAEOLOGY OF THE AMERICAN SOUTHWEST (3). The origins and diversification of prehistoric cultures in the Southwest. PRQ: ANTH 210 or consent of department.

417. ARCHAEOLOGY OF SOUTH AMERICA (3). The description and analysis of human occupation of the South American continent from its initial colonization by the Spanish conquistadores. Interrelationships between areas; models purporting to explain sociopolitical evolution will be emphasized. PRQ: ANTH 210 or consent of department.

420. CULTURE PROCESS (3). An historical and critical examination of various theories of culture process and their applications. Attention will be given to invention, diffusion, evolution, and acculturation. Similarities between prehistoric and culture processes will be considered. PRQ: ANTH 210 or ANTH 220, or consent of department.

421. SOCIAL ORGANIZATION (3). Description of social systems, an exploration of the regularities and variations in the several facets of social structure emphasizing the interrelatedness of the parts of culture as a functioning entity. PRQ: ANTH 120 or ANTH 220, or consent of department.

426. POLITICAL ANTHROPOLOGY (3). Political activities and how they articulate with other institutions. Presentation of various interpretations and theories that have been applied to the data. PRQ: ANTH 220 or consent of department.

427. ECONOMIC ANTHROPOLOGY (3). Analysis of economic behavior and institutions and how they articulate with other aspects of culture. PRQ: ANTH 220 or consent of department.

431. SYNCHRONIC LINGUISTICS (3). Study and application of such linguistic techniques of analysis as phonetics, phonemics, morphemics, and transformational grammar to the anthropological study of languages spoken today. PRQ: ANTH 230 or ENGL 318, or consent of department.

432. HISTORICAL AND COMPARATIVE LINGUISTICS (3). The processes of linguistic change, the method of historical reconstruction, and the establishment of time depth in groups of related languages. Language variability as a source of linguistic change, and cross-language universals as constraints on linguistic change. PRQ: ANTH 230 or ENGL 318, or consent of department.

441. FOSSIL HUMANS (4). An analytical survey of the evolutionary development of humans, from earliest hominid forms to the emergence of modern people. Focus is on interpretation of morphology, theory in paleoanthropology, and the relationship between human biological and cultural evolution. Lectures and laboratory. PRQ: ANTH 240 or consent of department.

442. BIOCULTURAL PERSPECTIVES ON THE HUMAN SKELETON (3). Topical and interpretative study of the human skeleton with relation to the study of past human populations, especially in relation to the analysis of prehistoric economy, social behavior, and physical interaction with the biological environment. Reconstruction of paleodiet, impact of undernutrition on growth and development, bone microstructure, dental disease, other markers of stress, impact of specific behavioral repertoires on the human skeleton, and masticatory and nonmasticatory adaptations of the craniofacial complex. PRQ: ANTH 240 or consent of department.

443. HUMAN ADAPTATION AND VARIATION (3). History of the concept of race; current approaches to human variability. Selective aspects of continuous and discontinuous traits: blood groups, hemoglobins, etc.; genetic predispositions, and specific cultural habits, attitudes, and beliefs. Includes cognitive systems as they relate to disease theory in various cultures and examples of folk medical practices and beliefs. PRQ: ANTH 220 or ANTH 240, or consent of department.

445. PRIMATE ANATOMY AND EVOLUTION (3). Crosslisted as BIOS 453X. Living and fossil primate osteology. A detailed study of the primate skeleton is coupled with information on the primate fossil record. Skeletal anatomy of living and fossil primates is analyzed in terms of function and adaptation and is used to discern evolutionary relationships. Lectures and laboratory. PRQ: ANTH 240 or consent of department.

446. THE HUMAN SKELETON (4). Detailed study of bones and teeth, including growth and development, sex identification, age estimation, morphometrics, and functional morphology of the primate skeleton. Paleopathology, forensic anthropology, and bioarchaeology are considered. Lectures and laboratory. PRQ: ANTH 240 or consent of department.

450. ETHICS AND RESEARCH DESIGN IN ANTHROPOLOGY (3). An examination of ethical decision-making in anthropological procedures and an introduction to research designs and organizational skills in the practice of anthropology. PRQ: One 200-level anthropology course or consent of department.

451. HISTORY AND THEORY OF ANTHROPOLOGY (3). An overview of the history of anthropological institutions and the historical development of anthropological concepts. Attention is focused on schools of thought and associated leading anthropologists in all major fields of anthropology. PRQ: ANTH 220 or consent of department.

452. CONTEMPORARY CULTURE THEORY (3). An examination of the development of anthropological theory starting with structuralism and moving on through symbolism to postmodernism. Focus on the writings of the major theorists. PRQ: ANTH 220 or consent of department.

454. COMPARATIVE ANTHROPOLOGY (3). The testing of anthropological theories through cross-cultural comparison. Analysis of the methodological and substantive results of cross-cultural surveys, controlled regional comparisons, and intensive comparison using a small number of cases. PRQ: ANTH 220 or consent of department.

460. METHODS IN ETHNOGRAPHY (3). Theory and practice in methods of ethnographic research. Problems and techniques in participant observation, structured and unstructured interviews, questionnaires, indirect measures, documentation, and recording. Ethnographic research. PRQ: ANTH 220 or consent of department.

462. MUSEUM METHODS (3). Lectures and practical experience in various aspects of museum work; design and construction of museum exhibits in anthropology. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

463. ETHNOHISTORY (3). Approaches to locating, evaluating, and utilizing oral and written historical sources in ethnographic and anthropological investigations. PRQ: ANTH 220 or consent of department.

464. URBAN ANTHROPOLOGY (3). Anthropological perspective on the comparative study of ancient and modern cities and their hinterlands. Cross-cultural analysis, with particular attention to the identification of constants and variables in urban cultures. PRQ: ANTH 220 or consent of department.

465. MEDICAL ANTHROPOLOGY (3). Survey of interactions between infectious and parasitic diseases, genetic predispositions, and specific cultural habits, attitudes, and beliefs. Includes cognitive systems as they relate to disease theory in various cultures and examples of folk medical practices and beliefs. PRQ: ANTH 220 or ANTH 240, or consent of department.

467. APPLIED ANTHROPOLOGY (3). The uses of anthropological concepts, knowledge, and insights to maintain or change cultures and societies. In seminar format, students also explore cross-cultural notions of gender and move on through symbolism to postmodernism. Focus on the writings of the major theorists. PRQ: ANTH 220 or consent of department.

468. ANTHROPOLOGY OF GENDER (3). Survey of current theory and research on gender, sexuality, and representation of the body. Examination of debates about the significance of gender and sex in primate and human evolution, physical anthropology, and sociobiology. In seminar format, students also explore cross-cultural notions of gender and analyze the intersection of race/class/gender and the historical construction of sexuality and conceptions about "the body" in the sciences, the arts, ethnography, and popular culture. PRQ: ANTH 220 or consent of department.
490. ANTHROPOLOGICAL RESEARCH TRAINING (3-6).
A. Cultural Anthropology
B. Ethnology
C. Archaeology
D. Physical Anthropology
E. Ethnohistory
J. Linguistic Anthropology
Training and experience in field and/or laboratory research. Students will participate, under supervision, in basic research projects. Any lettered section may be repeated to a maximum of 6 semester hours. Total credit may not exceed 6 semester hours. PRQ: Consent of department.

491. CURRENT TOPICS IN ANTHROPOLOGY (3). Selected topics of current interest in anthropology. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

492. PROSEMINAR IN ANTHROPOLOGY (3). Intensive seminar work on selected topics in anthropology. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

493. ANTHROPOLOGY FIELD STUDY (1-6). Directed field study in anthropology. Field and/or laboratory research. Students will participate, under supervision, in basic research projects. Any lettered section may be repeated to a maximum of 6 semester hours. Total credit may not exceed 6 semester hours. PRQ: Consent of department.

494. PROSEMINAR IN ANTHROPOLOGY (3). Intensive seminar work on selected topics in anthropology. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

496X. MATERIALS AND PROBLEMS OF HIGH SCHOOL INSTRUCTION IN THE SOCIAL SCIENCES (3). HIST 496. Must be taken before student teaching. Includes 15 clock hours of clinical experience, attention to the teaching of exceptional students, planning for multicultural learning situations, and techniques of reading in the social sciences. PRQ: Consent of department.

510. ARCHAEOLOGY AND PREHISTORY (3). A critical analysis of original works of major importance in the development and current state of archaeological methods and prehistory. PRQ: Consent of department.

511. ARCHAEOLOGICAL INTERPRETATIONS (3). Detailed examination of theoretical and methodological approaches to cultural, temporal, and environmental interpretation of archaeological data. Relationships with other anthropological subdisciplines and with other sciences will be stressed. PRQ: One archaeology area course from ANTH 411, ANTH 412, or ANTH 414 and ANTH 420, or consent of department.

520. CULTURAL AND SOCIAL ANTHROPOLOGY (3). A critical analysis of original works of major importance in the development and current state of cultural and social anthropology. PRQ: Consent of department.

525. SYMBOLIC ANTHROPOLOGY (3). Anthropological approaches to the role of symbols in culture.

526. LATIN AMERICAN PEASANTS AND SOCIAL CHANGE (3). Anthropological perspectives on rural economic structure and social change in Latin America, with emphasis on geographical regions from central Mexico to the Andes that have high proportions of indigenous peoples. Methodological emphasis on comparative historical analyses of agricultural systems, ethnic identity, peasant social movements, and the relationship between economy and culture. PRQ: Consent of department.

527. SOUTHEAST ASIAN PEASANT ECONOMY (3). Anthropological perspectives on the nature of Southeast Asian peasant socio-economic institutions. Comparative analysis of how political and economic policies have affected processes of change in both lowland and highland peasant cultures over time. PRQ: Consent of department.

528. RELIGION AND COSMOLOGY IN SOUTHEAST ASIA (3). Perspectives of cultural anthropology on world views of peoples of Southeast Asia. Comparative analysis of the impact of different religious and secular ideologies on everyday political and economic thought and behavior of common people in various urban and rural settings of the past and present. PRQ: Consent of department.

533. COGNITIVE ANTHROPOLOGY (3). The study of cognition through the formal semantic analysis of kinship systems, folk taxonomies, and other sociocultural networks with emphasis upon how such analyses relate to nonlinguistic aspects of the cultures in which they are embedded. PRQ: ANTH 331 or consent of department.

540. PHYSICAL ANTHROPOLOGY (3). A critical analysis of original works of major importance in the development and current state of physical anthropology. PRQ: Consent of department.
Department of Biological Sciences (BIOS)

Patricia S. Vary, chair, professor, Distinguished Research Professor, Ph.D., Stanford University

Graduate Faculty

Mitchell Altschuler, associate professor, Ph.D., State University of New York, Albany
Richard J. Becker, assistant to the chair, Ph.D., Northern Illinois University
Neil W. Blackstone, assistant professor, Ph.D., Yale University
W. Elwood Briles, adjunct professor, Ph.D., University of Wisconsin
Jozef J. Bujarski, professor, Ph.D., Adam Mickiewicz University
Poznan, Poland)
Jozef J. Bujarski, professor, Ph.D., Adam Mickiewicz University

Marvin J. Starzyk, adjunct professor, Ph.D., University of Wisconsin
Paul D. Sorensen, professor, Ph.D., University of Iowa
Ole A. Schjeide, adjunct professor, Ph.D., University of California

Christopher Reilly, adjunct associate professor, Ph.D., University of California, Berkeley

John L.A. Mitchell, professor, Distinguished Research Professor, Ph.D., Stanford University
Jerrold H. Zar, professor, Ph.D., University of Illinois

Ronald Toth, professor, Ph.D., University of Massachusetts

The Department of Biological Sciences offers graduate programs leading to the M.S. and Ph.D. degrees. Prior to being considered for admission an applicant must submit GRE scores from the General Test and the Subject Test in biology or biochemistry to the Graduate School.

Master of Science in Biological Sciences

The minimum requirement for admission to the master of science degree program is a baccalaureate degree with a major in an area of biological sciences or in a closely related field such as biochemistry or biophysics. The baccalaureate degree should have courses equivalent to those required for the B.S. degree at NIU, including organismal diversity; two semesters of principles of biology, and genetics; chemistry through one year of organic; one year of physics; and mathematics through introductory calculus. Such courses not completed before admission to the Graduate School, as well as other undergraduate courses deemed appropriate to the pursuit of the master's degree in a particular specialty in biological sciences, may be required and must be taken early in the student's program.

Although one academic year is the minimum time for work leading to the M.S. degree, most students find that an additional year is necessary. If the student has deficiencies, the total number of semester hours required may exceed 30.

Requirements

BIOS 470X, General Biological Chemistry (3), OR BIOS 472X and BIOS 473X, Biological Chemistry I and II (6)
BIOS 570, Biostatistical Analysis (3)
BIOS 661, Seminar (minimum of 2 semester hours of credit)

A minimum of 30 semester hours is required for the M.S. degree. Additional hours may be required based on the student's total score and sub-scores on the Subject Test of the GRE. If a student has completed the equivalent of BIOS 470X (or BIOS 472X and BIOS 473X) and/or BIOS 570 as an undergraduate with a grade of B or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the departmental coordinator of graduate studies. The student is required to pass a final oral comprehensive examination.

Each student will declare, with the consent of the departmental graduate committee, one of the following two options.

Thesis Option

The thesis option is intended primarily for students wishing to focus on certain areas of biology and for those considering further graduate education. Each student must enroll in BIOS 599,
Master's Thesis, and submit a written thesis. A maximum of 12 semester hours of combined credit in BIOS 599 and BIOS 670 may be applied toward the degree. The student's research adviser will serve as chair of the graduate committee that will administer a final oral comprehensive examination including a defense of thesis.

**Non-Thesis Option**

The non-thesis option is intended primarily for students wishing to become generalists by taking course work in several areas within the biological sciences. This option may be appropriate for students who desire to qualify for careers that require such breadth in biology, for example, teaching in a secondary school or community college, administration, or interpretive work in parks and nature centers.

The student's program will be designed with the advice and approval of the departmental graduate coordinator, with a minimum of 3 semester hours to be earned in each of six of the following seven areas of study. A course may satisfy a requirement in only one area of study.

- Animal biology
- Cellular and molecular biology
- Ecology and systematics
- Genetics and developmental biology
- Microbiology
- Physiology
- Plant biology

In addition, the student must take a total of 4 semester hours of BIOS 670, Independent Study, under the guidance of a faculty member, and submit an acceptable research paper on a topic approved by the student's final examination committee. This committee shall include the faculty member directing the student's work in BIOS 670. The enrollment in BIOS 670 must begin within the first 15 semester hours that are to be part of the student's program of courses for the degree, and must span at least two terms.

Courses taken for an undergraduate degree may be used to satisfy the non-thesis option distribution requirements, with the consent of the department, providing that a grade of B or better was earned. Such courses, however, cannot be credited toward the master's degree.

**Doctor of Philosophy in Biological Sciences**

A student seeking admission to the Ph.D. program in biological sciences must meet all the requirements for admission to the Graduate School; must have a baccalaureate or master's degree in the biological sciences or a related field; and should have completed courses equivalent to those required for the B.S. degree at Northern Illinois University, including organismal diversity, two semesters of principles of biology, and genetics; chemistry through one year of organic, one year of physics, and mathematics through introductory calculus. Such courses not completed before admission to the program, as well as other undergraduate courses deemed appropriate to the pursuit of the Ph.D. degree in a particular area of biological sciences, may be required and must be taken early in the student's program.

During the admissions process, the student must indicate an area of study in the department and obtain a faculty adviser in that area who will agree to plan the student's first year of study.

**Requirements**

Each student's program must consist of at least 90 semester hours of graduate credit, including successful completion of the following courses.

- BIOS 470X, General Biological Chemistry (3)
- Or BIOS 472X and BIOS 473X, Biological Chemistry I and II (6)
- BIOS 570, Biostatistical Analysis (3)
- BIOS 661, Seminar (4) (to be taken for a minimum of 4 hours of credit, at least 2 of which shall be taken after the first 30 graduate-level semester hours in the student's program)
- BIOS 699, Doctoral Dissertation (enrollment each semester after being admitted to candidacy, until all requirements for the degree are complete)

If a student has completed the equivalent of BIOS 470X (or BIOS 472X and BIOS 473X) and/or BIOS 570 as an undergraduate with a grade of B or better, the course will be waived as a requirement in the graduate program, and other course work substituted, with the approval of the department coordinator of graduate studies.

The student must pass a candidacy examination consisting of written and oral portions and administered by the doctoral committee. This examination will include a comprehensive coverage of the student's academic background to enable the committee to evaluate the student's potential for successful completion of the Ph.D. degree program. This examination will be taken at a time designated by the doctoral committee, but no sooner than the completion of the first 27 graduate-level semester hours and no later than the completion of the first 60 graduate credit hours, to be applied to the Ph.D. program. A student who fails this examination may, with the permission of the committee, repeat the examination. The repeated examination will be at a time designated by the committee, but no sooner than the lapse of one semester and no later than eight months before granting of the degree.

After the student has completed all other requirements for the degree, including the writing of a dissertation on a research topic approved by the student's doctoral committee, an oral defense of the dissertation will be conducted by the doctoral committee.
The doctoral candidate will present a public lecture, based on his or her dissertation.

Following approval of the dissertation by the doctoral committee, acceptable copies must be submitted to the Graduate School.

Course List

405. AMERICAN ECOSYSTEMS (1-8). A laboratory and field analysis of environments. Lectures and laboratories on campus plus extensive field experience. May be repeated to a maximum of 8 semester hours. PRQ: BIOS 316 and consent of department.

406. BIOLOGICAL CONSERVATION (3). Ecological bases for conservation of biological resources and relationship of conservation practices to human welfare. Field trips required. PRQ: BIOS 205 or consent of department.

409. CYTOGENETICS (3). Lecture and laboratory exercises using plant and animal material. Topics covered include chromosome structure and function, movement of chromosomes during mitosis and meiosis, chromosome mapping, and topics in somatic cell genetics, including chromosome isolation, cell fusion, DNA and chromosome transfection, and restriction fragment length polymorphism. Two hours of lecture and three hours of laboratory per week. PRQ: BIOS 300 or BIOS 308, or consent of department.

410. PLANT ANATOMY (4). Structure of vascular plants, primarily flowering plants. Three hours of lecture and three hours of laboratory. Laboratory includes formal assignments and independent projects. PRQ: BIOS 306 or consent of department.

411. PLANT PHYSIOLOGY (4). Physical and chemical aspects of the functions of higher plants. Two hours of lecture and four hours of laboratory. PRQ: BIOS 205 and BIOS 209, or consent of department.

412. MYCOLOGY (4). Culture, morphology, and economic significance of the fungi. PRQ: BIOS 205 and BIOS 209, or consent of department.

413. MICROBIAL PHYSIOLOGY (3). Physical and chemical aspects of the functions of bacteria and other microorganisms. PRQ: BIOS 300 and BIOS 313, or consent of department.

414. FRESH-WATER ALGAE (3). Identification, economic importance, and limnological relations of the algae. PRQ: BIOS 205 and BIOS 209, or consent of department.

415. WATER MICROBIOLOGY (3). Designed to acquaint the student with normal and polluting microorganisms found in water, their sources and control. Standard methods of detection and enumeration as well as new experimental approaches will be stressed in the laboratory. PRQ: BIOS 313 and CHEM 330 or CHEM 336, or consent of department.

416. METHODS OF ECOLOGICAL STUDY (3). Methods for the study of ecosystems, communities, and populations. CRQ: BIOS 316 or consent of department.

417. PATHOGENIC MICROBIOLOGY (4). A consideration of human viruses, bacteria, and fungi and their host-parasite relations. PRQ: BIOS 313 or consent of department.

418. HUMAN HEREDITY (3). Inheritance in humans. Does not count for credit toward the major in biological sciences. PRQ: BIOS 103, BIOS 104, or BIOS 109, or consent of department.

420. PLANT PATHOLOGY (3). Specific causal agents of plant diseases, their identification and control measures. Parasitism and the economy of crop disease. Two hours of lecture and two hours of laboratory. PRQ: BIOS 208 or consent of department.

422X. EDAPHOLOGY (4). GEOG 422. Chemical and physical properties of soils affecting agricultural and forest productivity, segregation of natural plant communities, and ornamental plants. Field trips are required. PRQ: BIOS 103 or BIOS 104 and GEOG 302, or consent of department.

423. GENERAL ViroLOGY (3). Interactions between bacterial, animal, and plant viruses and their hosts, with emphasis on the biochemical development and genetics of viruses. PRQ: BIOS 300 and BIOS 313, or consent of department.

430. PLANT TAXONOMY (4). Identification and classification of higher plants with emphasis on the local flora. PRQ: BIOS 205 or consent of department.
457. BIOLOGY OF BIRDS AND MAMMALS (4). Evolution, taxonomy, physiology, behavior, ecology, and distribution of birds and mammals. Laboratory work and field trips emphasize identification of Illinois forms. PRQ: BIOS 205 and BIOS 209, or consent of department.

459. ANIMAL BEHAVIOR (4). Determination of the function, biological significance, causation, and evolution of species' typical behavior. Six hours of lecture and scheduled laboratory periods. PRQ: BIOS 205 and BIOS 209, or consent of department.

461. ENDOCRINOLOGY (3). Classic mammalian endocrine systems are examined with an emphasis on cellular and molecular mechanisms of action. Topics will include endocrine cell signaling, molecular mechanisms of hormone action, and some discussion of endocrine pathology. The course includes lecture material and readings from the current professional literature. PRQ: BIOS 355 or consent of department.

462. BIOGEOGRAPHY (3). Role of ecological, evolutionary, and historical factors in explaining the past and current distributions of plants and animals. Current theory and applications to species preservation and nature reserve design. Three hours of lecture. PRQ: BIOS 316 or consent of department.

463. INVERTEBRATE ZOOLOGY (4). Structure, behavior, and classification of major invertebrate types. PRQ: BIOS 205 and BIOS 209, or consent of department.

464. CELL SIGNALLING (3). Principles of chemical communication between cells. Detailed examination of chemical messengers, receptors, and intracellular signal transduction mechanisms involved in regulation of cell function, growth, and development. PRQ: BIOS 300 or consent of department.

465. CELLULAR PHYSIOLOGY (3). Principles underlying cellular activity. Topics include the biochemistry of cells, cell organelles, cell environment, membranes, and energy conversions. PRQ: BIOS 300 or consent of department.


469X. INVERTEBRATE PALEONTOLOGY (3). GEOI 470. The principal invertebrate fossil forms of the geologic record, treated from the standpoint of their evolution, and the identification of fossil specimens. Several field trips required. PRQ: Major in biological sciences or geology.

470X. GENERAL BIOLOGICAL CHEMISTRY (3). CHEM 470. Overall view of biochemistry including structure, properties, function, and metabolism of biologically important compounds. PRQ: CHEM 331 or CHEM 337, or consent of department.

471X. BIOLOGICAL CHEMISTRY LABORATORY (3). CHEM 471. Experiments in the isolation, purification, and characterization of biomolecules by chromatographic, electrophoretic, and centrifugation techniques; enzyme kinetics; electron transport in mitochondria and microsomes. PRQ: CHEM 321 or CHEM 325, or consent of department. CRQ: CHEM 470 or CHEM 472, or consent of department.


474X. ADVANCED BIOCHEMICAL TECHNIQUES (3). CHEM 474. Theory and practice in the use of techniques for the isolation and characterization of macromolecules such as ultrafiltration, amino acid analysis, ultracentrifugation, optical rotatory dispersion, circular dichroism, absorption spectroscopy, calorimetry, and rapid reaction kinetics. Two 4-hour laboratory periods including one hour of lecture a week. PRQ: Consent of department.

477. HUMAN GENETICS (3). Genetic diseases of man with emphasis on the probability of birth defects. PRQ: BIOS 308 or consent of department.

481. PLANT METABOLISM (3). Biochemical and physiological aspects of metabolism in plants, including interpretation of current scientific literature. PRQ: Two years of chemistry or consent of department.

518. SOIL MICROBIOLOGY (3). The major groups of soil microorganisms; their significance and reactions. PRQ: BIOS 313 and one semester of chemistry, or consent of department.

525. ELECTRON MICROSCOPY (4). Preparative techniques for electron microscopy of biological specimens. Basic theory and operation of electron microscopes, including electron-micrography, Interpretation of the ultrastructure of cells and cell constituents. PRQ: Consent of department.

527X. NEUROANATOMICAL BASES OF BEHAVIOR (3). PSYC 527. Gross, microscopic, and ultramicroscopic anatomy of the nervous system; basic subdivisions of the central, peripheral, and autonomic components of the nervous system; histology and ultrastructure of nervous tissue; and neuroanatomical mechanisms in the regulation of behavior. PRQ: Graduate standing, PSYC 503, or consent of department.

528X. NEUROANATOMICAL BASES OF BEHAVIOR: LABORATORY (3). PSYC 528. Gross, microscopic, and ultramicroscopic examination of tissues from the nervous systems of selected species. PRQ or CRQ: BIOS 472X.

530. RADIATION BIOLOGY (3). The effects of radiation upon cells and organisms.

530X. NEUROCHEMICAL BASES OF BEHAVIOR (3). PSYC 530. Biochemistry of the nervous system; chemical composition, metabolism, and chemistry of neurons and glia; chemical bases of learning, motivation, and other categories of behavior. PRQ: Graduate standing, PSYC 529, or consent of department.

535. MOLECULAR GENETICS OF PROKARYOTES (4). Mechanisms of molecular, bacterial, and viral genetics including genetic recombination, mutagenesis, and gene regulation and expression in the bacteria and their viruses. Topics from recent literature will be emphasized as well as laboratory techniques in genetic exchange, mutagenesis, and genetic engineering. Familiarity with molecular biology concepts is assumed. PRQ: BIOS 300, BIOS 308, and BIOS 313, or consent of department.

536. EXPERIMENTS IN MOLECULAR GENETICS OF PROKARYOTES (3). Experiments with current techniques of molecular genetics of prokaryotes. CRQ: BIOS 535 or consent of department.

540. ADVANCED IMMUNOLOGY (3). The genetics of the immune response, inheritance, and structure of membrane antigens, function of B and T lymphocytes, mechanism of cell mediated immunity, and genetics of immunoglobulin molecules. PRQ: BIOS 308 and BIOS 440, or consent of department.

559. NEUROPHYSIOLOGY (3). Comparative study of the function of the peripheral and central nervous systems with an emphasis on mammals. PRQ: BIOS 355, BIOS 357, BIOS 465, or BIOS 455; or consent of department.

564. EVOLUTIONARY GENETICS (3). Population-genetic and quantitative-genetic models of evolution. PRQ: MATH 211 or MATH 229, BIOS 306 and BIOS 317 or BIOS 434, or consent of department.

570. BIOSTATISTICAL ANALYSIS (3). Principles and procedures of statistical analysis of biological data. Includes use of statistical packages and computers in the laboratory.

575. POPULATION ECOLOGY (3). The structure and dynamics of animal populations and communities. PRQ: BIOS 316 and MATH 229, or consent of department.

580. COMMUNITY ECOLOGY (3). Concepts of classification, organization, structure, and change in biotic communities over ecological and evolutionary time. The role of physical factors and biotic interactions as well as hypotheses of community equilibria, stability, and composition. PRQ: BIOS 316 or consent of department.

590. TOPICS IN MOLECULAR AND CELLULAR CONTROL MECHANISMS (3). Mechanisms of regulation of biological systems at the cellular and molecular levels, considering current scientific literature. May be repeated to a maximum of 9 semester hours as topic varies. PRQ: BIOS 316 or consent of department.

591. RECOMBINANT DNA TECHNIQUES LABORATORY (3). Advanced experiments using recombinant DNA techniques. PRQ: Consent of department.

599. MASTER'S THESIS (1-9). Research leading to writing of a master's thesis. Students are eligible to register only after their research problems have been approved. May be repeated. A maximum of 12 semester hours of combined credit in BIOS 599 and BIOS 670 may be applied toward the master's degree. PRQ: Consent of department.
600. SPECIAL TOPICS IN BIOLOGY (1-9).
A. Physiology  
B. Development and Morphogenesis  
C. Genetics  
D. Microbiology  
E. Ecology/Environmental Biology  
G. Evolution  
J. Systematics  
K. Molecular Biology  
M. Research Methods  
Lectures, discussions, and reports on topics of special interest in a particular field of biology. One to 9 semester hours as scheduled; each field may be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

661. SEMINAR (1).  
A. Microbiology  
B. Ecology and Evolution  
D. Cell Biology  
E. Plant Sciences  
May be repeated to a maximum of 12 semester hours, but no more than 4 semester hours may be counted toward the M.S. degree.

670. INDEPENDENT STUDY (1-9). Independent study of problems under the supervision of an adviser. May be repeated, but no more than 6 semester hours may be counted toward the M.S. degree. A maximum of 12 semester hours of combined credit in BIOS 599 and BIOS 670 may be applied toward the M.S. degree. PRQ: Consent of department.

690. COOPERATIVE EDUCATION (1-3). Work experience related to biological sciences. Credit to be determined by the graduate coordinator. Enrollment restricted to students formally participating in NIU's cooperative education program. May be repeated; however, no more than 3 semester hours may be applied toward any one degree. PRQ: Consent of the department and the university's director of cooperative education.

699. DOCTORAL DISSERTATION (credit arranged). May be repeated with permission of the department. PRQ: Admission to Ph.D. candidacy and consent of department.
Department of Chemistry (CHEM)

Joe W. Vaughn, chair, professor, Ph.D., University of Kentucky

Graduate Faculty

Steven M. Bachrach, professor, Ph.D., University of California, Berkeley
Gary M. Baker, associate professor, Ph.D., Purdue University
David S. Ballantine, Jr., associate professor, Ph.D., University of Maryland
Jon W. Carnahan, associate professor, Ph.D., University of Cincinnati
Robert F. Cunico, professor, Ph.D., Purdue University
James E. Erman, professor, Distinguished Research Professor, Ph.D., Massachusetts Institute of Technology
Elizabeth R. Gaillard, assistant professor, Ph.D., University of Texas
W. Roy Mason III, professor, Ph.D., Emory University
Chhiu-Tsu Lin, professor, Ph.D., University of California, Los Angeles
Andrew Hansen, assistant professor, Ph.D., University of Texas
Dennis N. Kevill, professor, Distinguished Research Professor, Ph.D., University of London
John L.A. Mitchell, professor, Distinguished Research Professor, Ph.D., University of Wisconsin
Chong Zheng, associate professor, Ph.D., Cornell University
Lee Sunderlin, assistant professor, Ph.D., University of California, Berkeley
Gary M. Baker, associate professor, Ph.D., Purdue University
Dennis N. Kevill, professor, Distinguished Research Professor, Ph.D., University of Wisconsin
Andrew Hansen, assistant professor, Ph.D., University of Texas
Dennis N. Kevill, professor, Distinguished Research Professor, Ph.D., University of London
John L.A. Mitchell, professor, Distinguished Research Professor, Ph.D., University of Wisconsin
Chong Zheng, associate professor, Ph.D., Cornell University
Lee Sunderlin, assistant professor, Ph.D., University of California, Berkeley
Petří Vanyšek, associate professor, Ph.D., Czechoslovak Academy of Sciences
Joe W. Vaughn, professor, Ph.D., University of Kentucky
Chong Zheng, associate professor, Ph.D., Cornell University

The Department of Chemistry offers programs leading to the M.S. and Ph.D. degrees. Bulletins describing graduate programs in chemistry are available from the department chair.

Admission to graduate programs in chemistry requires a baccalaureate degree including mathematics through differential equations. Consideration may also be given to applicants with degrees in related areas.

Master of Science in Chemistry

Students who wish to enter the M.S. program in chemistry should have a baccalaureate degree in a life, physical, or mathematical science, including one year of physics; one year of general chemistry; one year of physical chemistry; mathematics through differential equations; and four courses in other areas of chemistry at the 300-400 level. Students deficient in these requirements may satisfy them after admission, but the courses may not be taken for graduate credit and must be approved by the Graduate Program Committee after consultation with the chemistry faculty in the student's primary area of interest. These deficiencies must be satisfied with a grade of C or better during the first two semesters of enrollment in the program.

Prior to registration the student is required to take background examinations in the fields of analytical, inorganic, organic, and physical chemistry. These examinations are usually given a week before registration to aid the adviser in the preparation of a course of study for the student. A passing level has been established so that these examinations can also serve as proficiency examinations for required undergraduate courses. (Students will be informed in advance that undergraduate deficiencies may be satisfied in this manner.)

A minimum of 30 semester hours of graduate work is required. The student must successfully complete a minimum of five courses (15 semester hours) of which at least 9 semester hours are to be in chemistry, for graduate credit. At least one of these courses must be in physical chemistry, and a minimum of two courses must be outside the primary area of study. Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

CHEM 515, Chemistry Seminar (½), must be taken each semester.

A thesis incorporating the results of an approved research problem and successfully defended as part of a comprehensive oral examination is required. CHEM 599, Research: Master's Thesis, must be taken as soon as possible, with enrollment to continue each semester until graduate work terminates.

The student must fulfill all requirements for the M.S. degree within four consecutive years from entry into the program.

Doctor of Philosophy in Chemistry

The prospective candidate for the Ph.D. in chemistry may do advanced study and research in analytical, biological, inorganic, organic, or physical chemistry.

Students who wish to enter the Ph.D. program should have a baccalaureate degree in a life, physical, or mathematical science, including one year of physics; one year of general chemistry; one year of physical chemistry; mathematics through differential equations; and four courses in other areas of chemistry at the 300-400 level. Students deficient in these requirements may satisfy them after admission, but the courses may not be taken for graduate credit and must be approved by the Graduate Program Committee after consultation with the chemistry faculty in the student’s primary area of interest. These deficiencies must be satisfied with a grade of C or better during the first two semesters of enrollment in the program.

Course Requirements

A minimum of eight courses (24 semester hours), of which at least 15 semester hours are to be in chemistry, must be taken for graduate credit. At least one of these courses must be in physical chemistry, and a minimum of three courses must be outside the major area.

Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

CHEM 515, Chemistry Seminar, must be taken each semester. This requirement is in addition to the 24 semester hours of required course work.
The student must complete the degree requirements with a cumulative GPA of 3.20 or above in all NIU graduate course work included on the doctoral program of courses.

CHEM 699, Doctoral Research and Dissertation, should be taken as soon as possible after passing the qualifying examination, with enrollment to continue each semester until graduate work terminates. The research adviser will be chosen in the second term after admission to the graduate program.

Examinations

Background examinations are required at the time of entering the program (described above in the requirements for the master's degree).

A qualifying examination must be satisfactorily completed in the primary area. This examination will test comprehensive knowledge of the area at the graduate level. Each division will establish the graduate course(s) in the division which will contribute towards the material upon which the examination is based. The qualifying examination must be taken no later than the fourth semester of enrollment as a graduate student. Students must have a GPA of at least 3.20 in previous graduate work to attempt the examination. A prospective doctoral candidate who has received an M.S. degree in chemistry from NIU must take the examination at the first offering following the awarding of the M.S. degree. Qualifying examinations will be given by the return to the area in September, January, and May. A student who fails to pass this examination must retake it at the next offering. Failure on the second attempt will terminate further work toward the doctorate but not the master's degree.

Within one year of passing the qualifying examination in the primary field, the student must complete a research oral examination on his or her field of research encompassing the background literature in the area, the current state of the student's research, and the proposed direction of the research. The examination committee will be formed from faculty representing the primary area and a secondary area and will constitute the student's examining committee for all future examinations, with the addition of an extradepartemental representative for the final dissertation oral defense. The student's research adviser will chair the research oral committee. This examination will serve as the admission to candidacy examination. A student who fails to pass this examination must retake it no earlier than four nor later than six months after the first attempt. Failure on the second attempt will terminate further work toward the doctorate.

Each doctoral candidate will give an oral presentation of her or his research once a year. The student's examining committee will evaluate the presentation and inform the student of its opinion in writing.

Appeals against dismissal for failure to satisfy above examination requirements shall be directed to the Graduate Program Committee, whose recommendation shall be passed on to the faculty. The decision of the latter shall be final.

Language/Skill Requirement

After admission to the graduate program in chemistry, the student must demonstrate proficiency in computer programming or in German, French, or Russian. The student's adviser and Doctoral Guidance Committee must approve how the student will satisfy this requirement. The computer programming requirement may be satisfied by receiving a grade of A or B in CSCI 220 (FORTRAN), CSCI 230 (FORTRAN), CSCI 240 (C), or CSCI 360 (Assembler), or by a proficiency examination in one of these courses. Reading proficiency in a foreign language may be satisfied in French, German, or Russian by demonstrating average proficiency on the Graduate School Foreign Language Test, or on a translation examination, administered by the Office of Testing Services, or by receiving a grade of A or B in FLFR 201, FLGE 201, or FLRU 201.

Dissertation

The student must complete an approved research problem and incorporate the results in a dissertation. The dissertation will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. A successful defense of the dissertation before the student's doctoral committee is required for its final approval.

Limitation of Time

All requirements for the Ph.D. degree in chemistry must be completed within seven consecutive years from entry into an NIU graduate program in chemistry.

Course List

Course numbering system. Courses offered by the Department of Chemistry are divided into different areas as a general guide to students using the following numbering system.

00, special topics
15, seminar
01 to 19, general chemistry
20 to 29, analytical chemistry
30 to 39, organic chemistry
40 to 50, physical chemistry
51 to 69, physical chemistry and research areas
70 to 79, biochemistry
80 to 99, research, dissertation, and miscellaneous

405. CHEMICAL INSTRUMENTATION (3). Measurements of signals generated by chemical instrumentation. Applications of active and passive components in amplifiers, comparison circuits, filter circuits, and mathematical function circuits in relation to chromatographic, electroanalytical, and spectrochemical systems. Electrical noise as a function of frequency is discussed in the context of signal sampling and achieving maximum signal-to-noise ratios. Analog and digital data acquisition and computer controlled measurements. Two lectures and 3 hours of laboratory per week. Prerequisite: CHEM 440 or consent of department. CRQ: MATH 334 or consent of department.

425. INSTRUMENTAL METHODS OF ANALYSIS (4). Fundamentals of physicochemical techniques of chemical analysis. Interpretations and application of electrical, optical, thermal, and magnetic measurements in chemical analysis. Three lectures and one 4-hour laboratory period a week. Not offered for graduate credit for chemistry majors. Prerequisite: CHEM 325 and either CHEM 441 or CHEM 442, or consent of department.

435. PHYSICAL METHODS IN ORGANIC CHEMISTRY (3). Application of spectroscopic techniques to the determination of organic structures. Prerequisite: CHEM 441 or CHEM 442, or consent of department.

440. PHYSICAL CHEMISTRY I (3). Study of the gaseous, liquid, and solid states; thermodynamics; chemical equilibrium; and kinetic theory. Three lectures a week plus a recitation section. Not offered for graduate credit for chemistry majors. Prerequisite: CHEM 211, PHYS 251A, and MATH 232, or consent of department.

441. PHYSICAL CHEMISTRY II (3). Atomic and molecular structure, spectroscopy, kinetics, and chemical statistics. Three lectures a week plus a recitation section. Not offered for graduate credit for chemistry majors. Prerequisite: CHEM 440 and either MATH 334 (preferred) or MATH 336 or consent of department.

442. PRINCIPLES OF PHYSICAL CHEMISTRY (4). Crosslisted as BIOS 443X and GEOL 443X. A one-semester course intended for chemistry majors pursuing Emphases 2, 3, or 4. Also suitable for non-majors desiring a course in physical chemistry. Topics covered are thermodynamics, chemical kinetics, and atomic and molecular structure. Not offered for graduate credit for chemistry majors. Four lectures a week. Prerequisite: CHEM 211, PHYS 251, and MATH 230, or consent of department.

446. THEORETICAL CHEMISTRY (3). Continuation of CHEM 440 and CHEM 441. Atomic structure, chemical bonding, and introduction to elementary quantum mechanics. Three lectures a week. Prerequisite: CHEM 441 or consent of department.
460. INORGANIC CHEMISTRY II (3). Introduction to bonding and structure of transition metal complexes. Descriptive chemistry of the first row transition elements including reactions, structures, electronic spectra, and magnetic properties. Selected topics from the heavy transition elements, the lanthanides and the actinides. Not offered for graduate credit for chemistry majors. Three lectures per week. PRQ: CHEM 325, CHEM 337, CHEM 360, and either CHEM 441 or CHEM 442, or consent of department.

461. INORGANIC CHEMISTRY LABORATORY (1). Microscale synthesis and characterization of compounds of both main group elements and transition elements. Experimental examination of magnetic and spectroscopic properties of inorganic complexes. Use of glovebox techniques in the handling of air-sensitive materials. Not offered for graduate credit for chemistry majors. One 4-hour laboratory period per week. PRQ: CHEM 332 or CHEM 339 or consent of department. PRQ or CRQ: CHEM 460 or consent of department.

463. INORGANIC CHEMISTRY III (3). Chemical applications of group theory including vibrational spectra, molecular orbitals, and ligand field theory. Theoretical basis for physical methods in inorganic chemistry. Selected topics in modern structural inorganic chemistry: organometallic compounds, cluster compounds including rings and polymers, and bioinorganic chemistry. Three lectures per week. PRQ: CHEM 460 or consent of department.

470. GENERAL BIOLOGICAL CHEMISTRY (3). Crosslisted as BIOS 470X. Overall view of biochemistry including structure, properties, function, and analysis of synthetic pathways. PRQ: CHEM 331 or CHEM 337, or consent of department.

471. BIOLOGICAL CHEMISTRY LABORATORY (3). Crosslisted as BIOS 471X. Experiments in the isolation, purification, and characterization of biomolecules by chromatographic, electrophoretic, and centrifugation techniques; enzyme kinetics; electron transport in mitochondria and microsomes. PRQ: CHEM 321 or CHEM 325, or consent of department. CRQ: CHEM 470 or CHEM 472, or consent of department.


473. BIOLOGICAL CHEMISTRY II (3). Crosslisted as BIOS 473X. Detailed study of the metabolism of carbohydrates, lipids, and nitrogenous compounds, including proteins and nucleic acids. Metabolic regulation. Genetic information. PRQ: CHEM 472 or BIOS 472X, or consent of department.

474. ADVANCED BIOCHEMICAL TECHNIQUES (3). Crosslisted as BIOS 474X. Theory and practice in the use of techniques for the isolation and characterization of macromolecules, such as ultrafiltration, amino acid analysis, ultracentrifugation, optical rotatory dispersion, circular dichroism, absorption spectroscopy, calorimetry, and rapid reaction kinetics. Two 4-hour laboratory periods including one hour of lecture a week. PRQ: CHEM 471 or consent of department.

495X. TEACHING OF PHYSICAL SCIENCES (3). Crosslisted as PHYS 495X. Preparation for certification in grades 6-12 in one or more of the fields of physical science: physics, chemistry, earth science, general science. Examination and laboratory work in the use of modern curricula; classroom and laboratory organization; microteaching and observation of teaching; lesson planning; multicultural education; teaching science to the exceptional child; reading and the teaching of science; methods of evaluation. Includes 15 clock hours of clinical experience. Not offered for graduate credit for chemistry majors. PRQ: Consent of department.

500. SELECTED TOPICS IN CHEMISTRY (1-3).
A. Inorganic
B. Analytical
C. Organic
D. Physical
E. Biological
Lecture and discussions of special topics for beginning graduate students. One to 3 semester hours as scheduled; course may be repeated up to a maximum of 9 semester hours. PRQ: Consent of department.

515. CHEMISTRY SEMINAR (1/2). Required of graduate students each semester in residence except summer session. May be repeated to a maximum of 8 semester hours. PRQ: Consent of department.

522. ADVANCED ANALYTICAL CHEMISTRY (3). Crosslisted as BIOS 474X. Fundamentals of chemical separations and measurements with emphasis on noninstrumental methods. New reagents and techniques are surveyed. PRQ: CHEM 441 or consent of department.

524. OPTICAL METHODS IN ANALYTICAL CHEMISTRY (3). Theoretical and practical applications of spectral measurements to research and chemical analysis, with emphasis on emission and absorption spectrometry in the principal regions of the electromagnetic spectrum. PRQ: CHEM 425 or consent of department.

531. ORGANIC SYNTHESIS (3). Crosslisted as BIOS 474X. Systematic presentation of methods of assembling carbon skeletons, functional group interconversions, and analysis of synthetic pathways. PRQ: CHEM 331 or CHEM 337.

532. PHYSICAL ORGANIC CHEMISTRY I (3). Mechanism and structure in organic chemistry including structural theory, stereochemistry, and the study of the reactive intermediates of organic chemistry. PRQ: CHEM 331 or CHEM 337, or consent of department.

541. CHEMICAL THERMODYNAMICS (3). Crosslisted as BIOS 473X. Fundamental laws of thermodynamics and applications to chemical problems. Calculation of thermodynamic quantities. PRQ: CHEM 441 or consent of department.

542. KINETICS (3). Theories and applications of rates of chemical reactions including reactions in the gas phase and in solution. Applications of kinetics in the determination of reaction mechanisms. PRQ: CHEM 441 or consent of department.

543. QUANTUM CHEMISTRY I (3). Crosslisted as BIOS 472X. Postulatory basis of quantum theory. The time-independent Schrodinger equation and its applications. Operator techniques are emphasized. PRQ: CHEM 446 and either MATH 334 or MATH 336, or consent of department.

555. ELECTROANALYTICAL CHEMISTRY (3). Crosslisted as BIOS 473X. Theory, practice, and applicability of electrical measurements in analysis and research. Traditional as well as contemporary techniques of electroanalytical chemistry and electrochemical kinetics are emphasized. PRQ: CHEM 425 or consent of department.

560. ENZYMES (3). Crosslisted as BIOS 472X. Basic principles of the concepts of enzyme kinetics, theory and design of experimental methods, and interpretation of enzyme mechanisms. Three lectures per week. PRQ: CHEM 470 or consent of department. Recommended: CHEM 542.

575. PHYSICAL CHEMISTRY OF MACROMOLECULES (3). Crosslisted as BIOS 473X. Comprehensive introduction to the use of physical chemistry in the study of macromolecules. Three lectures a week. PRQ: CHEM 441 or consent of department.

595. IN-SERVICE EXPERIENCE IN CHEMISTRY (1-4). Work individually or in small groups in an academic, industrial, or government setting under the guidance of a professional staff member(s) in an approved lecture and/or laboratory program. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

599. RESEARCH: MASTER'S THESIS (1-15). Crosslisted as BIOS 599X. Crosslisted as BIOS 599X. Crosslisted as BIOS 599X. The individual investigation of an original problem under the supervision of an adviser. This work normally culminates in the writing of the thesis. May be repeated, but only a maximum of 15 semester hours may be applied towards the M.S. degree. PRQ: Consent of department.

600. SPECIAL TOPICS IN CHEMISTRY (1-3).
A. Inorganic
B. Analytical
C. Organic
D. Physical
E. Biological
Lectures, discussions, and reports on topics of special interest in a particular field of chemistry. May be repeated, but only a maximum of 15 semester hours may be applied towards the M.S. degree. PRQ: Consent of department.

699. DOCTORAL RESEARCH AND DISSERTATION (credit arranged). May be repeated with permission of the department.
Department of Communication (COMS, JOUR)

Lois S. Self, chair, associate professor, Ph.D. University of Wisconsin

Graduate Faculty

Communication Studies

Gretchen Bislinghoff, assistant professor, Ph.D., Northwestern University
Ferald J. Bryan, associate professor, Ph.D., University of Missouri
Gary Burnt, associate professor, Ph.D., Northwestern University
Patrice M. Buzanell, assistant professor, Ph.D., Purdue University
Sylvia Chan-Olmsted, assistant professor, Ph.D., Michigan State University
Jeffrey Chown, associate professor, Ph.D., University of Michigan
Martha Cooper, associate professor, Ph.D., Pennsylvania State University
James Darsey, assistant professor, Ph.D., University of Wisconsin
Arthur P. Doederlein, assistant professor, Ph.D., Northwestern University

Communication Theory

David Gunkel, assistant professor, Ph.D., DePaul University
Richard L. Johannessen, professor, Ph.D., University of Kansas
Charles U. Larson, professor, Ph.D., University of Minnesota
Mary S. Larson, associate professor, Ed.D., Northern Illinois University
Robert Miller, associate professor, Ph.D., Northwestern University
Richard Morris, associate professor, Ph.D., University of Wisconsin

Leadership Studies

M. Jack Parker, associate professor, Ph.D., Southern Illinois University
Kathleen Propp, assistant professor, Ph.D., University of Iowa
Joseph Scudder, associate professor, Ph.D., Indiana University
Lois S. Self, associate professor, Ph.D., University of Wisconsin
Steve Wilson, associate professor, Ph.D., Purdue University

Journalism

Abraham Z. Bass, associate professor, Ph.D., University of Minnesota
Orayb Najjar, assistant professor, Ph.D., Indiana University
Angela M. Powers, associate professor, Ph.D., Michigan State University

Anthony J. Scantlen, associate professor, Ph.D., United States International University

The Department of Communication offers a graduate program leading to the M.A. degree in communication studies. This graduate program is adapted to the student's individual needs and academic background. Each student plans a program in consultation with an adviser from the graduate faculty of the department. With the approval of the adviser, the student may elect a maximum of 12 semester hours in allied studies in other departments.

With the adviser's consent, the student may choose to pursue the degree with or without a thesis. The number of credits transferred from another school or taken as a student-at-large to be approved as part of the student's program of courses will be determined by the student's departmental advisory committee.

All applicants from countries where English is not the native language must submit their scores from the Test of Spoken English (TSE) as part of their application for admission to graduate study in communication studies.

Master of Arts in Communication Studies

A student may pursue the primary portion of graduate study for the M.A. in communication studies in communication theory, rhetorical studies, or media studies.

Requirements

The student must earn a minimum of 30 semester hours of graduate credit and must take at least one graduate-level course each in communication theory, rhetorical studies, and media studies. A student who plans a teaching career must take at least one graduate course in communication education. COMS 591, Research in Communication Studies (3), is required of all students and must be taken during the first 12 semester hours of graduate work.

Although a student may concentrate graduate study in one area of communication studies, the adviser reserves the right to require courses in several areas if the student's academic background is deficient in certain basic courses; the student may choose to emphasize several areas.

With the adviser's advice and consent, the student must fulfill the requirements of either the thesis or non-thesis option.

Thesis Option

A thesis must be submitted and approved. From 3 to 6 semester hours may be allotted to thesis research and writing. A maximum of 6 semester hours may be taken in a combination of COMS 597, Directed Individual Study, and COMS 599, Master's Thesis.

During the semester in which degree requirements are completed, the student must pass a written examination (6-7 hours) which will assess knowledge and ability in the area of special interest. The student must pass an oral examination on the thesis or on the thesis and course work.

Non-Thesis Option

A maximum of 3 semester hours may be earned in COMS 597, Directed Individual Study.

During the semester in which degree requirements are completed, the student must pass a written examination (8-9 hours) and an oral examination, both of which will assess knowledge and ability in the area of special interest.

The comprehensive examination includes the submission by the student, for evaluation by the committee, of an expanded scholarly paper growing out of previous course work or directed individual study.

Course List

Communication Studies (COMS)

Communication Theory

402. GROUP COMMUNICATION (3). The nature of group processes. Leadership, communication, and decision-making problems in small groups.
404. COMMUNICATION THEORIES (3). The role of spoken communication in social adaptation. Relationships among thought, language, and expression; verbal perception and cognition; communication models. PRQ: COMS 252 or consent of department.

405. ADVANCED INTERPERSONAL COMMUNICATION (3). Examination and application of interpersonal communication theory.

410. COMMUNICATION AND THE SEXES (3). Theories, research, and observation of the verbal and nonverbal components of communication, both within and across the sexes. Gender as a central symbol in human communication activity.

461. ORGANIZATIONAL COMMUNICATION (3). Communication systems within and among organizations; types and components of communication systems; the effects of communication systems upon values, productivity, morale, and dispersion of responsibility. Normally not available for credit to graduate students in communication studies.

475. HEALTH COMMUNICATION (3). Communication competencies needed by health care providers and consumers.

480. COMMUNICATION AND CONFLICT MANAGEMENT (3). Communication principles and techniques in relation to conflict management and negotiation; emphasis on interpersonal and organizational contexts.

507. SEMINAR IN SMALL-GROUP COMMUNICATION (3). Theories of communication in small-group interaction, especially in decision-making and conflict resolution; examination of the experimental literature.

510. SYMBOLIC BEHAVIOR AND COMMUNICATION (3). Description of the nature of symbols and the major forms of symbolic systems used in speech communication.

561. SEMINAR IN INTERNAL ORGANIZATIONAL COMMUNICATION (3). Analysis of communication systems in complex organizations with a focus on communication and organizational goals. Research methodologies emphasizing field study methods.

562. SEMINAR IN INTERCULTURAL COMMUNICATION (3). Intensive study of the means whereby individuals communicate, perpetuate, and develop their world views and ethos, with emphasis on the nature and function of communication among, between, and/or within cultures.

563. SEMINAR IN INTERPERSONAL COMMUNICATION (3). Exploration of the functions of interpersonal communication such as uncertainty reduction, social support, self presentation, influence, and relationship maintenance; examination sociocultural expectations for verbal and nonverbal interaction.

564. SEMINAR IN COMMUNICATION THEORY (3). Analysis of motives for developing and criteria for evaluating communication theories. Introduces empirical, interpretive, and critical communication theories, including theories focused on specific contexts such as close relationships, organizational networks, and media processing.

571. SEMINAR IN ORGANIZATIONAL LEADERSHIP AND COMMUNICATION (3). Communication in the development and practice of leadership in modern organizations. Theory and research concerning leadership and communication.

572. SEMINAR IN ORGANIZATIONAL DEVELOPMENT AND COMMUNICATION (3). Use of communication to identify performance gaps and direct informed organizational change. Theory and research concerning the central role of communication in organizational development.

573. SEMINAR IN EXTERNAL ORGANIZATIONAL COMMUNICATION (3). Focus on such functions as public relations, marketing, advertising, lobbying and raising funds, government relations, crisis management, sales, and media relations. Theory and research concerning the use of external communication in accomplishing organizational goals.

580. SEMINAR IN CONFLICT MANAGEMENT AND NEGOTIATION (3). Communication theory and research about conflict management, negotiation/bargaining, and mediation; emphasis on interpersonal, group, and organizational contexts.

607. SEMINAR IN PERSUASION (3). Selected areas of research on persuasion and application of various theories to persuasive situations such as political campaigns, advertising, and social issues. May be repeated to a maximum of 9 semester hours provided there is no duplication of subject matter.

672X. SEMINAR IN LANGUAGE (3). COMD 672. Theories and research on speech and language acquisition from infant vocalizations to the decoding and encoding of abstract concepts; description, measurement, and analysis of normal and variant language patterns. May be repeated to a maximum of 9 semester hours.

Rhetorical Studies

400. RHETORICAL THEORY AND CRITICISM (3). Classical and modern rhetorical theories; methods for analysis and appraisal of rhetoric. PRQ: COMS 252 or consent of department.

401. CONTEMPORARY SPEAKERS AND SPEECHES (3). Analysis and evaluation of public speeches and speakers representative of contemporary thought.

403. FREEDOM OF SPEECH AND COMMUNICATION ETHICS (3). The social responsibilities of the public and private oral communicator, as sender and receiver; the issues of freedom of speech and exploration of problems of ethics in speech communication.

419. POLITICAL COMMUNICATION IN AMERICA (3). Communication theory and practices within the context of American politics. Modern campaigns, political communication consultants, issue definition and dissemination, communication strategies of administrative control, and communication within the presidency and within congress. Special focus on the mass media.

500. THE CLASSICAL TRADITION IN RHETORICAL THEORY (3). Foundations of rhetoric, emphasizing the contributions of Plato, Aristotle, Cicero, and Quintilian, and selected medieval, Renaissance, and post-Renaissance rhetorical theorists.

502. CONTEMPORARY RHETORICAL THEORY (3). Issues in rhetorical theory and practice in the 20th-century rhetorical theorist, and the approaches to rhetorical theory of such figures as Kenneth Burke, I.A. Richards, Richard M. Weaver, Chaim Perelman, Stephen Toulmin, Ernesto Grassi, Michel Foucault, and Jurgen Habermas.

503. THE RHETORIC OF CONTROVERSY (3). While subject matter will change from semester to semester, focus will be on significant public speeches throughout American history on major intellectual, social, and political issues. May be repeated to a maximum of 9 semester hours provided no major duplication of subject matter occurs.

504. METHODS OF RHETORICAL CRITICISM (3). Examination of the nature and function of rhetorical criticism in regard to diverse texts and contexts.

505. THEORY AND USES OF ARGUMENT (3). A study of modern theories of argument and a critical examination of the function of debate in the determination of public policy.

506. COMMUNICATION ETHICS (3). Conceptual perspectives for evaluation of ethics in interpersonal, small group, organizational, and mass media communication settings. Exploration of potential standards, controversial issues, and case studies. Instructional approaches to communication ethics in academic and nonacademic contexts.

519. SEMINAR IN PRESIDENTIAL RHETORIC (3). Examination of the definitional, theoretical, and methodological issues relevant to the rhetoric of the American presidency. The special focus is on the rhetorical practices of recent presidents from FDR to Reagan.

520. RHETORICAL APPROACHES TO SOCIAL MOVEMENTS (3). Examination of definitional, theoretical, and methodological issues unique to rhetorical criticism of social movements as articulated in contemporary scholarly debates such as the nature of a rhetorical movement, the role of communication in development of rhetorical movements, method(s) appropriate to study of modes of symbolic activity in rhetorical movements, and the ethical status of the critic of rhetorical movements. Issues explored through consideration of particular case studies.

540. SEMINAR IN COMMUNICATION AND GENDER (3). Examination of the relationship between communication and gender, current research regarding gender differences in communication, theoretical and critical perspectives that emphasize gender, and contemporary communication problems and issues for which gender plays a pivotal role (e.g., pornography and sexual harassment).

560. SEMINAR IN RHETORIC (3). Alternative critical perspectives, political rhetoric, the rhetoric of social protests, and communication in community-action groups. May be repeated to a maximum of 9 semester hours provided there is no duplication of subject matter.

Media Studies

426. FIELD PRODUCTION AND POST PRODUCTION (3). Production of video or film projects utilizing single-camera, on-location shooting and shot-by-shot editing, combined with sound track mixing and visual special effects. Because a significant portion of the course grade is based on student team projects, this course cannot be taken pass/fail. PRQ: COMS 358 or consent of department. CRQ: COMS 463 or consent of department.
449. AUDIO PRODUCTION (3). Production of radio programs or other audio projects of a complex nature, emphasizing recording, editing, and mixing techniques. PRQ: COMS 358 or consent of department.

450X. INSTRUCTIONAL TELEVISION I (3). LEIT 450X. Practical methods for the use of television in educational settings. Studio experience in the preparation and presentation of televised instructional units. Not open to students with credit in COMS 357 or COMS 358 or equivalent.

454. TRANSNATIONAL COMMUNICATION AND MEDIA (3). Crosslisted as JOUR 454X. A study of the development, structure, functions, and control of international communications media systems and activities as they affect world relations.

455. MEDIA LAW AND ETHICS (3). The development, structure, theory, and functions of legal controls and ethical constraints on media production and programming.

456. HISTORY OF FILM (3).
C. Before 1950
D. After 1950
May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs.

457. THE DOCUMENTARY TRADITION (3). Theories, techniques, history, and criticism of the documentary.

458. SPECIAL TOPICS IN MEDIA STUDIES (3). Investigation of specific areas in media studies. Graduate students will be expected to do additional readings and research commensurate with their fields of study and the requirements of the course. May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs.

459. HISTORY OF BROADCASTING (3). Crosslisted as JOUR 459X. The history of radio and television broadcasting in the United States from its inception to the present.

460. BROADCASTING THEORY AND CRITICISM (3). Major theoretical and critical perspectives or analysis of broadcasting.

461. FILM THEORY AND CRITICISM (3). Major theoretical and critical perspectives for analysis of film.

463. STUDIO PRODUCTION (3). Production of studio-based programs utilizing multiple cameras in a live or live-on-tape format. PRQ: COMS 358 or consent of department. CRQ: COMS 426 or consent of department.

466. NARRATIVE SCRIPTWRITING (3). Focus on structure, development, and execution of a 100-page narrative fiction script for media. Creativity, critical ability, and discipline in writing are stressed. PRQ: COMS 355 or consent of department.

467. CORPORATE SCRIPTWRITING (3). Focus on scripting for non-broadcast settings such as corporate training packages for management development or employee orientation; public service packages for social service agencies; and educational packages for such enterprises as medical agencies. Client assessment, pre-production planning, writing for specific objectives, and script evaluation are stressed. PRQ: COMS 355 or consent of department.

459. MEDIA AND CULTURE IN IRELAND (3). Survey of Irish film and television against the historical, political, and cultural traditions of Ireland. Irish media as it has developed in competition with Hollywood and British representation of Ireland.

450. SEMINAR IN MEDIA STUDIES (3). Intensive study of selected topics in media studies. Topics will vary from semester to semester. May be repeated to a maximum of 9 semester hours provided that no repetition of subject matter occurs.

555. THEORIES OF TELEVISION (3). Course focuses on the fundamental nature of television, how it differs from film and other media, its aesthetic characteristics, and how it is constituted technologically, industrially, and socially. Major theoretical and critical approaches to television will be examined.

556. FEMINIST FILM THEORY (3). Historical and methodological development of the feminist perspective in film analysis. The use and influence of sociological, psychoanalytical, Marxist, and semiological tools in a feminist approach to understanding film and how it works in a patriarchal society.

557. DOCUMENTARY THEORY AND PRACTICE (3). Survey of major documentary theories. Students put theory into practice while producing their own documentary videotapes.

558. SEMINAR IN MEDIA CRITICISM (3). Course examines mass communication theories, history of media criticism, current trends in media criticism, and major critical methods.

559X. INSTRUCTIONAL TELEVISION II (3). LEIT 559X. Application of television production techniques to instructional activities. PRQ: COMS 450X or consent of department.

559. ACCESS TO PRODUCTION STUDIOS (0). For students creating studio and/or field video productions either as independent study or as part of the creative thesis. Available only as a CRQ with COMS 557, COMS 597, or COMS 599.

Research, Communication Education, and Internship

434. THE TEACHING OF SPEECH COMMUNICATION (3). Program and course development, instructional roles and strategies, and classroom communication and management. Includes special attention to multicultural variables and teaching the exceptional student.

491. METHODS OF RESEARCH IN COMMUNICATION (3). Research in communication with an emphasis on qualitative and quantitative methodologies. Course requires a research paper and oral report. Computational, writing, and speaking skills will be assessed. PRQ: COMS 251 or COMS 252, or consent of department.

508. SPECIAL TOPICS IN COMMUNICATION STUDIES (1-3). Course content and credit varies from semester to semester. May be repeated to a maximum of 9 semester hours provided topic varies. Not more than 3 semester hours may be applied to the M.A.

539. INTERNSHIP IN COMMUNICATION STUDIES (1-12). For graduate students preparing to enter fields where internship experience is available and desirable. Study of problems related to teaching, media application, and communication systems. Experience will be supervised and evaluated. May be repeated to a maximum of 12 semester hours. No more than 3 semester hours may be included in the degree program. Grades awarded are S, U, or I.

591. RESEARCH IN COMMUNICATION STUDIES (3). Focuses on the nature and development of research questions and methods typical of scholarship in such areas as communication theory, rhetorical studies, and media studies.

597. DIRECTED INDIVIDUAL STUDY (1-6). Supervised readings and research or production of a creative project. May be repeated to a maximum of 6 semester hours. A maximum of 3 semester hours may be applied toward the M.A.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours.

630. SEMINAR IN COMMUNICATION EDUCATION (3). May be repeated to a maximum of 9 semester hours provided that no repetition of subject matter occurs.

Journalism (JOUR)

410. NEWS EDITING (3). Advanced practice in editing and headline construction for print media, and in newspaper and newsletter page design. PRQ: JOUR 200 and a passing score on the Journalism Qualifying Examination, or consent of the department.

415. ADVANCED PHOTOJOURNALISM (3). Advanced techniques of photography with emphasis on written-visual communication as employed in contemporary mass media. Students write and photograph stories. Preparation of color photographs, work experience with area publications, and picture editing. PRQ: JOUR 315 and consent of department.
416. PHOTOGRAPH EDITING (3). Editing and layout of photographs in the mass media. Includes selection and preparation of photographs for use as singles, spreads, stories, and essays. PRQ: JOUR 312 and consent of department.

435. ADVANCED PUBLIC RELATIONS (3). Analysis of public relations problems and procedures. Practice in solving public relations problems and preparation of public relations materials. PRQ: JOUR 335 or consent of department.

436. PUBLIC RELATIONS PROBLEMS (3). Investigation in depth of problems in public relations in a number of specialized areas, based on new developments, primary sources, and cases. Emphasis is on individual investigation and oral and written reports with discussion. May be repeated to a maximum of 6 semester hours when topics vary. PRQ: JOUR 435 or consent of department.

449. MEDIA MANAGEMENT (3). The management of mass communications organizations, with emphasis on general administration, advertising, promotion, production, research and planning.

454X. TRANSNATIONAL COMMUNICATION AND MEDIA (3). COMS 454. A study of the development, structure, functions, and control of international communications media systems and activities as they affect world relations.

457. THE TELEVISION NEWS DOCUMENTARY (3). In-depth reporting on location of some aspect of the contemporary scene. Students investigate, prepare scripts, and shoot and edit documentaries to be used on television. Some traveling may be required. PRQ: JOUR 357 or consent of department.

459X. HISTORY OF BROADCASTING (3). COMS 459. The history of radio and television broadcasting in the United States from its inception to the present.

460. SPECIALIZED PRESS WRITING (3). Writing for specialized publications: research for articles, writing in the style of specialized publications, and the marketing of articles. Included will be a study of the specialized press. PRQ: JOUR 200 and a passing score on the Journalism Qualifying Examination, or consent of department.

461. SPECIALIZED PRESS EDITING (3). Practical work in managing, planning, editing, and producing specialized publications. Includes reporting, copywriting, and picture editing. PRQ: JOUR 200 and JOUR 312 and a passing score on the Journalism Qualifying Examination, or consent of department.

471. TEACHING JOURNALISM: SUPERVISION OF SCHOOL PUBLICATIONS (3). Methods and materials for teaching journalism and supervising publications in secondary schools and junior colleges; courses of study; organization; attention to exceptional students; planning for multicultural classes and staffs; and production of publications. Includes 15 clock hours of clinical experience. PRQ: Consent of department.

480. JOURNALISM LAW AND REGULATION (3). Law and regulation affecting the concept of freedom of the press, access to information, free press—fair trial, libel, privacy, copyright, access to the media, and legal concepts and restrictions related to the press; publishing, electronic media, photojournalism, and public relations.

481. HISTORY OF JOURNALISM (3). The development of a free press from its origins in Europe through the emergence of modern journalism. Includes the study of early newspapers, periodicals, and broadcast news programs.

482. INTERNATIONAL NEWS COMMUNICATIONS (3). A survey of the news media and international affairs; foreign correspondence and coverage; international news agencies; and country-by-country historical-societal study of foreign journalism.

483. MASS MEDIA IN MODERN SOCIETY (3). The concept and role of mass communications; rights, restrictions, and responsibilities of the mass media; and interactions of mass communications and society.

485. TOPICS IN JOURNALISM (1-3). In-depth study and discussion of current topics of special importance and interest in the field of journalism, including the background of the topics and their relationship to other fields. May be repeated to a maximum of 8 semester hours when topics vary. PRQ: Consent of department.

490. ETHNIC MINORITIES AND THE NEWS MEDIA (3). The press of ethnic minorities and its relationship to other mass media. Study of the problems and responsibilities faced by mass communicators in relating to ethnic minorities. Includes individual investigation and reporting.

492. INTERNSHIP IN JOURNALISM (3). A work experience program for students planning to enter the field of mass communication. Students work for a semester or a summer for a minimum of 320 hours as interns with appropriate organizations under the supervision and advisement of a department faculty coordinator. S/U grading basis. PRQ: Consent of department.

502. REPORTING OF PUBLIC AFFAIRS (3). An advanced study and application of investigative, interpretive, and in-depth reporting of public affairs. Emphasis is placed on social, political, and economic news as it is developed and reported at the local, state, and federal levels. Course combines practical reporting experiences with seminar discussions and research investigations.

521. SEMINAR IN SPECIAL TOPICS IN JOURNALISM (3). May be repeated to a maximum of 6 semester hours when topics vary. PRQ: Consent of department.

535. PUBLIC RELATIONS CASES, CONCEPTS, AND CAMPAIGNS (3). Practice in planning and conducting campaigns to achieve specific goals and to anticipate and solve specific public relations problems, including pre- and post-testing to measure results. Case method approach.

552. SEMINAR IN BROADCAST NEWS (3). Development, structure, and future of radio- television journalism and its role in society; consideration of contemporary problems, practices, and research.

580. READINGS IN JOURNALISM (3). A selected review of journalism literature, including books, research studies, and periodicals.

582. THE PRESS AND WORLD AFFAIRS (3). Communication problems of the press in international affairs; a detailed study of international news agencies and services; investigation of the foreign press by countries with emphasis on the press under fascism, communism, and democracy; and world censorship.

583. SEMINAR IN PRESS PROBLEMS (3). Selected problems in press freedom, federal-local censorship, press privileges, display and suppression of news, and the public's right to know. Also selected problems in influences of the press on social, economic, and political affairs; public opinion; and the formation of thought processes. May be repeated to a maximum of 6 semester hours when topics vary.

590. INDEPENDENT STUDY (1-3). Open to qualified students who wish to do individual advanced work in journalism or mass communications. PRQ: Consent of department.

599. THESIS (1-3). PRQ: Consent of department.
Department of Computer Science (CSCI)

Rodney Angotti, chair, associate professor, Ph.D., University of Pittsburgh

Graduate Faculty

Rodney Angotti, associate professor, Ph.D., University of Pittsburgh
Kathi Davis, associate professor, Ph.D., Illinois Institute of Technology
Barnett W. Glickfeld, associate professor, Ph.D., Columbia University
George Henry, associate professor, Ed.D., Northern Illinois University
H. Joel Jeffrey, professor, Ph.D., University of Colorado
Nicholas T. Karonis, assistant professor, Ph.D., Syracuse University
Nasir D. Memon, assistant professor, Ph.D., University of Nebraska
Ibrahim Onyuksel, associate professor, Ph.D., University of Michigan
Robert Rannie, professor, Ph.D., Pennsylvania State University
Neil Rickert, professor, Ph.D., Yale University
Robert Zerwekh, associate professor, Ph.D., University of Illinois

For admission to the graduate program in computer science, students must have a thorough knowledge of the programming language C, advanced aspects of COBOL, and assembler language for third generation computers. Students who are admitted with stipulated deficiencies must earn a grade of B or higher in each of their stated deficiency courses.

Graduate students and students-at-large may not audit or elect to complete computer science courses on a pass/fail basis without obtaining prior permission from the Department of Computer Science.

Master of Science in Computer Science

Students pursuing the M.S. in computer science must complete at least 30 semester hours of graduate work. At least seven of these 3-semester-hour courses must be 500-level graduate courses, and at least 24 of the 30 required semester hours must be earned in courses offered by the Department of Computer Science. Prior departmental approval must be obtained to count courses not offered by the Department of Computer Science toward the 30 required semester hours.

A program of study designed by the student and the adviser must be approved by the Department of Computer Science.

The student must pass a comprehensive examination in computer science. Students pursuing full-time graduate study will be required to take the comprehensive examination within two academic years of admission to the Graduate School.

Required Courses

CSCI 464, Data Structures (4)
CSCI 468, Systems Programming (4)

At least three of the following (9)
CSCI 562, Analysis of Data Processing Systems (3), OR CSCI 563, Systems Design and Analysis (3)
CSCI 564, Database Systems (3), OR CSCI 568, Database Concepts (3)

CSCI 565, Software for Teleprocessing (3), OR CSCI 566, Local Networks (3)
CSCI 567, Applied Systems Programming (3), OR CSCI 568, Advanced Systems Programming (3)

If a graduate student in the M.S. program has already completed a required 400-level course with a grade of C or better as an undergraduate at NIU, that course requirement will be waived in the student’s M.S. program. Other graduate course work will be substituted to complete the required program.

Course List

434X. NUMERICAL LINEAR ALGEBRA (3). MATH 434. Roundoff errors and computer arithmetic. Direct and iterative methods for solving linear systems; norms and condition numbers, iterative refinement. Linear least squares problems: the normal equations and QR approach for overdetermined systems. Numerical methods for eigenvalues: an introduction to the QR iteration. The course makes extensive use of computers. PRQ: MATH 232, MATH 240, and either CSCI 230 or approved equivalent, or consent of department.


440. DATA STRUCTURES AND ALGORITHM ANALYSIS (4). The application of analysis and design techniques to nonnumeric algorithms acting on data structures. The utilization of algorithmic analysis and design criteria in the selection of methods for data manipulation. Computing projects will be done in a high-level computing language. Laboratory projects. PRQ: CSCI 240 and CSCI 360, or consent of department.

461. TECHNIQUES OF COMPUTER PROGRAMMING AND ALGORITHMIC PROCESSES (3). An advanced course in algorithmic processes and computer programming. A major higher-level language will be used in developing applications and the solutions of current problems. Knowledge of programming is required. PRQ: Consent of department.

462. INTRODUCTION TO THE FOUNDATIONS OF COMPUTER SCIENCE (3). An introduction to mathematical languages, automata theory, and the theory of recursive functions and computability. PRQ: MATH 232 or MATH 240, and either CSCI 230 or CSCI 270, or consent of department.

463. COMPUTER SYSTEMS ORGANIZATION (3). Organization and use of distributed computer systems. Basic concepts and examples from microcomputers and networks, peripheral components, data communications, and the organization of operating systems such as UNIX and DOS. Extensive laboratory work. PRQ: CSCI 360 or consent of department.

464. DATA STRUCTURES (4). An in-depth study of the theory and the programming techniques related to the storage and management of various forms of data. The programming assignments require an advanced understanding of assembler language. Extensive laboratory work. PRQ: CSCI 360 or consent of department.

465. EXTERNAL DATA STRUCTURES (4). Formal organization of files, organization techniques using direct access, and indexed sequential and sequential files. Advanced COBOL topics, Job Control Language, and access methods and utilities with applications to data processing. Extensive laboratory work. PRQ: CSCI 230 and CSCI 360, or consent of department.
466. DATABASE/DATA COMMUNICATIONS SOFTWARE (4). Software development in a representative current database and an on-line interactive teleprocessing system. Extensive laboratory work. PRQ: CSCI 465 or consent of department.

467. INTRODUCTION TO SYSTEMS DESIGN AND ANALYSIS (4). Phases of the systems development life cycle and the tools used by the analyst in planning, specifying, and implementing a computer-based system. Required topics include documentation standards, interaction with users, and design of interfaces including Windows. Assignments include at least one major group project. PRQ: CSCI 465 or consent of department.

468. SYSTEMS PROGRAMMING (4). A detailed study of systems programming on a third-generation computer. Special emphasis will be placed on the logical organization of the computer used. Extensive laboratory work. PRQ: CSCI 464 or consent of department.

480. THEORETICAL OPERATING SYSTEMS (4). The principles and practices of modern operating system design. Includes file system organization; multi-tasking; windowing interfaces such as Windows or OS/2; interprocess communication, including communications across a network; and server-client models of processing. PRQ: CSCI 330 or CSCI 463, and either CSCI 440 or CSCI 464, or consent of department.

521. PARALLEL PROCESSING (3). Principles of parallel computation and advanced computer architectures. Topics include vector processors, multiprocessors, concurrency control, parallel programming environments, and software support. PRQ: CSCI 468 or CSCI 480, or consent of department.

525. PARALLEL LOGIC PROGRAMMING (3). A parallel logic programming language will be studied. Basic concepts to be examined include data structuring and destructuring, processes and their execution, and data-parallelism. Discussed will be Horn clauses, cut operation, state space searches, Application programs dealing with automata, travel planning, and chess. PRQ: Consent of department.


532. ADVANCED PROLOG PROGRAMMING AND ARTIFICIAL INTELLIGENCE (3). A continuation of CSCI 531. Topics will include second order programming, meta-logical and extra-logical predicates, and definite clause grammars. Meta-interpreters and their application to coding expert system shells will be studied. Prolog versions of one or more small expert systems will be examined. PRQ: CSCI 531 or consent of department.

545. NEURAL NETWORKS (3). Topics will include Hopfield networks, backpropagation, competitive learning, the Kohonen feature map and counterpropagation. Applications and examples will be provided, and future directions for these networks will be discussed. PRQ: Consent of department.

551. ADVANCED COMPUTER PROGRAMMING (3). An introduction to decision support, specification, applications, and very high level programming languages. PRQ: CSCI 461 or consent of department.

562. ANALYSIS OF DATA PROCESSING SYSTEMS (3). A detailed and in-depth analysis of large and complex computerized data processing systems. Several such systems including both batch and on-line systems will be considered. Programming assignments involving COBOL and BAL will be included. PRQ: CSCI 467 or consent of department.

563. SYSTEMS DESIGN AND ANALYSIS (3). Design, implementation, and control of computer-based data processing systems. Topics include system and program specifications, language selection, forms and file design, maintenance and documentation requirements, and interface with computer users. Both batch and on-line systems will be considered. Some programming in COBOL and BAL will be included. PRQ: CSCI 467 or consent of department.

564. DATABASE SYSTEMS (3). The advantages and limitations of the use of integrated databases, as opposed to conventional file structures, will be considered. The course will include a detailed examination of at least one current system, as well as future trends. PRQ: CSCI 464 and CSCI 465, or consent of department.

565. SOFTWARE FOR TELEPROCESSING (3). Design and problems in the design and use of computer communication networks. Detailed examination of at least one proprietary network. PRQ: CSCI 468 or consent of department.

566. LOCAL NETWORKS (3). Design and selection of local networks: Local Area Network (LAN), High Speed Local Network (HSLN), and Computerized Branch Exchange (CBX). Design issues include network topology, transmission media, network access protocol, and network interface. PRQ: CSCI 468 or consent of department.

567. APPLIED SYSTEMS PROGRAMMING (3). An examination of the role of the systems programmer. Topics include a detailed structural analysis of several current operating systems, common utilities, performance evaluation, and future trends. PRQ: CSCI 468 or consent of department.

568. ADVANCED SYSTEMS PROGRAMMING (3). Interpretable systems; assemblers, loaders, compilers, library monitoring systems, input-output scheduling, executive programs, job scheduling, multi-access systems, multi-programming, multi-processing. PRQ: CSCI 468 or consent of department.

569. SOFTWARE ENGINEERING (3). Topics in improved programming technology, data structures, and analysis of algorithms. The course will focus on problems encountered in the design and implementation of large software systems and will include both individual and group programming projects. PRQ: CSCI 464 and CSCI 465, or consent of department.

570. SIMULATION METHODS (3). Modeling and simulation concepts. Topics include generating pseudo random numbers and data, writing simulation programs in a general purpose programming language such as C and in a special purpose simulation language such as GPSS, and interpreting simulation results using statistical analysis techniques. PRQ: Consent of department.

580. TOPICS IN COMPUTER SCIENCE (3).
A. Artificial Intelligence
B. Computer Graphics
C. Management Information Systems
D. Operating System Principles and Practices
E. Programming Language Concepts and Methods
F. Database Theory and Applications
G. Storage Technology and Architectures

PRQ: Three hours of 500-level course work in computer science and consent of department.

588. DATABASE CONCEPTS (3). Principles of database design. A comparison of the features of currently available database systems, as well as an introduction to current research in database technology. The role of database systems in both batch and on-line environments will be considered. PRQ: CSCI 464 and CSCI 465, or consent of department.

589. OBJECT-ORIENTED DESIGN AND PROGRAMMING (3). The fundamental elements of the object-oriented model are presented. Techniques for object-oriented design are studied with an opportunity to synthesize these concepts and apply the methodology through an object-oriented programming language such as C++. PRQ: CSCI 464 and CSCI 465, or consent of department.

590. INTERNSHIP (3-6). Work in a computer-related industrial environment. Normally only available to students who have no prior computer-related work experience. May be repeated to a maximum of 6 semester credit hours. PRQ: CSCI 468 and consent of department.

595. SEMINAR IN COMPUTER SCIENCE (3). May be repeated to a maximum of 9 semester hours as topic changes. PRQ: Six hours of graduate credit in courses related to the topic and consent of department.

597. GRADUATE READING IN COMPUTER SCIENCE (1-6). Individual reading in computer science. May be repeated to a maximum of 6 semester hours. PRQ: CSCI 468 and consent of department.
The M.A. program in economics requires 30 semester hours of graduate credit. The M.A. in economics is suitable either for students intending to work at the undergraduate level or for those who would like a practical program of study that would prepare them for technical or administrative positions in business or government. A person who has earned the doctorate in economics is qualified both to teach economics at the university level and to do original research in academe, government, and the private sector. The doctoral program in economics features a strong core of courses in theory and econometrics and a focus on the three applied fields of labor economics, public finance, and urban and regional economics. Other fields may be approved by the department's Director of Graduate Studies.

### Master of Arts in Economics

The M.A. in economics is suitable either for students intending to pursue a Ph.D. in economics or for those who would like a practical program of study that would prepare them for technical or administrative positions in business or government.

#### Course Requirements

The M.A. program in economics requires 30 semester hours of graduate credit.

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1. These are labor economics (ECON 500, ECON 501, ECON 600), public finance (ECON 550, ECON 551, ECON 650), and urban and regional economics (ECON 585, ECON 586, ECON 685).
obtained by consulting the department's director of graduate students.

All doctoral students must register for ECON 698, Current Research Colloquium (1), in the fall and spring semesters.

Research-Tool Requirement

The Department of Economics research-tool requirement is fulfilled by successfully completing the following courses, which are required in the program: ECON 490, ECON 491T, and ECON 590.

Admission to Candidacy

All students are required to take written and oral candidacy examinations in microeconomic theory and in macroeconomic theory. At least one of these examinations must be taken the first time they are offered after the student has completed ECON 660 and ECON 661. The other examination must be taken the next time they are offered. A student who fails either of these examinations may, with the permission of the examining committee, repeat it after the lapse of at least one semester. A student who fails either of these examinations a second time will be dismissed from the doctoral program.

After successfully completing the candidacy examinations, each student must write a research paper in one of his or her optional fields. The paper will generally serve as a basis for the student's dissertation. The department's chair and director of graduate studies will appoint a committee of three faculty members (who may later serve on the student's doctoral dissertation committee) who will evaluate the paper. Upon receiving a satisfactory evaluation, the student will be admitted to candidacy. Failure to receive a satisfactory evaluation within one year after completing the coursework for the optional fields will result in dismissal from the doctoral program. Under exceptional circumstances this time limit may be extended by the department's Graduate Committee.

Course List

402. COMPARATIVE LABOR RELATIONS (3). Patterns of industrial relations systems in European and selected emerging economies. Scope of collective bargaining and social welfare legislation. Cooperation between the various national labor movements. PRQ: ECON 300; ECON 360 or ECON 361; or consent of department.

403. ECONOMICS OF HUMAN RESOURCES (3). Analysis of factors affecting demand for and supply of labor. Human capital analysis, discrimination, labor market operations, and public policy. PRQ: ECON 360 or consent of department.

420. ANTITRUST ECONOMICS (3). Detailed analysis of monopoly, near monopoly, and various business practices. Examines legal and economic foundations of current and past public policies toward monopoly. PRQ: ECON 360 or consent of department.

443. ECONOMIC DEVELOPMENT (3). Analysis of major problems and issues of a theoretical and a policy nature concerning developing economies. PRQ: ECON 360 or ECON 361, or consent of department.

450. PUBLIC FINANCE (3). Analysis of the structure and effects of the national, state, and local revenue and outlay systems. PRQ: ECON 360 or consent of department.

452. FISCAL POLICY (3). An examination of the role of the federal budget in fiscal policy. Public expenditures, taxes, and debt management are evaluated as tools of economic stabilization since World War II. PRQ: ECON 360 or consent of department.

454. STATE AND LOCAL FINANCE (3). Analysis of the expenditure-revenue process in state and local governments. The effect of intergovernmental grants and the future of fiscal federalism. PRQ: ECON 360 or consent of department.

466. BUSINESS CYCLES (3). History of business fluctuations; theories and techniques of analysis; countercyclical monetary and fiscal policies; and survey of selected forecasting techniques. PRQ: ECON 361 or consent of department.


474. ECONOMIC HISTORY OF THE UNITED STATES (3). The evolution and development of American economic institutions and processes from colonial times to the 20th century. The modern economic approach will be developed and applied to various topics. PRQ: ECON 260T and ECON 261T, or consent of department.

485. URBAN ECONOMIC PROBLEMS AND POLICIES (3). Economic analysis of urban growth and land use and selected urban problems such as urban transportation, public finance, housing, poverty, and environmental quality. PRQ: ECON 360 and ECON 385; or consent of department.

490. ECONOMIC STATISTICS AND ECONOMETRICS (3). Topics include descriptive statistics, probability, estimation, hypothesis testing, correlation, and regression analysis, as applied to economic models. PRQ: MATH 230 or consent of department.

491T. MATHEMATICAL METHODS FOR ECONOMICS (3). Mathematical methods used in economics with applications. Not open to students with credit in ECON 491. PRQ: ECON 360, ECON 361, and MATH 229, or consent of department.

493. SEMINAR IN POLITICAL ECONOMY (3). Crosslisted as POLS 493X.

496X. MATERIALS AND PROBLEMS OF HIGH SCHOOL INSTRUCTION IN THE SOCIAL SCIENCES (3). HIST 496. Must be taken by students seeking certification in a social science before student teaching. Includes 15 clock hours of clinical experience, attention to the teaching of exceptional students, planning for multicultural learning situations, and techniques of reading in the social sciences. PRQ: Consent of department.

497. INDEPENDENT STUDY IN ECONOMICS (3). Individually arranged study within the various fields of economics. Not open to economics graduate students. PRQ: ECON 360 and ECON 361, or consent of department.

500. LABOR MARKET ANALYSIS I (3). Wage, employment, and human resource theory, empirical findings, and policy implications. Emphasis on human capital, household production, discrimination, and other sources of wage and employment difference. PRQ: ECON 360 and consent of department.


512. MONETARY THEORY (3). Theoretical and empirical analysis of supply of and demand for money; the interrelationships between money and interest, prices, and output, with particular attention to monetary aspects of macroeconomic theory. PRQ: Consent of department.

513. MONETARY POLICY (3). Objectives and instruments of monetary policy and the supply of money, alternative monetary models, and the effectiveness and incidence of monetary policy. PRQ: Consent of department.

521. STRUCTURE OF INDUSTRY (3). Analysis of the determinants of the number of sellers in an industry, and whether industries with few sellers are less competitive, more profitable, or more innovative than those with a large number of sellers. PRQ: ECON 490 and ECON 560, or consent of department.

522. INDUSTRIAL ORGANIZATION (3). Analysis of contracts between traders, including vertical integration, price discrimination, tying contracts, requirements contracts, resale price maintenance, market division, and exclusive dealing. Additional topics include antitrust policy, patents, and other issues in law and economics. PRQ: ECON 490 and ECON 560, or consent of department.
530. INTERNATIONAL TRADE THEORY (3). PRQ: ECON 560 or consent of department.

532. INTERNATIONAL MONETARY ECONOMICS (3). PRQ: ECON 561 or consent of department.

540. THEORIES OF ECONOMIC DEVELOPMENT (3). Analytical approach to problems and obstacles to economic development in emerging societies: population problems, capital formation, investment criteria, structural and technical change, sectoral analysis, foreign trade, and others. PRQ: ECON 560 or consent of department.

545. ECONOMICS OF THE PUBLIC SECTOR (3). The economic nature of government services, public sector decision making, welfare and efficiency criteria in financing these services, and interrelationships of the public and private sectors. PRQ: ECON 360 or consent of department.

550. FINANCING GOVERNMENT ACTIVITIES (3). Budgetary policy, evaluation of different forms of taxation, pricing of government services, public borrowing and debt management, programs of tax reform. PRQ: ECON 360 or consent of department.

551. MICROECONOMIC ANALYSIS I (3). Domestic and international price systems with regard to resource allocation, welfare, and income distribution. A brief introduction to the concepts involved in input-output analysis and linear programming. PRQ: ECON 360 and ECON 491T, or consent of department.

556. MACROECONOMIC ANALYSIS I (3). Factors determining levels of aggregate income, employment, and prices. PRQ: ECON 360, ECON 361, and ECON 491T, or consent of department.

557. SURVEY OF MARKET ECONOMICS (3). Prices, output, distribution, and industrial efficiency in alternative input and output markets; structural maladjustments, employment, and inflation; government-business relations and government-business relations; international prices; alternative economic systems. Not open to students who are economics majors or students who have taken ECON 360 or its equivalent. PRQ: Consent of department.

558. SURVEY OF INCOME ECONOMICS (3). Income, employment, prices and their determinants, theories of consumption, investment, taxation, fiscal, monetary and financial institutions and practices. Government debt, exchange rates, and balance of payments as influences on levels of economic activity. Not open to students who are economics majors or students who have taken ECON 381 or its equivalent. PRQ: Consent of department.

560. HISTORY OF ECONOMIC ANALYSIS I (3). A detailed treatment of the development of tools and concepts of theoretical economics up to the decline of the classical school. PRQ: Consent of department.

561. HISTORY OF ECONOMIC ANALYSIS II (3). A continuation of ECON 570 beyond the classical school to the analytics of the late 19th and early 20th centuries. PRQ: ECON 570 or consent of department.

565. REGIONAL ECONOMICS (3). Interregional trade and factor mobility, regional economic growth, economic analysis of industrial location, and quantitative methods useful in urban and regional planning with some computer applications. PRQ: Consent of department.

566. URBAN ECONOMICS (3). Economic analysis of urban location and land use, urban economic growth, and problems of urban transportation, public finance, and housing. Quantitative methods of urban analysis useful in urban planning, with some computer applications. PRQ: Consent of department.

590. ECONOMETRICS I (3). Specification and estimation of economic models with emphasis on single equation models. PRQ: ECON 360, ECON 361 and ECON 490, or consent of department. CRQ: ECON 590A.

590A. ECONOMETRICS LABORATORY (1). The use of various statistical and matrix language computer packages pertaining to econometrics. Topics include use of such packages to perform regression, GLS, non-linear regression, simultaneous equations, and a wide variety of other econometric techniques. CRQ: ECON 590 or consent of department.

595. SPECIAL TOPICS IN ECONOMICS (3). Topics not dealt with in other courses. May be repeated as the topic changes to a maximum of 6 semester hours. PRQ: ECON 560 and ECON 561, or consent of department.

597. ECONOMIC RESEARCH PRACTICUM (3). Use of empirical data, statistical techniques (and computer software programs), and economic theory to do research needed by a business firm, government agency, or other economic organization, especially in the labor, urban and regional, and public finance areas. Technical and non-technical report writing. PRQ: Consent of department. Recommended: ECON 590.

598. INDEPENDENT STUDY IN ECONOMICS (3). A. Economic Growth and Development
B. Economic History
C. History of Economic Analysis
D. Industrial Organization
E. International Economics
F. Labor Economics
G. Money and Banking
H. Monetary Economics
I. Public Finance
J. Quantitative Economics
K. Urban and Regional Economics

Each topic may be repeated to a maximum of 6 credit hours. PRQ: Consent of department.

599. MASTER'S RESEARCH COMPONENT.
A. Master's Thesis (1-6). May be repeated to a maximum of 6 semester hours.
B. Master's Research Paper (3).

600. SEMINAR IN APPLIED LABOR ECONOMICS AND LABOR RELATIONS (3). The economics of labor and of labor-management relations. Emphasis upon individual research. With consent of department, may be repeated once for credit. PRQ: Consent of department.

650. SEMINAR IN APPLIED PUBLIC FINANCE (3). Theory and institutional aspects of public finance. Emphasis is on microeconomic problems as they relate to public finance. With consent of department, may be repeated once for credit. PRQ: Consent of department.

655. SEQUENTIAL ECONOMIC PRACTICE (1). Extension of ECON 560 with emphasis on new and advanced topics. PRQ: Consent of department. Recommended: ECON 560.

661. MACROECONOMIC ANALYSIS II (3). A continuation of ECON 561 including new and advanced topics. PRQ: Consent of department. Recommended: ECON 561.

665. SEMINAR IN APPLIED URBAN AND REGIONAL ECONOMICS (3). Selected topics in urban and regional economics. May be repeated once for credit, with consent of department. PRQ: Consent of department.


668. CURRENT RESEARCH COLLOQUIUM (1). Discussion by faculty and graduate students of their current research. Required each semester (except summer sessions) for doctoral students. A maximum of 6 semester hours can be applied towards the doctoral degree. S/U grading basis. PRQ: Consent of department.

695. INTERNSHIP IN ECONOMICS (2-15). May be repeated to a maximum of 15 semester hours. PRQ: Written consent of department Graduate Committee.

698. CURRENT RESEARCH COLLOQUIUM (1). Discussion by faculty and graduate students of their current research. Required each semester (except summer sessions) for doctoral students. A maximum of 6 semester hours can be applied towards the doctoral degree. S/U grading basis. PRQ: Consent of department.

699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated to a maximum of 32 semester hours.
Department of English (ENGL)

James I. Miller, Jr., chair, professor, Ph.D., Harvard University

Graduate Faculty

Christine Abbott, associate professor, Ph.D., University of Illinois, Chicago
Craig S. Abbott, professor, Ph.D., University of Texas
William Baker, professor, Ph.D., University of London
David Barrow, assistant professor, Ph.D., Duke University
Gerald Berkowitz, professor, Ph.D., Indiana University
Rose Marie Burwell, professor, Ph.D., University of Iowa
David Bywaters, associate professor, Ph.D., Washington University
Susan Callahan, assistant professor, Ph.D., University of Louisville
David Bywaters, associate professor, Ph.D., Washington University
Susan Callahan, assistant professor, Ph.D., University of Louisville
Robert E. Callary, associate professor, Ph.D., Louisiana State University
Nicole Clifton, assistant professor, Ph.D., Cornell University
Franklin E. Court, professor, Ph.D., Kent State University
Susan E. Deskis, assistant professor, Ph.D., Harvard University
Heather K. Hardy, professor, Ph.D., University of California, Los Angeles
Rosalie Hewitt, associate professor, Ph.D., Purdue University
William C. Johnson, professor, Distinguished Teaching Professor, University of Iowa
Mark Kipperman, associate professor, Ph.D., University of Pennsylvania
John V. Knapp, associate professor, Ph.D., University of Illinois
Amy K. Levin, associate professor, Ph.D., City University of New York
Donna M. Macdonald, assistant professor, Ph.D., Louisiana State University
Glenn A. Meeter, professor, Ph.D., University of Iowa
James M. Mellard, professor, Ph.D., University of Texas
James I. Miller, Jr., professor, Ph.D., Harvard University
Amy Newman, assistant professor, Ph.D., Ohio University
Neal R. Norick, professor, Ph.D., Regensburg University
Charles A. Pennel, professor, Ph.D., University of Illinois
John D. Schaeffer, associate professor, Ph.D., St. Louis University
Mary S. Schriber, professor, Distinguished Teaching Professor, Ph.D., Michigan State University
Robert T. Self, professor, Ph.D., University of North Carolina
Reginald Shephard, assistant professor, M.F.A., University of Iowa
Sean N. Shesgreen, professor, Distinguished Research Professor, Ph.D., Northwestern University
Dale Sullivan, assistant professor, Ph.D., Rensselaer Polytechnic Institute
Diana L. Swanson, assistant professor, Ph.D., University of Minnesota
Gustaf Van Cromphout, professor, Ph.D., University of Minnesota
Lynne M. Waldelean, associate professor, Ph.D., Purdue University
William P. Williams, professor, Ph.D., Kansas State University

The Department of English offers graduate programs leading to degrees at both the master's and doctoral levels. The scores on the GRE General Test are required as admission credentials. Well prepared students with baccalaureate degrees may begin work immediately to fulfill the requirements for the doctorate. ENGL 501, Bibliography and Methods of Research, or ENGL 508T, Research Methods in Linguistics, is required of all graduate students in English, and should be taken early in a student's program of studies.

Advising

Students are assigned a departmental adviser upon admission to a degree program and must consult their adviser before or during the first semester of coursework to select courses and design a program of study to be filed with the Graduate School. After doctoral students decide upon fields of study, they must select an adviser from one of their fields who must be approved by the department.

Master of Arts in English

The Department of English offers two options leading to the M.A. degree.

Students who desire a linguistic focus under either Option A or Option B will be permitted to take 15 semester hours in language courses supplemented by 15 semester hours of literature courses. The program allows a focus in literature and film for an M.A. in English under Option B. Students who desire a rhetoric focus under either M.A. Option A or Option B will be permitted to take 15 semester hours in rhetoric courses supplemented by 15 semester hours in literature courses. In the areas of focus for M.A. Options A or B (linguistics, literature and film, rhetoric) candidates will take comprehensive examinations, one half in English and American literature and one half in the area of focus.

A flexible program of courses leading to an M.A. in English has been designed for students and educators wishing to pursue careers in Teaching English to Speakers of Other Languages (TESOL). In the TESOL focus, the M.A. examination will be solely in linguistics with a particular emphasis on TESOL.

**Option A**

Option A is designed to prepare students for graduate work at the doctoral level and concentrates upon research in the criticism of English and American language and literature. A student pursuing an M.A. under this option must earn a minimum of 30 semester hours of graduate credit in the Department of English with a GPA of at least 3.00, pass a proficiency examination in one foreign language, and pass a comprehensive examination. Foreign language proficiency may be demonstrated in French, German, Greek (classical or koine), Italian, Latin (classical or medieval), Russian, or Spanish, or in another language approved by the director of graduate studies on the basis of demonstrated need. The student's graduate adviser may permit limited study in fields closely related to English and approve substitution of a thesis for up to 3 semester hours of the required coursework. Full-time students concentrating in the usual literary or linguistic areas will normally enroll in Option A.

**Option B**

Option B is designed for students who are currently teaching in secondary schools or community colleges or who plan to teach at one of these levels, and for students interested in other professional pursuits, such as business or public relations, to which
a strong background in English may contribute. A graduate adviser and the student will design a program of study (subject to the approval of the director of graduate studies) which must include 9 semester hours of study in subjects other than English and American literature, such as courses in the teaching of English, rhetoric, creative writing and composition, linguistics, reading, mass media, public relations, or others that contribute to the student's professional development. A student pursuing an M.A. under this option must earn a minimum of 36 semester hours of credit, including 27 in the Department of English. The student may not take the final comprehensive examination before completing a minimum of 24 semester hours in the Department of English.

Doctor of Philosophy in English

The program of study leading to the Ph.D. degree in English at NIU is flexible in that it offers two options, one emphasizing traditional research concerns in such areas as British and American literature, language and linguistics, and literary criticism, and the other emphasizing pedagogical and related concerns in these same areas.

A graduate faculty member, after careful analysis of the applicant's background and training, will counsel the student in planning an appropriate program. Small graduate seminars conducted by active scholars enable the student to develop the critical and investigative skills and insights necessary to successful scholarship and teaching. Fellowships and teaching assistantships are available for qualified students.

Selected students who hold only a baccalaureate degree may enroll immediately in the doctoral program. Qualified full-time students should be able to complete all the requirements for the doctoral degree in four years beyond the baccalaureate degree or three years beyond the master's degree.

The doctoral degree in English is granted not only on the basis of successful completion of a definite number of prescribed courses but also in recognition of the candidate's high attainments and ability as shown, first, by passing the required examinations in his or her general and special fields (as detailed below), and second, by the preparation of a dissertation. Departmental requirements for the doctorate are as follows.

Admission

For admission to the program leading to the Ph.D. in English, the student must show evidence of ability to pursue doctoral work and secure departmental approval of a program of study.

Requirements

In consultation between the adviser and the student, each program for the doctorate shall be designed to include individual author courses in Chaucer, Shakespeare, and Milton in either the student's undergraduate or graduate program; ENGL 511 (or another graduate-level course in Old English language or Middle English language); and at least four seminars at the 600 level.

Students who select the traditional research option must include in their programs of study three graduate courses (500 or 600 level) in each of the following areas.

- British literature before 1660
- British literature after 1660
- American literature

Students who select the pedagogical option must include in their programs of study courses in the following areas.

- American literature (9 hours)
- British literature (9 hours)
- Literary criticism (3 hours)
- Rhetoric (3 hours)
- World literature (6 hours)
- Language/linguistics (6 hours beyond ENGL 511)

Students may select a secondary field consisting of a program of not more than 12 semester hours of closely related courses in any one of the following fields or in some other field approved by the department.

- American studies
- Anthropology
- Comparative literature
- Drama
- Foreign languages and literatures
- History
- Linguistics
- Philosophy
- Political science
- Psychology
- Sociology
- Women's studies

Admission to Candidacy

For admission to candidacy for the doctorate in English, a student must

qualify for the doctoral program, after successfully completing 36 semester hours of graduate work, by passing the master's comprehensive examination or equivalent.

demonstrate a knowledge of two foreign languages, average proficiency, or one foreign language, high proficiency. The choice of languages is subject to departmental approval. The proficiency examinations must be passed before a student takes the candidacy examination. (For means of demonstrating language proficiency, refer to "Language and Research-Tool Requirement" in the front of this catalog.)

secure departmental approval of a dissertation topic and prospectus.

pass a candidacy examination either on three fields of study selected from the following (at least one of which shall be in English literature)

- Linguistics or philology
- Medieval literature (Old English literature and Middle English literature)
- 16th century to 1600 (to 1616 for Shakespeare)
- 17th century to 1660 (but including Aubrey, Bunyan, Milton, Traherne, and Vaughan)
- Restoration and 18th century
- 19th century
- 20th century
- American literature to 1865
- American literature since 1865
- Rhetoric

A special field as determined by the examination committee and student in consultation or, if the student selects the pedagogical option, in two areas defined by the student in consultation with an advisory committee and the Graduate Studies Committee, and an oral examination.

A student may request permission of the director of graduate studies in English to write the examination when he or she has successfully completed 20 semester hours of course work after qualifying for the doctoral program.

Dissertation

The candidate must write a dissertation which contributes to literary or linguistic knowledge and exhibits original scholarship and the ability to conduct independent research. If a student selects the pedagogical option, the dissertation project should have direct relevance to classroom instruction. The candidate will present an oral defense of the dissertation before his or her dissertation committee for its final approval. This committee shall consist of three or more members of the graduate faculty of the department especially qualified in the area of the dissertation, one of whom shall be the dissertation director; it may include members from related fields. The dean of the Graduate School or a dean's designee may also serve as an ex officio, nonvoting member of the dissertation defense committee.
Teacher Certification in English

The initial teacher certification program in English qualifies students for the Standard High School Certificate (6-12) issued by the state of Illinois. The state issues certificates upon the students for the Standard High School Certificate (6-12) issued to meet certification requirements.

Admission Requirements

Admission to a graduate degree program in English or satisfactory completion of the preliminary review process.

Completion of 9 hours of graduate credit in English at NIU with a GPA of 3.00 or better, such credit to be approved by the coordinator. These hours will not, ordinarily, include courses used to meet certification requirements.

Satisfaction of the foreign language requirement for the B.A. in English at NIU, or the equivalent.

Application in writing to the coordinator.

Satisfactory interview with the coordinator.

Retention

Good academic standing.

GPA of 3.00 or better in all work required for certification taken at NIU.

A grade of B or better in all English courses required for certification.

A satisfactory review of progress toward the certificate with the coordinator each semester.

Courses in English Required for Certification (42)

At least 6 hours of American literature¹

At least 12 hours of English literature²

At least 3 hours of linguistics

At least 3 hours of advanced composition or rhetoric³

Three hours in teaching of composition⁴

Three hours in methods of teaching English⁵

Twelve hours in student teaching (ENGL 485)

Students who have not satisfied all requirements in English as part of their undergraduate programs may satisfy the remaining requirements, except for student teaching, with graduate-level courses. Upon the approval of the director of graduate studies in English, such courses may also be included in the program of studies for the graduate degree. Students seeking both a degree and certification should be careful to consult regularly with the director of graduate studies in English and with the coordinator of teacher certification about using courses to satisfy requirements in both programs.

Students are admitted to ENGL 485, Student Teaching (Secondary) in English, only after completing all other work required for the certificate and upon application to the coordinator. The methods course must be taken in the semester immediately preceding student teaching.

Courses Required Outside the Department

General Education (47)

The state of Illinois requires extensive work in general education for certification. This work is taken, typically, at the undergraduate level and forms no part of a graduate degree program. Candidates for admission to certification should consult the coordinator for a list of courses approved by the department to make certain that they have satisfied these requirements and to remedy any deficiencies.

Clinical Experiences (100 clock hours)

The state of Illinois requires 100 clock hours of clinical experiences. This requirement may be satisfied in a variety of ways; it will be met, in most instances, with three consecutive enrollments in ILAS 300. Each enrollment in ILAS 300 involves 30 clock hours of clinical experience and awards one hour of undergraduate credit. ENGL 480 or ENGL 504, the methods course taken just prior to student teaching, includes 15 clock hours of clinical experience and completes the 100 hour requirement. Credit for clinical experiences may not be included in the program of studies for a graduate degree in English. Candidates should consult the coordinator of teacher certification in English about satisfying this requirement as soon as they have been admitted to the certification program.

Other State Certification Requirements (7)

Educational Psychology (2 hours)

History and/or Philosophy of Education (2 hours)

Psychology of Exceptional Children (3 hours)

These requirements may be met in a variety of ways, most readily by obtaining approval from the coordinator of teacher certification in English for appropriate courses taken in the College of Education. Because such courses are usually offered for 3 hours of credit, students may need to take at least 9 hours of credit.

Courses which meet these requirements and which carry graduate credit may be included in graduate programs of study in English, with the approval of the director of graduate studies in English.

Passing the state of Illinois certification examination in English.

Course List

General

498. LITERARY TOPICS (2-3). The subject chosen for each section will be announced in advance. May be repeated to a maximum of 8 semester hours when topic varies. Half-semester course, 2 hours; semester course, 3 hours. Credit may not be applied toward a graduate degree in English.

501. BIBLIOGRAPHY AND METHODS OF RESEARCH (3). An introduction to the philosophy and methods of literary research. Required of all graduate students.

504. TOPICS IN MATERIALS FOR THE ENGLISH CLASSROOM (3). An analysis of new curriculum materials in English, with focus on language, literature, or composition. May be repeated to a maximum of 8 semester hours when topic varies.

507. TOPICS IN LITERATURE (3). Course devoted to the study of special topics and periods of literature. May be repeated to a maximum of 9 semester hours when topic varies.

509. CREATIVE WRITING (3). A workshop/pedagogy course in poetry or fiction for students who wish to further their knowledge of literature through practice of the art, and for those who intend to become practicing writers and critics. May be repeated to a maximum of 9 semester hours as the topic changes. PRQ: Consent of department.

¹Ordinarily to include work in American literature before 1865.
²Ordinarily to include Shakespeare.
³At the graduate level, usually ENGL 514 or ENGL 516.
⁴At the graduate level, usually ENGL 510.
⁵At the graduate level, usually ENGL 500 or ENGL 600.
ENGLISH 161

590. LITERATURE AND FILM (3). The relationship between literature and film as narrative forms. The significance of literary modes such as romanticism and realism for film content and structure. Analysis of the adaptation of literary works to the medium of film.

596. PRACTICUM IN THE TEACHING OF COLLEGE ENGLISH (3). Supervised and evaluated experience in designing and conducting a course in English. May be repeated to a maximum of 15 semester hours; however, only 3 hours may be applied toward a graduate degree in English. PRQ: Consent of department.

597. ENGLISH INSTITUTE (1-6). Studies in selected topics of special interest to teachers of English. May be repeated to a maximum of 12 semester hours as the topic changes. May not be included in a program of courses for a graduate degree in English except upon approval of the Graduate Studies Committee. May be graded on a satisfactory/unsatisfactory basis. PRQ: Permission of director of graduate studies in English.

598. INDEPENDENT READING (1-3). Normally open only to students who have completed 30 semester hours in an M.A. program. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Permission of director of graduate study in English.

599. MASTER'S THESIS (3). May be taken upon the appointment of a thesis director and the approval of a prospectus.

600. TOPICS IN THE TEACHING OF COLLEGE ENGLISH (3). May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

601. SEMINAR: RHETORICAL STUDIES (3). Seminar devoted to advanced study of special topics in the history of written rhetoric, theories of prose composition, writing practicum, rhetoric and stylistics, and applied discourse analysis. May be repeated to a maximum of 9 semester hours when topic varies.

Language

508T. RESEARCH METHODS IN LINGUISTICS (3). An introduction to doing and interpreting research in linguistics. Discussion and application of theory in both qualitative and quantitative research.

510. RHETORIC OF PROSE COMPOSITION (3). An introduction to rhetorical traditions determining or influencing the production and analysis of written text.

511. HISTORY OF THE ENGLISH LANGUAGE (3). Linguistic analysis and description of the development of English from its earliest Anglo-Saxon stages to present-day British and American English.

512. OLD ENGLISH (3). Introduction to English at the earliest period of its history (i.e., before the Norman Conquest in 1066) with focus upon grammatical analysis of short prose works and upon careful reading of several important poems.

513. MIDDLE ENGLISH (3). Analysis and description of the process by which Old English lost most of its Germanic inflections and gained an enormous Romance vocabulary in the wake of the Norman Conquest, with special attention to the persistence of dialectal variety as well as to the rise of a London standard.

514. INTRODUCTION TO LINGUISTICS (3). Survey of language and language study: elements of language, language change, language universals, first and second language acquisition, dialects, language and the brain, development of writing and contemporary writing systems, non-human communication, language change. Recommended as a preliminary course for students with little linguistic background.

515. DESCRIPTIVE ENGLISH LINGUISTICS (3). Survey of analytical techniques and methods of describing phonological, morphological, and syntactic systems of language.

516. GRAMMARS OF MODERN ENGLISH (3). Analysis and exemplification of three approaches (traditional, structural, transformational-generative) commonly used in teaching English to native users and to foreign learners.

517. PHONOLOGY (3). Introduction to the sound systems of language: phones, allophones, and the nature of phonological systems; segments and natural classes of sounds; allophonic and process rules.

518. MORPHOLOGY AND SYNTAX (3). Investigation of linguistic processes of word composition and sentence formation; and the nature of morphological and syntactic systems.


520. SEMANTICS (3). Survey of linguistic approaches to meaning, with focus on connotative and denotative word meanings, sentence and beyond-the-sentence meanings, and semantic change. Links between linguistic semantics and language pedagogy, pragmatics, and discourse analysis.

521. TOPICS IN LINGUISTICS (3). Focus on specific topics in theoretical or applied linguistics, usually not explored in depth in more general language/linguistics courses. May be repeated to a maximum of 6 hours when the topic changes.

522. THEORIES AND METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (3). A survey of theoretical principles, interdisciplinary approaches, methodology, and practical applications essential for teaching English as a second foreign language or as a second dialect. Emphasis on linguistic, psychological, and social backgrounds of language learning in a bilingual or multilingual setting.
523. SECOND LANGUAGE ACQUISITION (3). Overview of the major theories and processes of second language acquisition including analyses of current empirical research in learner language and language-learning processes.

523. DISCOURSE ANALYSIS (3). Linguistic analysis of the functions and structures of oral language above the level of the sentence. Genres of oral texts investigated include conversation, exposition, and narrative.

534. LINGUISTICS AND LITERATURE (3). Exploration of the linguistic foundations of 20th-century literary theory and criticism, with particular focus on linguistic methods of analyzing literary style.

614. SEMINAR: ENGLISH LINGUISTICS (3). May be repeated to a maximum of 9 semester hours when topic varies.

English Literature Before 1660

535. MIDDLE ENGLISH LITERATURE (3).
536. BEOWULF (3).
537. CHAUCER (3).
538. 16TH CENTURY PROSE AND POETRY (3). English prose and poetry, 1485-1603.
539. ENGLISH DRAMA TO 1600 (3).
540. ENGLISH DRAMA: 1600-1660 (3).
541. SHAKESPEARE (3).
542. 17TH CENTURY PROSE AND POETRY (3).
543. SPENSER (3).
544. MILTON (3).
545. SEMINAR: MEDIEVAL LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
546. SEMINAR: CHAUCER (3). May be repeated to a maximum of 9 semester hours when topic varies.
547. SEMINAR: 16TH CENTURY ENGLISH LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
548. SEMINAR: SHAKESPEARE (3). May be repeated to a maximum of 9 semester hours when topic varies.
549. SEMINAR: 17TH CENTURY ENGLISH LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
550. SEMINAR: MILTON (3). May be repeated to a maximum of 9 semester hours when topic varies.

English Literature After 1660

556. RESTORATION AND EARLY 18TH CENTURY LITERATURE (3).
557. LATER 18TH CENTURY ENGLISH LITERATURE (3).
558. ENGLISH DRAMA: 1660-1800 (3).
559. 18TH CENTURY ENGLISH NOVEL (3).
560. ENGLISH ROMANTIC PERIOD (3).
561. VICTORIAN POETRY: 1830-1880 (3).
562. 19TH CENTURY ENGLISH PROSE (3).
563. 19TH CENTURY ENGLISH NOVEL (3).
564. ENGLISH LITERATURE: 1880-1920 (3).
565. ENGLISH LITERATURE SINCE 1900 (3).
566. 20TH CENTURY ENGLISH POETRY (3).
567. 20TH CENTURY BRITISH DRAMA (3). A survey of major plays and playwrights of the 20th century British theatre, including such writers as Shaw, Beckett, Pinter, Stoppard, and Ayckbourn.

568. 20TH CENTURY ENGLISH FICTION (3).
569. SEMINAR: RESTORATION AND 18TH CENTURY ENGLISH LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
570. SEMINAR: 19TH CENTURY ENGLISH LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
571. SEMINAR: ENGLISH LITERATURE, 1880-1920 (3). May be repeated to a maximum of 9 semester hours when topic varies.
572. SEMINAR: 20TH CENTURY ENGLISH LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.

American Literature

576. AMERICAN LITERATURE TO 1830 (3).
577. AMERICAN LITERATURE: 1830-1865 (3).
578. AMERICAN LITERATURE: 1865-1900 (3).
579. 19TH CENTURY AMERICAN NOVEL (3).
580. AMERICAN LITERATURE SINCE 1900 (3).
581. 20TH CENTURY AMERICAN POETRY (3).
582. 20TH CENTURY AMERICAN FICTION (3).
583. 20TH CENTURY AMERICAN DRAMA (3). Major American plays and playwrights of the 20th century, including such authors as O'Neill, Williams, Miller, Albee, Mamet, and Shepard.
584. AMERICAN LITERARY MULTICULTURALISM (3). Study of the contributions of diverse cultural groups to American literature.
585. BLACK AMERICAN WRITERS (3).
586. SEMINAR: AMERICAN LITERATURE TO 1830 (3). May be repeated to a maximum of 9 semester hours when topic varies.
587. SEMINAR: 19TH CENTURY AMERICAN LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
588. SEMINAR: 20TH CENTURY AMERICAN LITERATURE (3). May be repeated to a maximum of 9 semester hours when topic varies.
589. 20TH CENTURY AMERICAN FICTION (3).
Department of Foreign Languages and Literatures (FL--)

D. Raymond Tourville, chair, assistant professor, M.A., Laval University (Quebec)

Graduate Faculty

Katharina Barbe, assistant professor, Ph.D., Rice University
Mary L. Cozad, assistant professor, Ph.D., University of California, Berkeley
Mary E. Floyd, associate professor, Ph.D., University of Colorado
William F. Harrison, associate professor, Ph.D., University of New Mexico
John F. Hartmann, professor, Ph.D., University of Michigan
Patricia B. Henry, associate professor, Ph.D., University of Michigan
Sylvia Huot, associate professor, Presidential Research Professor, Ph.D., Princeton University
Catherine Jagoe, associate professor, Ph.D., Cambridge University
John A. Kerr, Jr., professor, Ph.D., University of Wisconsin
Susan E. Leger, associate professor, Ph.D., University of New York, Buffalo
Monique J. LeMaître, professor, Ph.D., University of Pittsburgh
Maryline Lukacher, associate professor, Ph.D., University of California, San Diego
Michael L. Mazzola, associate professor, Ph.D., Cornell University
Colette V. Michael, professor, Ph.D., University of Wisconsin
Christopher Nissen, associate professor, Ph.D., University of California, Berkeley
Heinz D. Osterle, professor, Ph.D., Brown University
Elena Ray, associate professor, Ph.D., University of Illinois
Francis C. Valette, associate professor, Ph.D., University of Illinois
Johanna Van Lente, assistant professor, Ph.D., Northwestern University
Pablo Virumbrales, assistant professor, Ph.D., Ohio State University
Jack Weiner, professor, Ph.D., Indiana University
Theodore F. Welch, professor, Ph.D., University of Tokyo

The Department of Foreign Languages and Literatures offers a graduate program leading to the M.A. degree. Students may pursue a specialization in French or Spanish. The program permits selective enhancement of particular skills, such as translation, linguistics, or cultural and literary analysis. The curriculum provides a core experience consisting of courses in linguistics, culture, and literature culminating in a practicum (applied project or internship) or thesis. It also allows for the exploration of related interdisciplinary fields.

On admission to the program, each student will be assigned a graduate advisory committee appointed by the chair of the department. This committee will consist of three members and will be chaired by one person designated as the student's advisor. Responsibility for approving the student's program of courses rests with this committee, which will also assess any work done at other institutions and grant up to 6 semester hours of transfer credit for graduate work deemed acceptable, subject to subsequent approval by the Graduate School. The committee will also be responsible for the administration of the thesis or practicum and for the supervision of an exit examination to test oral proficiency.

Students seeking admission to the M.A. program in foreign languages should have completed an undergraduate major in French or Spanish or have a demonstrated proficiency at an equivalent level. Students also must possess a practical command of the target language (determined by interview) and be able to follow lectures in it. Admission to the program is on a competitive basis.

Master of Arts in Foreign Languages

Requirements

Students are required to complete a minimum of 30 semester hours of graduate credit, at least 15 hours of which must be taken in 500-level courses. A student's program of courses should be formally approved by the advisory committee early in the program of study.

Students are required to complete a specialization in French or Spanish with the following distribution of credit hours: linguistics (3), translation (6-9), culture and literature (12-15), elective (3), and practicum or thesis (3).

Students who wish to complete a program that includes a focus on a second language are required to take 12 additional semester hours in the second language (3-6 hours in translation and 6-9 hours in culture and literature) for a total of 42 semester hours of graduate credit, at least 21 hours of which must be taken in 500-level courses.

During their last semester of study, candidates are required to pass an oral comprehensive examination demonstrating a satisfactory level of communicative competence and the ability to integrate effectively a knowledge of language, literature, and culture. If a focus is taken in a second language, a second, similar examination must be passed for that language.

Specialization in French

Linguistics (3)
FLAL 483, Applied Linguistics and the Romance Languages (3)
FLFR 481, French Phonetics and Phonemics (3)
FLST 583A, Research Seminar in Language and Linguistics: French (3)
Translation (6-9)
FLFR 483, Theme et Version (3)
FLFR 484, Advanced Translation (3)
FLFR 485, Initiation to Consecutive Translation (3)
FLST 584A, Research Seminar in Translation: French (3)
Culture and Literature (12-15)
FLFR 431, 17th Century French Literature (3)
FLFR 433, 18th Century French Literature (3)
FLFR 435, 19th Century French Literature: Romanticism (3)
FLFR 436, 19th Century French Literature: Realism and Naturalism (3)
FLFR 437, 19th Century French Literature: Symbolism and the Modern Movement (3)
FLFR 438, 20th Century French Literature (3)
FLFR 441, Medieval French Literature (3)
FLFR 443, French Literature of the Renaissance (3)
FLFR 463, La France Contemporaine (3)
FLST 540A, Research Seminar in Literature: French (3)
FLST 561A, Research Seminar in Civilization and Culture: French (3)
Elective (3)

With the consent of their graduate advisory committee, students may select from the following language-related courses, or they may select other graduate-level courses which have direct bearing on their program of study.
ANTH 432, Historical and Comparative Linguistics (3)
COMS 454, Transnational Communication and Media (3)
ENGL 501, Bibliography and Methods of Research (3)
ENGL 502, Interpretation of Literary Texts (3)
ENGL 514, Introduction to Linguistics (3)
HIST 418, European Thought and Culture since 1850 (3)
Practicum/Thesis (3)
FLST 590, Practicum (3), OR
FLST 599, Master's Thesis (1-3)

Specialization in Spanish
Linguistics (3)
FLAL 483, Applied Linguistics and the Romance Languages (3)
FLSP 481, Phonetics and Phonemics (3)
FLSP 485, The Structure of Modern Spanish (3)
FLSP 486, Contrastive Grammatical Structures in Spanish and English (3)
FLST 5487, Spanish Dialects of the United States (3)
FLST 5583D, Research Seminar in Language and Linguistics: Spanish (3)
Translation (6-9)
FLSP 483, Techniques of Spanish Translation (3)
FLSP 484, Advanced Spanish Translation (3)
FLST 5584D, Research Seminar in Translation: Spanish (3)

Culture and Literature (12-15)
FLSP 431, Golden Age Poetry (3)
FLSP 432, Medieval Spanish Literature (3)
FLSP 433, Classical Spanish Drama (3)
FLSP 434, Cervantes: The Quixote (3)
FLSP 435, Golden Age Prose (3)
FLSP 436, Spanish Romanticism and Realism (3)
FLSP 437, The Generation of 1898 (3)
FLSP 438, Contemporary Spanish Literature (3)
FLSP 451, Literature of the Andean Republics (3)
FLSP 452, Literature of the Caribbean (3)
FLSP 453, Literature of Uruguay, Argentina, and Chile (3)
FLSP 454, Mexican Literature (3)
FLSP 455, Spanish-American Short Story (3)
FLSP 461, Hispanic Civilizations (3)
FLSP 462, Spanish-American Civilization (3)
FLST 554D, Research Seminar in Literature: Spanish (3)
FLST 5561D, Research Seminar in Civilization and Culture: Spanish (3)

Elective (3)
With the consent of their graduate advisory committee, students may select from the following language-related courses, or they may select other graduate-level courses which have a direct bearing on their program of study.
ANTH 432, Historical and Comparative Linguistics (3)
COMS 454, Transnational Communication and Media (3)
ENGL 501, Bibliography and Methods of Research (3)
ENGL 502, Interpretation of Literary Texts (3)
ENGL 514, Introduction to Linguistics (3)
HIST 418, European Thought and Culture since 1850 (3)
Practicum/Thesis (3)
FLST 590, Practicum (3), OR
FLST 599, Master's Thesis (1-3)

Course List

French (FLFR)
412. COMMERCIAL FRENCH (3). Practice in business and administrative correspondence in French. PRQ: FLFR 302 or consent of department. CRQ: MGBE 246 or consent of department.
431. 17TH CENTURY FRENCH LITERATURE (3). PRQ: FLFR 321 and FLFR 322, or consent of department.
432. 18TH CENTURY FRENCH LITERATURE (3). PRQ: FLFR 321 and FLFR 322, or consent of department.
435. 19TH CENTURY FRENCH LITERATURE: ROMANTICISM (3). PRQ: FLFR 321 and FLFR 322, or consent of department.

Italian (FLIT)
481. SPECIAL TOPICS IN ITALIAN LITERATURE (3). The study of a major author, genre, theme, period, or literary movement. Topics for each offering will be announced in the Schedule of Classes. PRQ: FLIT 321 or consent of department.
482. SPECIAL TOPICS IN ITALIAN LINGUISTICS (3). Focus on linguistic topics such as the history of the Italian language, Italian dialectology, or Italian structure. PRQ: FLIT 301 and FLIT 311, or consent of department.

Spanish (FLSP)
414. SPANISH CORRESPONDENCE (3). Practice in contemporary business, administrative, and personal correspondence in Spanish. PRQ: FLSP 411 or consent of department. CRQ: MGBE 246 or consent of department.
431. SPANISH GOLDEN AGE POETRY (3). Study and analysis of the major poetic works of the Spanish 16th and 17th centuries. Poets treated will be Spanish Petrarchists of the Renaissance, "Mannerist," and Baroque periods, including some of the greatest poets of all Spanish literature.
432. MEDIEVAL SPANISH LITERATURE (3). Through the 15th century. PRQ: FLSP 301 and FLSP 311, or consent of department.
433. CLASSICAL SPANISH DRAMA (3). PRQ: FLSP 321 or consent of department.
434. CERVANTES: THE QUIXOTE (3). PRQ: FLSP 321 or consent of department.
435. SPANISH GOLDEN AGE PROSE (3). Study and analysis of the prose of the Spanish Golden Age, including the chivalric, picaresque, and mystical genres. Includes the works of Miguel de Cervantes (with the exception of Don Quixote).
436. SPANISH ROMANTICISM AND REALISM (3). PRQ: FLSP 321 or consent of department.
437. THE GENERATION OF 1898 (3). PRQ: FLSP 321 or consent of department.
438. CONTEMPORARY SPANISH LITERATURE (3). PRQ: FLSP 321 or consent of department.
451. LITERATURE OF THE ANDEAN REPUBLICS (3). A general treatment of the literature of Peru, Ecuador, and Bolivia with emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

452. LITERATURE OF THE CARIBBEAN (3). A general treatment of the literature of Colombia, Venezuela, Central America, and the Spanish-speaking West Indies, with emphasis upon the 19th and 20th centuries. PRQ: FLSP 322 or consent of department.

453. LITERATURE OF URUGUAY, ARGENTINA, AND CHILE (3). A general treatment of the regional literature of the River Plate republics and Chile, with emphasis upon the period since 1914. PRQ: FLSP 322 or consent of department.

454. MEXICAN LITERATURE (3). A general treatment of Mexican literature, with emphasis on the 20th century. PRQ: FLSP 322 or consent of department.

455. SPANISH-AMERICAN SHORT STORY (3). A general treatment of the regional literature of the River Plate republics and Chile, with emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

460. SPANISH-AMERICAN CIVILIZATION (3). The development of the Spanish-American pattern of civilization from pre-Roman times to the present. PRQ: FLSP 311 or consent of department.

461. HISPANIC CIVILIZATIONS (3). The development of the Spanish pattern of civilization from pre-Roman times to the present. PRQ: FLSP 311 or consent of department.

462. SPANISH-AMERICAN CIVILIZATION (3). The evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present. PRQ: FLSP 311 or consent of department.

463. SPANISH-AMERICAN SHORT STORY (3). A general treatment of this genre in the various Spanish-American countries including different authors, with special emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

464. SPANISH-AMERICAN CIVILIZATION (3). A general treatment of the literature of Peru, Ecuador, and Bolivia with emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

465. SPANISH-AMERICAN SHORT STORY (3). A general treatment of this genre in the various Spanish-American countries including different authors, with special emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

466. SPANISH-AMERICAN CIVILIZATION (3). A general treatment of the literature of Peru, Ecuador, and Bolivia with emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

467. SPANISH DIALECTS OF THE U.S. (3). To provide the student with a knowledge of the variations that exist within the Spanish language as spoken in the United States. Oral participation is stressed. PRQ: FLSP 411 or consent of department.

Portuguese (FLPO)

461. BRAZILIAN CIVILIZATION (3). A course which stresses the contributions of the African and Indian to the history and literature of Brazil. Classes will be conducted in English with English and Portuguese bibliography.

German (FLGE)

411. MODERN GERMAN (3). Current usages in spoken and written German with emphasis on contemporary vocabulary, idiomatic expressions, and syntax. In German. PRQ: FLGE 311 or consent of department.

412. BUSINESS GERMAN (3). Techniques of spoken and written communication necessary in the business world with emphasis on commercial correspondence. PRQ: FLGE 411 or consent of department.

413. ENLIGHTENMENT, THROUGH WEIMAR CLASSICISM (3). Literary, philosophical, and political experience of Germany in the 18th century as reflected in the works of Lessing, Herder, Wieland, Goethe, Schiller, and others. PRQ: FLGE 321, FLGE 322, or consent of department.

414. GERMAN ROMANTICISM (3). Background to the literature and theory of 18th- and 19th-century German romanticism. PRQ: FLGE 321 and FLGE 322, or consent of department.

415. GERMAN REALISM AND NATURALISM (3). Realism and naturalism in 19th century Germany as reflected in the prose, poetry, and drama of Stifter, Keller, Hebbel, Storm, Fontaine, Hauptmann, and others. PRQ: FLGE 321 and FLGE 322, or consent of department.

416. CONTEMPORARY RUSSIAN CULTURE (3). An introduction to the synchronic analysis of German, with emphasis on phonology, morphology, and syntax. Other topics, e.g., German dialectology and German-English contrastive grammar, will also be addressed. PRQ: FLGE 311 or consent of department.

417. THE STRUCTURE OF MODERN GERMAN (3). An introduction to the synchronic analysis of German, with emphasis on phonology, morphology, and syntax. Other topics, e.g., German dialectology and German-English contrastive grammar, will also be addressed. PRQ: FLGE 311 or consent of department.

418. HISTORY OF THE GERMAN LANGUAGE (3). The development of the sounds, forms, structure, and vocabulary of German from ancient times to the present with a consideration of the political, social, and literary forces influencing the language. Students will learn to read and translate short passages in several older Germanic dialects. PRQ: FLGE 481 or consent of department.

Russian (FLRU)

431. RUSSIAN ROMANTICISM (3). Readings, lectures, and discussion: works by Pushkin, Lermontov, Gogol, and their contemporaries. PRQ: FLRU 321 or consent of department.

432. RUSSIAN REALISM (3). Readings, lectures, and discussion: works by Turgenev, Dostoevsky, Tolstoy, and their contemporaries. PRQ: FLRU 321 or consent of department.

433. RUSSIAN LITERATURE: POSTWAR LITERATURE, EAST AND WEST (3). The period of reawakening after 1945 and the literature of a country divided between two ideologies. The political-moral dilemma and the search for identity and meaning within the European community as reflected in the prose, drama, and poetry of Bol, Grass, Frisch, Durrenmatt, Weiss, Johnson, and others. PRQ: FLGE 321 and FLGE 322, or consent of department.

434. MODERN GERMAN LITERATURE: 1900-1945 (3). Literary trends, including impressionism, neo-romanticism, expressionism, the new realism of the Weimar Republic, the Third Reich, "inner emigration," and the Other Germany in exile. Such authors as Wedekind, Schnitzler, Hofmannsthal, Pilsche, Thomas and Heinrich Mann, Hesse, Brecht, and Kafka are included. PRQ: FLGE 321 and FLGE 322, or consent of department.

435. MODERN GERMAN LITERATURE (3). A general treatment of the regional literature of the River Plate republics and Chile, with emphasis upon the 20th century. PRQ: FLSP 322 or consent of department.

436. RUSSIAN REALISM (3). Readings, lectures, and discussion: works by Chekhov, Gorky, Bunin, Bely, Mayakovsky, Stieglitz, and others. PRQ: FLGE 311 or consent of department.

437. MODERN GERMAN LITERATURE: POSTWAR LITERATURE, EAST AND WEST (3). The period of reawakening after 1945 and the literature of a country divided between two ideologies. The political-moral dilemma and the search for identity and meaning within the European community as reflected in the prose, drama, and poetry of Bol, Grass, Frisch, Durrenmatt, Weiss, Johnson, and others. PRQ: FLGE 321 and FLGE 322, or consent of department.

Classical Languages (FLCL)

FLCL 483. DIRECTED READINGS IN CLASSICAL LANGUAGES (1-3). Independent study of a classical author under the direction of a faculty member. May be repeated to a maximum of 3 semester hours. PRQ: Two years of college Latin or Greek or consent of department.
Asian Language (FLIN)

FLIN 421. INTRODUCTION TO INDONESIAN LITERATURE (3). A survey of the development of Indonesian literature. Selected readings in regional languages in translation using traditional and contemporary Indonesian literature. PRQ: FLIN 204 or consent of department.

General (FLAL, FLIS, FLST)

FLAL 483. APPLIED LINGUISTICS AND THE ROMANCE LANGUAGES (3). A survey of the principles of linguistic theory as they apply to the teaching of the major romance languages. Emphasis on taxonomic and transformational linguistics. PRQ: Completion of the second year of a Romance language or consent of department.

FLIS 481. INDEPENDENT STUDY IN A FOREIGN LANGUAGE (1-6). Independent research on a cultural, linguistic, or literary topic. Student must present a detailed outline of proposed research before permit is granted. May be repeated to a maximum of 6 semester hours. PRQ: Three 400-level courses in the language or consent of department.

FLST 481. SPECIAL TOPICS IN LITERATURE I (3). The study of a major author, genre, theme, period, or literary movement. The topics for each section will be announced in the Schedule of Classes. May be repeated for credit to a maximum of 6 semester hours as topic changes. PRQ: Consent of department.

FLST 482. SPECIAL TOPICS IN LITERATURE II (3). The study of a major author, genre, theme, period, or literary movement. The topics for each section will be announced in the Schedule of Classes. PRQ: Consent of department.

FLST 540. RESEARCH SEMINAR IN LITERATURE (3).
A. French
B. German
C. Russian
D. Spanish
The study of special subjects and periods of literature. May be repeated to a maximum of 12 semester hours as the subject and/or period varies. PRQ: Consent of department.

FLST 561. RESEARCH SEMINAR IN CIVILIZATION AND CULTURE (3).
A. French
B. German
C. Russian
D. Spanish
Selected subjects in civilization and culture of the language area indicated. Specific subjects will be announced in the Schedule of Classes. Any one language area may be repeated to a maximum of 12 semester hours when the subject varies. PRQ: Consent of department.

FLST 583. RESEARCH SEMINAR IN LANGUAGES AND LINGUISTICS (3).
A. French
B. German
C. Russian
D. Spanish
Focus on specific subjects in linguistics as related to an individual language area. May be repeated to a maximum of 9 semester hours as the subject changes. PRQ: Consent of department.

FLST 584. RESEARCH SEMINAR IN TRANSLATION (3).
A. French
B. German
C. Russian
D. Spanish
Graduate training in translation with a focus on specific subjects related to the various foreign languages. May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

FLST 590. PRACTICUM (3). Professional experience related to the work environment, utilizing foreign language translation and/or communication skills. Normally only available to students who have no prior foreign-language-related work experience. PRQ: Consent of department.

FLST 599. MASTER'S THESIS (1-3). May be taken upon the appointment of a thesis director and the approval of a prospectus. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.
Department of Geography (GEOG, MET)

John M. Harlin, chair, professor, Ph.D., University of Iowa

Graduate Faculty
Kenneth L. Bowden, assistant professor, M.S.Ed., Northern Illinois University
David Changnon, assistant professor, Ph.D., Colorado State University
Richard E. Dahlberg, professor, Ph.D., University of Wisconsin
C. Daniel Dillman, professor, Ph.D., University of Michigan
Richard Greene, assistant professor, Ph.D., University of Minnesota
John M. Harlin, professor, Ph.D., University of Iowa
Andrew J. Krmenec, associate professor, Ph.D., Indiana University
A. Steven Messenger, associate professor, Ph.D., Michigan State University
Jie Song, assistant professor, Ph.D., University of Delaware
Charles E. Trott, professor, Ph.D., Ohio State University

The Department of Geography offers a graduate program leading to the M.S. degree.

Master of Science in Geography

All new students who are admitted to a major in geography leading to the M.S. degree are required to consult with the coordinator of the department's Graduate Studies Committee before registering for courses. The coordinator will assist students in identifying an appropriate regular adviser who will form a committee to arrange a program of study. A student must choose either a thesis or a non-thesis option subject to the consent of the adviser. Students must have the written approval of their adviser to register for geography courses each semester and must meet with their committee and with the Graduate Studies Committee each academic year to discuss progress made toward the degree. Students who have not already met the requirements for an undergraduate degree in either geography or meteorology at NIU must satisfy course deficiencies during their first year in the department. Such course hours do not count toward required hours for the degree.

Requirements
GEOG 500, Geography Seminar (2-3) (must be taken each semester; hours do not count toward required hours for graduation)
GEOG 563, Geographic Research Procedures (3)
One of the following
Satisfactory performance on a reading-knowledge examination in an appropriate modern foreign language
GEOG 561, Advanced Quantitative Methods for Geographic Research (3)
GEOG 565, Advanced Field Methods (3-6) (only for individuals teaching or planning to teach at the elementary or secondary levels)
Satisfactory performance on a comprehensive written examination
Satisfactory completion of the requirements for either the thesis or non-thesis option.

Thesis Option
The thesis option consists of a minimum of 30 semester hours, including at least 24 semester hours of course work and a thesis. Students are required to present findings of the thesis at the Geography Seminar (GEOG 500) and to present one paper or poster at a state, regional, or national professional meeting. Complete instructions for writing and submitting the thesis are in the department's "Graduate Student Handbook" (consult adviser).

Non-Thesis Option
The non-thesis option consists of a minimum of 36 semester hours. Students must submit two major research papers. The first paper must be submitted and accepted prior to completion of 24 semester hours. One paper must be completed under GEOG 572. Findings of one non-thesis paper will be presented at the Geography Seminar (GEOG 500). Complete instructions for writing and submitting the research papers are available in the department's "Graduate Student Handbook."

Course List

Geography (GEOG)

402. PEDOLOGY (4). Soil genesis, distribution, and classification. Emphasis on soils of the U.S. Field trips are required. PRQ: GEOG 302 or consent of department.


413. FOREST ECOLOGY AND MANAGEMENT (3). Forest tree identification and environmental requirements. Problems of forest management and assessment of conflicting social and economic demands. Field trips involving extra fees are required. PRQ: GEOG 253 and BIOS 103 or BIOS 104, or consent of department.

422. EDAPHOLOGY (4). Crosslisted as BIOS 422X. Chemical and physical properties of soils affecting agricultural and forest productivity, segregation of natural plant communities, and ornamental plants. Field trips are required. PRQ: BIOS 103 or BIOS 104 and GEOG 302, or consent of department.

430. POPULATION GEOGRAPHY (3). Basic demographic measures and data sources for the study of population size, distribution, composition, and dynamics. Relationships between population and geographic, economic, resource, social, and policy issues. Both conceptual and empirical approaches will be discussed. PRQ: 3 semester hours in geography or sociology or consent of department.

442X. GEOMORPHOLOGY (3). GEOL 442. Systematic study of the geologic processes affecting the evolution of the earth's surface. Special emphasis on glacial, fluvial, and coastal processes and their relationship to the development of landforms under diverse climates of the past and present. Lecture, laboratory, and field trips. PRQ: GEOG 101A, GEOG 105, GEOG 120, or GEO 120A, or consent of department.

451. POLITICAL GEOGRAPHY (3). The study of political phenomena in areal contexts. Emphasizes temporal and spatial attributes of the State. Core areas and capitals, boundaries administration of territory. Geopolitics, power, multinational organizations, and modern theories about States. Geographic concepts applied to in-depth analysis of selected conflict regions. PRQ: Consent of department.

453. ENVIRONMENTAL RESOURCE PLANNING (3). Problems and alternative strategies in environmental management. Project evaluation of alternatives; feasibility studies; benefit/cost analysis, environmental impact statements. PRQ: GEOG 253 or consent of department.

455. LAND USE PLANNING (3). Types and patterns of land use: problems, goals, alternatives, and policy. PRQ: GEOG 304 or GEOG 362, or consent of department.
459. GEOGRAPHIC INFORMATION SYSTEMS (3). Study of the conceptual framework and development of geographic information systems. Emphasis is placed upon the actual application of a GIS in spatial analysis. Two hours of lecture and two hours of laboratory. PRQ: GEOG 356 and GEOG 359, or consent of department.

461. APPLIED STATISTICS IN GEOGRAPHIC RESEARCH (3). Application of descriptive and inferential statistics in geographic research: the general linear model, spatial statistics, computer analysis, and research design and presentation. PRQ: STAT 301 and consent of department.

462. RETAIL LOCATION (3). Locational analysis of marketing activities and consumer behavior. Review of census data bases and models used in the analysis of consumer travel and shopping patterns, trade regions, market hierarchies, facility siting, and market demand forecasting. PRQ: GEOG 204 and GEOG 361 or ECON 260T or MKTG 310, and consent of department.

463. URBAN GEOGRAPHY (3). Examination of the internal patterns and dynamics of urban areas. Spatial, economic, political, social, and behavioral approaches to the study of cities. Major focus is on U.S. cities. PRQ: GEOG 362 or consent of department.

464. INDUSTRIAL LOCATION THEORY (3). A comprehensive study of traditional and contemporary theories of industrial locations, and the changing structure of industrial systems in regional, national, and global economies. PRQ: GEOG 361 and either GEOG 204 or ECON 260T, and consent of department.

467. WORKSHOP IN APPLIED CARTOGRAPHY (1-3). Problems and techniques of map prototype development. Projects vary but include creation of customized maps and design of image maps. Directed individual study. May be repeated to a maximum of 6 semester hours. PRQ: GEOG 356 or consent of department.

469. EDUCATION METHODS AND MATERIALS IN GEOGRAPHY (3). Strategies of presenting geographic concepts. Evaluation of techniques and materials. PRQ: EPSY 405 or ESPY 406, or consent of department.

492. HYDROLOGY (3). Crosslisted as GEOL 492X. Quantitative examination of the interaction of precipitation, stream discharge, and groundwater flow. Utilization of water resources. PRQ: GEOG 101A or GEOL 120, and MATH 210 or MATH 229, and consent of department.

493. COMPUTER METHODS AND MODELING (3). Algorithms for programming of geographic research problems; computer graphics; simulation techniques; regional modeling. PRQ: CSCI 210 or CSCI 230, and GEOG 461 or MET 421, or consent of department.

494. WATER RESOURCES MANAGEMENT AND POLICY (3). Problems of water use and allocation; evaluation of policy alternatives. PRQ: GEOG 101A, GEOG 303, and consent of department.

495X. TEACHING OF PHYSICAL SCIENCES (3). PHYS 495X. Preparation for certification in grades 6-12 in one or more of the fields of physical science: physics, chemistry, earth science, and general science. Examination and analysis of modern curricula; classroom and laboratory organization; microteaching and observation of teaching; lesson planning; multicultural education; teaching science to the exceptional child; reading and the teaching of science; methods of evaluation. Includes 15 clock hours of clinical experience. PRQ: Consent of department.

496X. MATERIALS AND PROBLEMS OF HIGH SCHOOL INSTRUCTION IN THE SOCIAL SCIENCES (3). HIST 496. Must be taken by students seeking certification in a social science before student teaching. Includes 15 clock hours of clinical experience, attention to the teaching of exceptional students, planning for multicultural learning situations, and techniques of reading in the social sciences. PRQ: Consent of department.

498. SEMINAR IN CURRENT PROBLEMS (1-3). A. Natural Environmental Systems B. Meteorology/Climatology C. Environmental Management D. Urban/Economic Geography E. Area Studies
J. Hydrology K. Soil Science M. Methodology and Techniques
Selected topics in the various subfields of geography. May be repeated to a maximum of 6 semester hours as the topic changes. PRQ: Consent of department.

500. GEOGRAPHY SEMINAR (1/2). Required of graduate students each semester in residence except summer session. May be repeated to a maximum of 3 semester hours. Hours do not count toward required hours for graduation.

Work as an intern in an off-campus agency or firm. The students will complete intern tasks as assigned, do readings, and prepare a paper under the supervision of a faculty member. May be repeated to a maximum of 12 semester hours; only 3 semester hours may be applied to the degree program. S/U grading basis. PRQ: Consent of department.

504. CONCEPTS IN HUMAN GEOGRAPHY (3). Exploration of the origins, development, and applications of the fundamental concepts in human geography. Emphasis on how human geography evolved to its current place within the four traditions of geography. PRQ: Consent of department.

505. CONCEPTS IN PHYSICAL GEOGRAPHY (3). History and development of thought in physical geography. Examination of human intervention with physical systems in light of global climate change and world food, population, and development.

506. GEOGRAPHY INSTITUTE FOR TEACHERS (1-8). Development of substantive knowledge of systematic or regional geography, understanding of geographical methodology, and exploration of means of articulating advanced work into field and classroom instruction. May be repeated to a maximum of 8 semester hours. PRQ: Consent of institute director.

511. GEOPOLITICAL PERSPECTIVES (3). Application of political geographic ideas, concepts, and perspectives to a range of current global issues, e.g., territorial nationalism, conflict over natural resources, population growth, and migration. PRQ: Consent of department.

558. READINGS IN GEOGRAPHY (1-3). Directed readings in those phases of geographic literature needed by the student to strengthen background knowledge. May be repeated to a maximum of 6 semester hours.

559. GEOGRAPHIC ASPECTS OF REGIONAL PLANNING AND DEVELOPMENT (3). A geographical analysis of functional and comprehensive planning at various levels. Case studies, with emphasis upon the U.S. and the relationships between planning and economic development.

560. ADVANCED SPATIAL ANALYSIS (3). Statistical and analytical procedures for the analysis of spatial data. Includes descriptive spatial statistics; point, line, and area pattern analysis; multivariate spatial patterns; spatial autocorrelation; spatial process models and kriging. Limitations of asymptotic-theory hypothesis test procedures and introduction to randomization tests. Emphasis on the development and application of operational spatial analysis routines for use in GIS, applied and basic spatial research. PRQ: GEOG 461 or consent of department.

561. ADVANCED QUANTITATIVE METHODS FOR GEOGRAPHIC RESEARCH (3). Introduction to multivariate data analysis: matrix algebra, MANOVA, discriminant functions, principal components, and other procedures in geographic research. PRQ: GEOG 461 or consent of department.

563. GEOGRAPHIC RESEARCH PROCEDURES (3). Geography in the sciences; logical inquiry; paradigms and models; geographic research strategies.

565. ADVANCED FIELD METHODS (3-6). Field investigation of spatial patterns and processes. Research design, sampling methods, and mapping techniques. Choice of area and topics dependent upon needs and interests of the student. May be repeated to a total of 6 semester hours. PRQ: Consent of department.

568. HISTORY OF GEOGRAPHIC THOUGHT (3). The evolution of concepts pertaining to the nature, scope, and methodology of geography since classical times; major emphasis on the modern period. PRQ: Consent of department.

570. ADVANCED CLIMATOLOGY (3). Physical processes associated with the global energy balance, the hydrologic cycle, and the atmosphere's general circulation, and their linkage to the climate system. Climate models to understand climates of various spatial scales. Past, present, and future climate variability and change. Applications to climate-sensitive environmental systems. PRQ: Consent of department.

571. INDEPENDENT RESEARCH (1-3). A. Natural Environmental Systems B. Meteorology/Climatology C. Urban/Economic Geography
D. Area Studies
J. Cartography/Remote Sensing
Independent research under the supervision of adviser. May be repeated to a maximum of 6 semester hours.

572. MASTER'S RESEARCH PAPER (1-3). Individual investigation of special problems in the field of geography under supervision of one or more staff members. May be repeated to a maximum of 6 semester hours.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours.

600. SEMINAR IN SYSTEMATIC GEOGRAPHY (1-3).
A. Landforms/Soils
B. Meteorology/Climatology
C. Natural Resources
D. Economic Geography
E. Cultural Geography
J. Urban Geography
K. Political Geography
Lectures, discussions, and reports on topics of special interest in a particular field of systematic geography. One to 3 semester hours as scheduled. May be repeated in one or more fields of geography to a maximum of 6 semester hours in any field of systematic geography. PRQ: Consent of department.

601. SEMINAR IN REGIONAL GEOGRAPHY (1-9). Lectures, discussions, and reports on topics of special interest in a particular field of regional geography. One to 9 semester hours as scheduled; course may be repeated to a maximum of 9 semester hours in any field of regional geography as the topic changes. PRQ: Consent of department.

602. SEMINAR IN GEOGRAPHIC METHODOLOGY AND TECHNIQUES (1-9). Lectures, discussions, and reports on topics of special interest in geographic methods and techniques. May be repeated to a total of 9 semester hours, if the topic changes.

Meteorology (MET)

410. WEATHER DYNAMICS I (4). Statics, conservation of mass, linear momentum and energy, shallow water equations, scale analysis, geostrophic, gradient and thermal winds, circulation and vorticity theorems, and introduction to the planetary boundary layer. Three hours of lecture and two hours of laboratory. PRQ: MET 300, MATH 232, and MATH 336, or consent of department. CRQ: CSCI 230 or CSCI 240, or consent of department.

411. WEATHER DYNAMICS II (4). Waves in the atmosphere, quasigeostrophic flow theory, introduction to numerical weather prediction and dynamic instability theory. Three hours of lecture and two hours of laboratory. PRQ: MET 410 or consent of department.

430. MICROMETEOROLOGY (3). Study of physical processes in the boundary layer; laminar flow, turbulence, momentum and heat flux, diffusion, katabatic and anabatic flow. PRQ: MET 410 and CSCI 230 or CSCI 240, or consent of department. CRQ: MET 410.

431. APPLICATIONS IN CLIMATOLOGY (3). Application of climatological theory and personal computers to develop climate relationship-decision models for use in agriculture, water resources, utilities, construction, transportation, and recreation. PRQ: GEOG 370 or consent of department.

485. ATMOSPHERIC PHYSICS (3). Fundamentals of radiation transfer theory, cloud and precipitation physics, satellite remote sensing techniques, and physics of the middle and upper atmosphere. PRQ: MATH 336 and MET 300, or consent of department.

540. CLIMATE DYNAMICS I (3). Global scale tropospheric convection and wave processes on time scales from the Brunt-Vaisalla frequency to multiples of the Milankovitch cycle. Deterministic chaos and climate variability. Sensitivity of the troposphere to solar forcing, volcanism, orbital changes, anthropogenic effects, and atmosphere-ocean coupling. PRQ: MET 411 or consent of department. CRQ: MATH 336 or consent of department.

541. CLIMATE DYNAMICS II (3). A detailed systematic investigation into the macroscale dynamics of the climate system as a continuation of MET 540. Additional topics include the Lorenz equations, energy balance models, Milankovitch theory of climate, Golitsyn similarity theory of planetary atmospheric circulation, and the development of a three-dimensional tropospheric general circulation model. PRQ: MET 540 or consent of department.
Department of Geology (GEOL)

Jonathan A. Walker, associate professor, Ph.D., Rutgers University
Jay A. Stravers, associate professor, Ph.D., University of Colorado

Graduate Faculty

Jonathan H. Berg, professor, Distinguished Research Professor, Ph.D., University of Massachusetts
Colin J. Booth, assistant chair, associate professor, Ph.D., Pennsylvania State University
Elizabeth A. Burton, associate professor, Ph.D., Washington University
Phillip J. Carpenter, associate professor, Ph.D., New Mexico Institute of Mining and Technology
C. Patrick Ervin, associate professor, Ph.D., University of Wisconsin
Mark P. Fischer, assistant professor, Ph.D., Pennsylvania State University
Ruth I. Kalamidas, associate professor, Ph.D., University of Massachusetts
Hsin Yi Ling, professor, Distinguished Research Professor, Ph.D., Washington University
Paul Loubere, professor, Ph.D., Oregon State University
Carla W. Montgomery, associate professor, Ph.D., Massachusetts Institute of Technology
Eugene C. Perry, Jr., professor, Ph.D., Massachusetts Institute of Technology
Ross D. Powell, professor, Presidential Research Professor, Ph.D., Oregon State University
Paul R. Stoddard, associate professor, Ph.D., Northwestern University
Phillip J. Carpenter, associate professor, Ph.D., New Mexico Institute of Technology

The Department of Geology offers graduate programs leading to the M.S. and Ph.D. degrees.

Because the number of places in the graduate program in geology is limited, the graduate committee may wait to make admission decisions until the majority of applications for a given semester are complete. In the case of an applicant presenting superior credentials for admission, however, a decision may be made immediately upon receipt of the completed application.

Master of Science in Geology

The M.S. degree prepares one for professional work in geology, or for further work leading to a doctorate. It may also be valuable to teachers of earth science in secondary schools and community colleges. Teachers and prospective teachers, if not already certified, will be expected to obtain the necessary requisites for certification in Illinois.

Students are normally expected to meet the geology, chemistry, physics, and mathematics requirements for the B.S. in geology at NIU. However, students whose undergraduate major was in a science other than geology are encouraged to apply. Such students will be expected to complete a core sequence of undergraduate geology courses in mineralogy, petrology, stratigraphy, structural geology, and the summer field camp.

Requirements

A minimum of 30 semester hours of graduate credit taken under either the thesis or non-thesis option is required. This will normally include at least 24 semester hours in geology.

The student must pass a comprehensive examination, which is to be taken in the semester following that in which the student has completed at least 13 semester hours of graduate course work. In consultation with their adviser, practicing or prospective teachers should construct a broad subject-matter course plan involving astronomy, biology, chemistry, mathematics, meteorology, or physics.

Thesis Option

At least 24 semester hours plus a thesis. Ordinarily, no more than 3 semester hours of independent study courses (GEOL 570 and/or GEOL 670) may be included in the minimum 24 non-thesis semester hours. Additional independent-study hours may be counted toward this total only with the approval of the departmental graduate committee. Each student is required to make a public presentation of the results of the thesis research through a departmental colloquium as well as a defense of the thesis.

Non-Thesis Option

At least 30 semester hours. During the first semester in the program, a student must petition the department’s graduate committee to obtain permission to pursue this option.

Doctor of Philosophy in Geology

Any student who has earned a baccalaureate or master’s degree in geology, biology, chemistry, engineering, mathematics, or physics from an accredited college or university is eligible to apply for admission. Every candidate for the Ph.D. must complete the requirements specified below.

Course Requirements

Ph.D. students in geology must normally complete a minimum of 90 semester hours as part of the degree program. In computing this total, a maximum of 30 semester hours may be included from the M.S. or equivalent program, provided they are consistent with the student’s Ph.D. program objectives. At least 24 semester hours must be taken in approved courses in the student’s field of study. A maximum of 39 semester hours may be counted for Ph.D. dissertation research and writing (GEOL 699). The remaining hours must be selected from electives and an internship program, with the consent of the adviser.

The complete doctoral program is arranged as follows.

1. Field of study 24-30 semester hours
2. Electives 21-30 semester hours
3. Internship 0-9 semester hours
4. Dissertation (GEOL 699) 30-39 semester hours

The student should expect to take a significant portion of the elective course work in allied science departments, particularly chemistry, mathematics, and physics, as is appropriate to round out the doctoral program. Entering students with particularly sound preparation in geology may, with approval, substitute graduate courses in other departments for required geology courses. Conversely, non-geology majors entering the doctoral program
The student entering the Ph.D. program with a B.S. or B.A. degree who does not elect to undertake a master's thesis must take the non-thesis option M.S. examination in the semester in which he or she will have completed 30 semester hours of graduate study. The student must complete this examination satisfactorily in order to continue in the Ph.D. program.

Candidacy Examination
No later than the semester in which 30 semester hours of graduate study beyond the M.S. (or beyond satisfactory performance on the non-thesis M.S. examination—see above) are completed, but at least 8 months before the dissertation defense, the student must successfully complete a candidacy examination consisting of both written and oral portions. Details concerning this examination may be obtained from the Department of Geology.

Language Requirement
The language requirement may be satisfied by demonstrating average proficiency in German, French, Spanish, or Russian. With the approval of the department's Graduate Committee, an alternative language may be substituted.

Internship
Before or during tenure in the Ph.D. program, the student must intern for a minimum period of one semester with industry, a public or private research organization, or a government agency. The internship position and arrangements must be approved by the department. The internship must be in a geoscience setting or organization and appropriate to the candidate's program. This requirement may be waived in special cases where a degree candidate has previous practical experience in the subject matter.

Dissertation
The student must complete an approved research project and prepare a dissertation. It must be a substantial contribution to knowledge, in which the student exhibits original scholarship and the ability to conduct independent research. An oral defense of the student's work and dissertation is required; this will be held before the university community and under the supervision of the student's doctoral committee, in accordance with Graduate School regulations.

Teacher Certification
Students wishing to receive initial certification in general science (geology area) to teach in grades 6-12 must submit a written application to the geology certification coordinator and be admitted to initial teacher certification in geology. Students who are also pursuing an advanced degree in geology should submit the application and consult the coordinator when registering for their first term at NIU. Students seeking teaching certification without enrollment in the degree program should, prior to their first registration, apply for admission to initial teacher certification and consult the geology certification coordinator. Students wishing to obtain initial certification as post-graduates should consult the Undergraduate Catalog and the geology certification coordinator.

Admission
Application in writing to the geology certification coordinator. Minimum undergraduate GPA of 2.50 overall and 2.70 in courses in physical and biological sciences and mathematics.

Satisfactory interview with the coordinator.

Retention
GPA of 3.00 in all post-baccalaureate course work at NIU. Satisfactory review of progress with the geology certification coordinator each semester before registration for the following semester.

Endorsement Requirements
To meet public school needs, students are required to qualify for endorsements to teach in other areas by completing course work sufficient to qualify for endorsement in two or more areas of physical science (e.g., chemistry and physics) and 8 hours of biological science, including at least 3 hours numbered 200 or above. OR obtaining endorsement in a field other than a physical science (e.g., mathematics or biological sciences) and completing 8 hours of biological sciences, including at least 3 hours numbered 200 or above, and course work sufficient to qualify for endorsement to teach in at least one other area of physical science.

Other Requirements
Students should consult with the geology teacher certification coordinator.

Course List
Students-at-large may enroll in graduate courses in geology only by consent of the department.

410. STRUCTURAL AND DETERMINATIVE MINERALOGY (3). Crystal structures and the chemical and physical factors that govern them. Mineralogical techniques including X-ray, thermal, infra-red, and microprobe analyses are emphasized in the laboratory. PRQ: GEOL 300 and CHEM 211, or consent of department.

411. OPTICAL MINERALOGY (3). Principles of optics, optical properties of minerals, and the relationship between optical properties and crystallography; measurement of optical properties and mineral identification by the immersion method and in thin section. PRQ: GEOL 300 or consent of department.

419. ELEMENTS OF GEOCHEMISTRY AND COSMOCHEMISTRY (3). Chemical principles applied to the study of mineral equilibria and to solving geologic problems, with emphasis on high-temperature (igneous and metamorphic) processes. Origin and abundances of the elements; aspects of the composition of the solar system and of the earth's interior. PRQ: GEOL 312 and CHEM 211, or consent of department.

420. GEOCHEMISTRY OF THE EARTH'S SURFACE (3). Natural chemical processes occurring at and near the earth's surface: carbonate equilibria, chemical weathering, oxidation-reduction reactions, and mineral stability relations. Introduction to geochemical cycles and the evolution of sedimentary rocks. PRQ: CHEM 211 and GEOL 300, or consent of department.

421. ENVIRONMENTAL GEOCHEMISTRY (3). Explores topics in pollution geochemistry including hydrologic and geochemical framework; human-influenced distribution and circulation of metals, radioactive materials, and complex organic compounds; and governmental response to current pollution problems. PRQ: Any 100- or 200-level geology course and CHEM 211, or consent of department.

425. ENGINEERING GEOLOGY (3). Utilization and characterization of earth materials for geotechnical and environmental engineering. Assessment of soils and rock quality, Atterberg limits, soil and rock mechanics, geotechnical testing, compaction theory, dewatering, slope stability, and seismic hazards. Case histories and problem solving. PRQ: GEOL 300, GEOL 310, MATH 230, and PHYS 250 or PHYS 250A, or consent of department.

Requirements listed in these sections are minimum requirements. Meeting these requirements will not guarantee students admission to the geology teacher certification program or courses.

Some or all of these requirements may be met by prior course work.
429. FIELD GEOLOGY FOR EARTH SCIENCE TEACHERS (3). Field and library survey of the salient geological features and landforms of northeastern Illinois and southern Wisconsin. Open only to certified teachers and students pursuing teacher certification. PRQ: Introductory course in physical and historical geology, and consent of department.

442. GEOMORPHOLOGY (3). Crosslisted as GEOG 442X. Systematic study of geomorphic processes affecting the evolution of the earth's surface. Special emphasis on glacial, fluvial, and coastal processes and their relationship to the development of landforms under diverse climates of the world. Four lectures, laboratory, and field trips. PRQ: GEOG 101A, GEOG 105, GEOG 120, or GEOG 120A, and consent of department.

443X. PRINCIPLES OF PHYSICAL CHEMISTRY (4). CHEM 442X. A one-semester course intended for chemistry majors pursuing Emphases 2, 3, or 4. Also suitable for non-majors desiring a course in physical chemistry. Topics covered are thermodynamics, chemical kinetics, and atomic and molecular structure. Not offered for graduate credit for chemistry majors. Four lectures a week. PRQ: CHEM 211, PHYS 251, and MATH 230, or consent of department.

444. ECONOMIC GEOLOGY (3). Introduction to metallic and nonmetallic resources, including coal, petroleum, and groundwater. Investigation of ore-forming processes, including studies of ore minerals and suites. Economic, geopolitical, and geological factors related to resource development will be considered. Lectures, laboratory, and field trips. PRQ: GEOG 410 or consent of department.

447. QUANTITATIVE TECHNIQUES IN GEOLOGY (3). Survey of the methods and practices of quantifying, collecting, analyzing, and summarizing geologic data. PRQ: MATH 155, MATH 210, MATH 229, or consent of department.

470. INVERTEBRATE PALEONTOLOGY (3). Crosslisted as BIOS 469X. The principal invertebrate fossil forms of the geologic record, treated from the standpoint of their evolution, and the identification of fossil specimens. Several field trips required. PRQ: Major in biological sciences or geology.

471. INTRODUCTION TO MICROPaleonToLOgy (3). The morphology, classification, paleogeography, stratigraphic application, and geochemistry of calcareous, siliceous, and phosphatic microfossils. PRQ: BIOS 205 and GEOG 220, or consent of department.

480. THEORETICAL PETROLOGY (3). Origin of igneous and metamorphic rocks with emphasis on theoretical principles such as phase equilibria, thermodynamics, elemental and isotopic concentrations and partitioning, and kinetics. PRQ: GEOG 312 and GEOG 411, or consent of department.

481. SEDIMENTARY PETROLOGY (3). Emphasis on laboratory analysis of siliciclastic and carbonate rocks to determine depositional and diagenetic environment. Three lectures and two-hour laboratory per week. PRQ: GEOG 305 and GEOG 312 or consent of department.

485. VOLCANOLOGY (3). An examination of volcanoes, types of volcanic eruptions, magma sources and storage, lava flows, and pyroclastic deposits. PRQ: GEOG 305 and GEOG 312, or consent of department.

488. ENVIRONMENTAL CHANGE (3). An examination of the physical, chemical, and biological processes that cause environments to change naturally or under the influence of human activities. Environments at several different size scales will be considered, from small water-sheds/forests, to larger lake systems, to the global atmospheric-ocean system. The course will emphasize the roles of positive and negative feedback in controlling the state of environments and how these processes are changing. PRQ: Any 100- or 200-level BIOS, GEOG, GEOG course, and CHEM 210, and MATH 229 or MATH 210, or consent of department.

490. HYDROGEOLOGY (3). Comprehensive introduction to hydrogeology: groundwater occurrence, physics of flow, aquifer characteristics, basic groundwater chemistry, aspects of groundwater contamination, resources, and environmental hydrogeology. PRQ: Any 100- or 200-level geology course and MATH 229, or consent of department.

491. GEOPHYSICAL WELL LOGGING (3). The qualitative and quantitative interpretation of electric, sonic, radioactive, and other well logs. Physical and electrical properties of saturated rock and soil applied to petroleum and groundwater exploration. PRQ: GEOG 496 or consent of department.

492. HYDROLOGY (3): GEOG 492. Quantitative examination of the interaction of precipitation, stream discharge, and groundwater flow. Utilization of water resources. PRQ: GEOG 101A or GEOG 120, and MATH 210 or MATH 229, and consent of department.

493. GROUNDWATER GEOPHYSICS (3). A survey of geophysical methods commonly employed in groundwater investigations. Applications of geophysics to groundwater exploration, contaminant migration, and aquifier evaluation as well as the theoretical basis for surface and borehole geophysical measurements. Case histories will illustrate field procedures and interpretation methods. PRQ: GEOG 490, MATH 230, and PHYS 251A, or consent of department.

495X. TEACHING OF PHYSICAL SCIENCES (3). PHYS 495. Preparation for certification in grades 6-12 in one or more of the fields of physical science, earth science, and general science. Examination and analysis of modern curricula: classroom and laboratory organization; microteaching and observation of teaching; lesson planning; multicultural education; teaching science to the exceptional child; reading and the teaching of science; methods of evaluation. Includes 15 clock hours of clinical experience. PRQ: Consent of department.

496. GEOPHYSICS (3). Intended for majors in all areas of geology. An introduction to the basic principles of geophysical techniques applicable to the solution of geological and environmental problems that range in scale from local to global. PRQ: MATH 229 and PHYS 250 or PHYS 250A, or consent of department.

497. REGIONAL FIELD GEOLOGY (1-3). Extended field trips to regions of broad geologic interest. Emphasis will be placed on understanding the region as a whole, as well as its relationships to adjacent areas. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

500. CLAY MINERALOGY (3). Study of structure, properties, and origin of clay minerals and the mineralogy, sedimentation, diagenesis, and physical properties of argillaceous sediments. PRQ: GEOG 410 or consent of department.

501. PHYSICAL SEDIMENTOLOGY (3). Overview of major physical processes producing mechanically formed features of detrital sediments. Emphasis on texture and structures of sediments and how they originate. PRQ: GEOG 481 or consent of department.

502. GEOLOGICAL REMOTE SENSING (3). Theoretical principles, instrumentation, software, and systems applications used in geological remote sensing analysis. Elements of photogeology, processing of multi- and single-band digital imagery, and merged raster-vector data analysis will be treated. Data types include aerial photographs, multispectral satellite images, and digital imagery. Applications will focus on resource exploration, logistics, and environmental analysis as well as geological interpretations. Lectures and laboratory. PRQ: GEOG 310 and PHYS 251 or PHYS 251A; or ELE 554; or consent of department.

504. INSTITUTE FOR SCIENCE TEACHERS (1-8). Lectures, demonstrations, laboratory experiences, and field trips designed for the classroom teacher. Topics drawn from the spectrum of geological activities relevant to the public school system. May be repeated to a maximum of 16 semester hours. On application to institute director and by invitation only. S/U grading basis.

506. PETROLEUM GEOLOGY (3). A study of the origin and occurrence of oil and natural gas as well as surface and subsurface applications to their exploration and development. Two lectures, one two-hour laboratory.

510. TECTONICS (3). The evolution of continents and oceans treated from a perspective of sea-floor spreading and continental drift, with emphasis on major episodes of crustal orogeny, the genesis of economic minerals, and the origins of sedimentary, igneous, and metamorphic rocks. PRQ: GEOG 450 or consent of department.


524. STABLE ISOTOPE GEOLOGY (3). Isotope fractionation in natural systems containing D/H, carbon, oxygen, and sulfur. Application of stable isotopes to paleoclimateology and geochemistry. Stable isotopes as tracers in the study of geologic processes, such as magmatic and metamorphic processes and the evolution of earth's crust and mantle. PRQ: GEOG 312 or consent of department.

525. RADIOACTIVE ISOTOPE GEOLOGY (3). Radioactive decay schemes useful for determining ages of rocks and minerals and investigating the histories of the earth, moon, and meteorites. Use of isotopes as tracers in the study of geologic processes, such as magmatic and metamorphic processes and the evolution of earth's crust and mantle. PRQ: GEOG 312 or consent of department.
530. GROUNDWATER MODELING (3). Mathematical and numerical modeling of groundwater flow, with particular emphasis on finite-difference modeling. PRQ: GEOL 490, FORTRAN, and calculus; or consent of department.

532. ADVANCED GROUNDWATER HYDROLOGY (3). Quantitative examination of groundwater physical hydrology in porous and fractured media, including hydraulic tests (pumping, slug, packer), groundwater flow and permeability characteristics, saline-freshwater relations, and application to practical problems. PRQ: GEOL 490 or consent of department.

535. GROUNDWATER GEOLOGY (3). Examination of the geologic controls of groundwater occurrence and movement, hydrogeology of different geologic terrains, and hydrogeology of Illinois. PRQ: GEOL 490 or consent of department.

537. CONTAMINANT HYDROGEOLOGY (3). Sources and types of groundwater contamination; contaminant transport processes and modeling; monitoring, sampling, and assessment; chemical reactions and attenuation processes of organic and inorganic contaminants; remediation. PRQ: GEOL 420 or GEOL 421, and GEOL 490, or consent of department.

544. GLACIAL GEOLOGY (3). Physical properties of ice and the fundamentals of glacier and ice sheet dynamics as they relate to processes of glacier erosion, sediment transport, and deposition. Glacial sedimentation of continental interiors and margins, global sea level changes, and late Cenozoic climate cycles. PRQ: GEOL 442 or consent of department.

547. QUATERNARY STRATIGRAPHY (3). Systematic study of glacial processes responsible for the formation of complex glacial drift sequences in the mid-continent. Stratigraphic and geochronological methods will be discussed. Pedological, geotechnical, and hydrogeological properties of unconsolidated deposits will be examined in regard to environmental properties. PRQ: GEOL 442 or GEOL 544, or consent of department.

548. STRATIGRAPHY (3). A systematic study of selected aspects of the North American stratigraphic record with emphasis on broad sedimentary patterns and tectonic development. PRQ: GEOL 310 or consent of department.

549. ADVANCED STRUCTURAL GEOLOGY (3). The origin and the mechanisms involved in the formation of various structural features occurring in nature. PRQ: GEOL 310 or consent of department.

550. APPLIED GEOPHYSICS: GRAVITY AND MAGNETIC FIELDS (3). Theory and application of gravity and magnetic techniques to investigations of the earth's structure and its physical properties. PRQ: PHYS 251A and MATH 232, or consent of department.

551. APPLIED GEOPHYSICS: SEISMIC AND ELECTRICAL (3). Theory and application of seismological and electrical techniques to investigations of the earth's structure and its physical properties. PRQ: PHYS 251A and MATH 232, or consent of department.

552. PETROLOGY OF CLASTIC SEDIMENTS AND ROCKS (3). The origin of terrigenous clastic sediments and their occurrence in modern environments. Texture, composition, and sedimentary structures of sediments and rocks by megascopic and microscopic methods, including thin sections, emphasized in the laboratory. PRQ: GEOL 411 or consent of department.

553. PETROLOGY OF PRECIPITATED SEDIMENTS AND ROCKS (3). Biogenic and inorganically precipitated modern sediments and their ancient rock analogs; origins, environments, mineralogy, textures, and methods of study, including thin sections. Lectures and laboratory. PRQ: GEOL 411 or consent of department.

554. GEOPHYSICAL FIELD METHODS (3). The application of geophysical laboratory and field instrumentation and techniques to the investigation of geological problems. CRQ: GEOL 496 or consent of department.

555. ADVANCED GEOPHYSICS (3). Regional geophysical measurements and properties of earth's interior and their implications for geodynamics. PRQ: GEOL 550 or GEOL 551, or consent of department.

558. POTENTIAL THEORY (3). Development of potential theory with application to geophysics. Problem of the nonuniqueness and limits of theoretical approximations. PRQ: GEOL 496 and MATH 232, or consent of department.

560. GEOPHYSICAL TIME SERIES ANALYSIS (3). Analysis of time series with special emphasis on applications of spectral techniques and linear filtering in the earth sciences. Properties of continuous and discrete Fourier transforms; sampling, design, and use of linear filters; stochastic processes; spectral and cross-spectral density; and fast Fourier transforms. Applications to geophysics, hydrology, and meteorology. PRQ: MATH 232 and CSCI 230, or consent of department.

565. EARTHQUAKE SEISMOLOGY (3). Development of 1-, 2-, and 3-dimensional wave theory. Effects of rheology on seismic wave propagation, and constitutive relations. Body waves and surface waves. Focal mechanisms, body wave modeling, and source parameters. Inverse problems including earthquake location and seismic tomography. PRQ: MATH 240 or consent of department.

570. SPECIAL PROBLEMS IN EARTH SCIENCES (1-3). Independent study under supervision of an adviser. May be repeated to a maximum of 9 semester hours.

575. IGNEOUS PETROLOGY (3). The study of igneous rocks in the earth's crust and mantle, emphasizing phase equilibria, kinetics, and geochemistry. PRQ: GEOL 480 or consent of department.

580. METAMORPHIC PETROLOGY (3). The study of chemical and petrological principles and processes relevant to metamorphic rocks. Evaluation of metamorphic environment and the controlling factors of metamorphism. PRQ: GEOL 480 or consent of department.

590. SILICEOUS MICROPALEONTOLOGY (3). An in-depth discussion of siliceous microfossils, their geologic occurrence, and their application to the problems of earth sciences, emphasizing current research advancement. PRQ: GEOL 470 and GEOL 471, or consent of department.

591. ADVANCED PALEONTOLOGY (3). Biostratigraphy and paleoecology of various fossil groups, and use of fossils to solve stratigraphic, structural, mapping, and paleo-oceanic problems. PRQ: GEOL 471 or consent of department.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours.

610. GEODYNAMICS (3). A rigorous examination of the processes associated with plate tectonics. Development of the concepts of stress, strain, elasticity, and flexure, and their application to the earth's lithosphere. Analysis of heat flow within the earth, including conduction and convection. Introduction to fluid mechanics as it pertains to the driving forces of plate motions. Effects of crustal and mantle rheology on plate motions and convection. Gravity and seismology as tools for understanding plate tectonics. PRQ: MATH 334 or consent of department.

620. DEPARTMENTAL SEMINAR (0). Weekly reports by graduate students, staff, and guests. Required of all graduate students.

625. WATER RESOURCE GEOCHEMISTRY (3). Chemical composition of water in surface and subsurface aquifers. Equilibrium and disequilibrium chemical reactions occurring in aquifers. The relation between health, disease, and the geochemistry of drinking water. PRQ: GEOL 520 or consent of department.

630. ADVANCED GEOCHEMISTRY (3). Current and classic readings on topics such as nucleosynthesis, evolution of the earth, composition of the earth's interior, petrogenesis, and development of the atmosphere and ocean. PRQ: GEOL 419, and GEOL 524 or GEOL 525, or consent of department.

645. GROUND VIBRATIONS AND INSTRUMENTATION (3). Application of the theory of periodic motion to the design of geophysical instruments, particularly the seismograph and gravimeter, and to the understanding of seismic wave propagation within the earth. PRQ: GEOL 551 or consent of department.

646. GEOLOGY SEMINAR (1-9).
A. Mineralogy
B. Petrology
C. Stratigraphy and Sedimentation
D. Remote Sensing
E. Geomorphology
J. Quaternary Stratigraphy
M. Structural Geology
Q. Hydrology
V. Precambrian Geology
W. Tectonics
Y. Micropaleontology

May be repeated. One to 9 semester hours may be earned in each subdivision.
647. GEOCHEMISTRY SEMINAR (1-9).
   A. General Geochemistry
   B. Isotope Geochemistry
   C. Environmental Geochemistry
   May be repeated. One to 9 semester hours may be earned in each subdivision.

648. GEOPHYSICS SEMINAR (1-9).
   A. General Geophysics
   D. Environmental Geophysics
   E. Remote Sensing
   J. Engineering Geology
   May be repeated. One to 9 semester hours may be earned in each subdivision.

650. INTERPRETATION METHODS IN POTENTIAL FIELDS (3).
   Application of various interpretation methods to the solution of geophysical problems using gravity and magnetic data. PRQ: GEOL 550 and working knowledge of FORTRAN, or consent of department.

651. REFLECTION SEISMOLOGY (3).
   Principles and applications of seismic reflection interpretation techniques used in oil, gas, groundwater exploration, and deep crustal imaging. PRQ: GEOL 493 or GEOL 496 and a working knowledge of FORTRAN, or consent of department.

670. INDEPENDENT RESEARCH IN GEOLOGY (1-3).
   Individual investigation of special problems in the field of geology under supervision of one or more staff members. May be repeated to a maximum of 6 semester hours. PRQ: 22 semester hours of graduate work in the earth sciences, or consent of department.

680. BASIN ANALYSIS (3).
   Investigation of sedimentary and biological processes and engineering on continental margins and intracratonic basins. Ancient basin analysis from modern analogues. PRQ: Consent of department.

690. GEOLOGIC PROBLEMS OF THE MIDWEST (3).
   The nature of geologic problems in midwestern urban and rural environments, including water supply, stream and groundwater pollution, chemical and human waste disposal, and the utilization of and construction in earth materials.

695. APPLIED GEOSCIENCE INTERNSHIP (1-9).
   At least one semester in duration, during which the student performs the functions of a geoscientist under the direct supervision of qualified personnel approved by the department. May be repeated to a maximum of 9 semester hours.

699. DOCTORAL RESEARCH AND DISSERTATION (credit arranged).
   May be repeated to a maximum of 39 semester hours.
Department of History (HIST)

Elaine G. Spencer, chair, professor, Ph.D., University of California, Berkeley

Graduate Faculty

Samuel Amaral, associate professor, Ph.D., University of La Plata
Anita M. Andrew, assistant professor, Ph.D., University of Michigan
Thomas W. Blomquist, professor, Ph.D., University of Minnesota
Joe D. Burchfield, associate professor, Ph.D., Johns Hopkins University
Sundialta Djaite, assistant professor, Ph.D., University of Illinois
J. Eric Duskin, assistant professor, Ph.D., University of Michigan
Bruce Field, assistant professor, Ph.D., College of William and Mary
Stephen Foster, professor, Distinguished Research Professor, Ph.D., Yale University
Glen A. Gildeimeister, assistant professor, Ph.D., Northern Illinois University
Michael J. Gonzales, professor, Ph.D., University of California, Berkeley
Stephen Haliczer, professor, Presidential Research Professor, Ph.D., St. Andrews University (Scotland)
Stephen R. Kern, professor, Distinguished Research Professor, Ph.D., Columbia University
Samuel C. Kinser, professor, Presidential Research Professor, Ph.D., Cornell University
Paul J. Kleppner, professor, Distinguished Research Professor, Ph.D., University of Pittsburgh
Allan Kulikoff, professor, Ph.D., Brandeis University
W. Bruce Lincoln, professor, Distinguished Research Professor, Ph.D., University of Chicago
William H. Logue, assistant chair, professor, Ph.D., University of Chicago
Eric W. Mogren, assistant professor, Ph.D., University of Michigan
J. Carroll Moody, professor, Ph.D., University of Oklahoma
Simon P. Newman, assistant professor, Ph.D., Princeton University
James D. Norris, professor, Ph.D., University of Missouri
Joseph J. Parot, professor, Ph.D., Northern Illinois University
Carl P. Pannini, professor, Ph.D., University of Wisconsin
Barbara M. Posadas, associate professor, Ph.D., Northwestern University
Marvin A. Powell, Jr., professor, Distinguished Research Professor, Ph.D., University of Minnesota
Marvin S. Rosen, associate professor, Ph.D., University of California, Berkeley
James D. Schmidt, assistant professor, Ph.D., Rice University
Robert W. Schneider, professor, Ph.D., University of Minnesota
J. Harvey Smith, associate professor, Ph.D., University of Wisconsin
Elaine G. Spencer, professor, Ph.D., University of California, Berkeley
George W. Spencer, professor, Ph.D., University of California, Berkeley
David L. Wagner, associate professor, Ph.D., University of Michigan
Constance Wilson, professor, Ph.D., Cornell University

The Department of History offers programs leading to the M.A. and Ph.D. degrees. The department views historical study not only as a scholarly analysis of the past but also as a means of providing sophisticated learning that will be of practical significance to society and the individual. Traditionally graduate work in history, especially at the doctoral level, has led into the world of scholarship and teaching, but it has also led to many other successful careers in the private and public sectors. Historical training provides recognized skills in administration, management, research, writing, policy analysis, consulting, and editing; and trained historians have been successful in fields ranging from business, education, journalism, and law to government, publishing, and archival or museum work. Graduate study in history also is appropriate for individuals seeking self-fulfillment or a better understanding of the human experience and predicament.

Graduate courses in history are principally of three types: advanced lecture-discussion courses, reading seminars designed to acquaint the student with the literature and problems of a selected field, and research seminars in which intensive research on a particular historical topic provides experience in historical methodology and in the use of primary and secondary source materials.

Admission

Admission to the M.A. program in history is based upon consideration of the following factors: general undergraduate GPA; preparation and GPA in undergraduate history courses; scores on the GRE, especially on the verbal and analytical sections of the General Test; letters of recommendation; special requirements in the applicant's proposed field of study; a brief essay submitted by the applicant; and, where appropriate, proficiency in foreign language(s) or quantitative methods.

The department endeavors to review application data in a comprehensive manner and to avoid mechanical judgments. It prefers, however, that applicants have a general GPA of 3.00 or better in the last two years of undergraduate work, a GPA of 3.25 or better in all undergraduate history courses, and GRE verbal and analytical scores in the 60th percentile or higher. The GRE Subject Test in history is not required. Applicants need not have an undergraduate major in history, but those with fewer than 18 semester hours of undergraduate history courses may be required to enroll in one or more undergraduate courses on a deficiency basis. Applicants to the M.A. program in history are normally notified of an admission decision within three weeks of receipt of all required application materials.

Applicants for admission to the doctoral program are expected to have established an outstanding record at the master's level and to have demonstrated a capacity for effective research and writing. Admission to the Ph.D. program requires at least average proficiency in one approved foreign language or in quantitative methods. Applicants to the Ph.D. program are notified within a month, except during the summer when processing may take longer.

Advising

At the time of admission to a degree program, a student will be assigned a departmental adviser who will be responsible for implementing department and Graduate School regulations. As early as practical the student should initiate the selection of a field adviser from among the faculty. M.A. students should have at least one such adviser, and Ph.D. students should normally have two. The field advisers are primarily responsible for assisting students in planning a program of study, selecting appropriate courses, outlining problems unique to a particular field, and determining appropriate areas of research. Departmental requirements are detailed in the departmental booklet, Handbook for History Graduate Students.
Master of Arts in History

Students pursuing the M.A. degree in history must satisfactorily complete 30 semester hours of approved credits. A minimum of 24 semester hours must normally be in history courses. The balance may be in history courses or in courses in an approved cognate field or fields. The 30 semester hours required for the M.A. must include a minimum of 18 semester hours in a primary field (of which a minimum of 9 semester hours must be in research credits) and a minimum of 6 semester hours in a secondary field. Within the total of 30 semester hours the student must present a minimum of 6 semester hours in reading seminars. The primary and secondary fields offered in the M.A. program are ancient, medieval, modern European, Russian, Asian, British, United States, and Latin American history. The secondary field may instead be an approved cognate field outside of history.

Various means are available for M.A. students to fulfill the 9 semester hours research requirement of the M.A. degree, but all students must satisfactorily complete at least one formal research seminar. The balance of the credits required may be fulfilled through additional research seminars, completion of a thesis, or independent research. The method selected by the student to fulfill the research requirement must be approved by the dissertation examining committee, which must also approve the student's application for admission to the Ph.D. program. The examining committee for admission to the Ph.D. program will be expected to submit their M.A. research paper(s) or thesis for review by faculty responsible for approving admission into the Ph.D. program.

All M.A. students, except those majoring in United States or British history who are not planning to continue in the Ph.D. program, must demonstrate at least average proficiency in an approved foreign language or, if appropriate, in quantitative methods. Average proficiency in an approved foreign language can be demonstrated through a translation examination or, in selected languages, through successful completion of one of the special summer courses offered by the Department of Foreign Languages and Literatures. Average proficiency in quantitative methods can be demonstrated by achieving a grade of C or better in an approved course in statistics (STAT 208 or STAT 301) and a grade of B or better in HIST 501.

Students in the M.A. program must satisfactorily complete a written comprehensive examination in their primary field. At the discretion of either the examining committee or the student, the written M.A. comprehensive may be followed by an oral examination about one week after the evaluation of the written examination. There is no examination in the student's secondary field, but students must achieve a grade of B or better in at least 6 semester hours of course work in that field.

If the student receives a recommendation from the comprehensive examining committee for admission to the Ph.D. program and otherwise makes application and qualifies for such admission, the M.A. comprehensive examination will serve as the Ph.D. qualifying examination.

Option in Historical Administration

The M.A. with an option in historical administration has been designed to meet the needs of those students seeking special educational preparation for careers in public and private historical agencies, archives, museums and historical societies, and research and consulting firms.

Students pursuing the M.A. option in historical administration must satisfactorily complete 36 semester hours of approved credits. A minimum of 24 semester hours in history courses must be completed to meet the normal requirements for the traditional M.A. degree described above. A secondary field is not required.

The remaining 12 semester hours required for this degree option normally must be distributed as follows.

Course Requirements (6-9)
HIST 492, Principles of Historical Administration (3)
HIST 500, Internship in Historical Administration (3-6)
Electives (3-6)

Recommended Electives
HIST 495, Introduction to Historical Editing (3)
HIST 497, Principles and Uses of Oral History (3)
ANTH 462, Museum Methods (3)
ART 465, Introduction to Museum Studies (3)

Other Available Electives
ART 493, History of Architecture II: From 1900 (3)
ART 498, History of Architecture II: From 1400-1900 (3)
ART 496A, History of Decorative Arts: Furniture (3)
ART 496B, History of Decorative Arts: Minor Arts and Crafts (3)
ART 596, Studies in American Art (3)
COMS 450X, Instructional Television I (3)
COMS 550X, Instructional Television II (3)
COMS 457, The Documentary Tradition (3)

Comprehensive Examination

Students in the M.A. degree program taking the option in historical administration must satisfactorily complete a written comprehensive examination in a traditional primary field area and an internship-related project, report, or research paper.

Doctor of Philosophy in History

The Department of History regards the Ph.D. degree as both a research and teaching degree and recommends the award of the degree only to those who have met rigorous standards, including the demonstration of excellence in scholarship. Admission to the Ph.D. program implies admission to the primary field specified by the student in his or her application. Subsequent requests to change the primary field of study must be specifically approved by the Department of History.

The primary fields offered in the Ph.D. program are ancient, medieval, early modern European, modern European, Russian, Asian, British, United States, and Latin American history. Secondary fields are of several types; national or area fields such as ancient, medieval, early modern European, modern European, Russian, Asian, with focus on Chinese, Indian, or Southeast Asian, British, United States to 1876, United States since 1865, and Latin American; thematic fields, as defined on a list available from the department; an approved field in a discipline outside history; and a dissertation-related secondary field. Distribution rules for secondary fields are explained below.

Students admitted to the Ph.D. program who have completed the M.A. degree or equivalent elsewhere will be expected to pass an oral qualifying examination on completion of 9-12 semester hours of course work at NIU. This examination will usually come early in the second semester of full-time study.

History Ph.D. students must normally complete a minimum of 90 semester hours as part of the degree program. Approved course work from the M.A. program or equivalent may be counted, provided the hours are consistent with the student's primary and secondary Ph.D. fields. A maximum of 30 semester hours may be counted for HIST 699, Doctoral Research and Dissertation.

Counting applicable hours from the M.A. program or equivalent, the department expects Ph.D. students to complete about 30 semester hours in a primary field and about 15 semester hours in each of two secondary fields. No course may be counted toward more than one primary or secondary field.

The first secondary field must be a national or area field outside the primary field of study or an approved field in a discipline outside of history, usually one of the social sciences or humanities. The other secondary field may be another national or area field outside the primary field, although students may only elect one secondary field in U.S. history; an approved field in a discipline outside of history; a thematic field chosen from the list provided by the
department; or a dissertation-related field designed in consultation with the student’s dissertation director and the Director of Graduate Studies. Thematic and dissertation-related secondary fields have different requirements from national or area fields. See the department’s Handbook for History Graduate Students for details.

Research-Tool Requirement

Ph.D. students must satisfy one of the following research skill requirements, but it should be emphasized that these are minimal department requirements. Students may be required to establish additional proficiencies in certain fields of study and, in any case, the selection must be specifically approved by the student’s major field advisers and, if appropriate, by the Graduate Committee of the department.

The minimal requirements are average proficiency in two approved foreign languages; or high proficiency in one approved foreign language; or average proficiency in one approved foreign language and average proficiency in quantitative methods. Both average and high proficiency in an approved foreign language can be demonstrated through successful completion of an appropriate translation examination. Average proficiency in selected languages can also be demonstrated through successful completion of one of the special summer courses offered by the Department of Foreign Languages and Literatures. Average proficiency in quantitative methods can be demonstrated by achieving a grade of C or better in an approved course in statistics (STAT 206 or STAT 301) and a grade of B or better in HIST 501, Quantitative Methods for Historical Social Analysis (3).

If otherwise approved, a proficiency or proficiencies established previously in an M.A. program, or equivalent, shall be applicable in fulfilling Ph.D. program requirements.

Candidacy Examinations

All Ph.D. students must satisfactorily complete the Ph.D. candidacy examination. This is scheduled when the student has or is about to complete the Ph.D. program of courses, has fulfilled proficiency requirements of the Ph.D. degree, and has otherwise prepared for a comprehensive examination over the primary and secondary fields being offered. The examination should normally be scheduled toward the end of the fourth semester of full-time Ph.D. study or equivalent for part-time students.

The candidacy examination consists of a written examination taken over a five-day period, and an oral examination taken about a week later. Both examinations consist of five sections, three devoted to the primary field and one each for the two secondary fields. Three faculty members normally represent the primary field of study. One faculty member represents each national or area secondary field. In the case of thematic or dissertation-related secondary fields, two faculty members will collaborate on their portion of the written examination, with one or both sitting on the oral examination committee. The oral examination lasts about two hours. It will include but is not limited to discussion of the written examination, and it may include, if appropriate, discussion of the relationship between the candidate’s primary field and his or her proposed dissertation topic. Each committee member is responsible for evaluating the student’s performance on the questions assigned to her or him, and the committee arrives at one assessment of the overall quality of the student’s performance following the oral examination.

Upon satisfactory completion of the candidacy examination, the student will be certified to the Graduate School as a candidate for the Ph.D. degree. Students who fail the Ph.D. candidacy examination will normally be permitted to sit for the examination a second time after the lapse of an appropriate time interval. A second failure shall be final and shall result in the termination of the student from the Ph.D. program in history.

Dissertation

After the student has satisfactorily completed the candidacy examination, the department’s adviser to Ph.D. students, in consultation with the candidate and his or her field advisers, will arrange a committee of three suitable graduate faculty members to pass on the dissertation proposal of the candidate. The prospective dissertation director will serve as chair of the three-person committee. The dissertation is expected to be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research.

When a Ph.D. candidate’s dissertation topic and dissertation director have been approved, the candidate and the dissertation director, in consultation with the department’s adviser to Ph.D. students, will identify the appropriate faculty to serve on the candidate’s dissertation reading and defense committee. This committee will consist of four or five faculty members and will be chaired by the dissertation director. One member must be from an academic department outside the Department of History. The composition of this committee must be confirmed by the dean of the Graduate School. The dean or a dean’s designee may also serve as an ex officio, nonvoting member of the dissertation defense committee.

When the dissertation has been substantially approved by the director and at least two other members of the reading committee, the candidate should request the department’s adviser to Ph.D. students to schedule the oral defense of the dissertation. Prior to the defense, the dissertation should have been read in a defensible version by all members of the reading committee and one copy of this version of the dissertation must have been submitted to the Graduate School for review. For further details see the Handbook for History Graduate Students.

In the oral defense the candidate should be prepared to discuss questions relevant to the dissertation, including its thesis, organization, sources, scholarly contribution, and relationship to other literature in the field of inquiry. The defense committee may suggest or require changes and/or corrections in the content and style of the manuscript.

When the dissertation has been approved by the committee, the Department of History will certify to the Graduate School that the candidate has fulfilled the dissertation requirements of the Ph.D. degree and will endorse the candidate’s application for the award of the Ph.D. degree in history.

Foreign Study in History

Since 1956 the Department of History has offered study-abroad programs at regular intervals, usually in cooperation with a British university. The purpose is to afford students of history and allied disciplines an opportunity to study at first hand the historical developments and traditions of other peoples and their cultures and also to provide personal contact with the locations of important historical events and with the artifacts of the past. Course content, duration of the program, and foreign countries included will vary. Courses carry either undergraduate or graduate credit. Interested students should consult with the department chair or the Office of International Programs for relevant details of forthcoming programs.

Course List

General

492. PRINCIPLES OF HISTORICAL ADMINISTRATION (3). An introduction to the practical application of historical knowledge in such areas as historic preservation, manuscript and archival management, editing, genealogy and family history, oral history, and museum work. PRQ: Consent of department.

495. INTRODUCTION TO HISTORICAL EDITING (3). An introduction to the nature, basic principles, and professional significance of the editing process in all types of historical literature, including the editing of primary sources, historical journals, and book-length scholarly studies. PRQ: Consent of department.
496. MATERIALS AND PROBLEMS OF HIGH SCHOOL INSTRUCTION IN THE SOCIAL SCIENCES (3). Crosslisted as ANTH 496X, ECON 496X, GEOG 496X, POLS 496X, and SOCI 496X. Must be taken by students seeking certification in a social science before student teaching. Includes 15 clock hours of clinical experience, attention to the teaching of exceptional students, planning for multicultural learning situations, and techniques of reading in the social sciences. PRQ: Consent of department.

497. PRINCIPLES AND USES OF ORAL HISTORY (3). An introduction to the theory and practice of interviewing as a way of creating, documenting, and interpreting historical evidence. Special attention given to the systematic analysis and practice of editing, indexing, recording, preserving, and transcribing tapes and to the application of oral history to historical research and writing. PRQ: Consent of department.

498. SPECIAL TOPICS IN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

500. INTERNSHIP IN HISTORICAL ADMINISTRATION (3-6). Work experience in history-related institutions, such as archives, museums, and historical societies and sites, and editing projects. Students will be expected to present reports on their activities and to participate in seminars and colloquia led by specialists in the field. May be repeated to a maximum of 15 semester credit hours only 6 of which may be applied to the master's degree. PRQ: Consent of department.

501. QUANTITATIVE METHODS FOR HISTORICAL SOCIAL ANALYSIS (3). An introduction to the concepts, methods, and techniques involved in the quantitative-behavioral analysis of societal development, including the potentialities and the limitations of data processing and computerized statistical analysis for historians. PRQ: STAT 208 or STAT 301, or consent of department.

502. RESEARCH SEMINAR IN GENERAL/COMPARATIVE HISTORY (3). Intensive reading and discussion in historical topics that combine or fall outside of conventional subject fields. Specific topics to be announced. Certain topics may be counted toward a student's primary or secondary field requirement with permission of the director of graduate studies. Any one area may be repeated to a maximum of 12 semester hours when subject varies. PRQ: Consent of department.

503. RESEARCH SEMINAR IN ANCIENT AND MEDIEVAL HISTORY (3).
A. Ancient
B. Medieval

504. RESEARCH SEMINAR IN MODERN EUROPEAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

505. RESEARCH SEMINAR IN AMERICAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

506. RESEARCH SEMINAR IN LATIN AMERICAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

507. RESEARCH SEMINAR IN ASIAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

508. ECONOMIC AND SOCIAL HISTORY OF MEDIEVAL EUROPE (3). Examines the economic and social changes underlying the formation of medieval civilization. Special attention will be given to demographic change, urbanization, and social movements. PRQ: HIST 305 or HIST 306, or consent of department.

530. READING SEMINAR IN ANCIENT AND MEDIEVAL HISTORY (3).
A. Ancient
B. Medieval

531. READING SEMINAR IN MODERN EUROPEAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

532. RESEARCH SEMINAR IN ANCIENT AND MEDIEVAL HISTORY (3).
A. Ancient
B. Medieval

533. RESEARCH SEMINAR IN MODERN EUROPEAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

534. RESEARCH SEMINAR IN AMERICAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

535. RESEARCH SEMINAR IN LATIN AMERICAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

536. RESEARCH SEMINAR IN ASIAN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

537. DIRECTED RESEARCH (3-6).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

538. SPECIAL TOPICS IN HISTORY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

539. MASTER'S THESIS (1-6). Open only to students engaged in writing a thesis for the M.A. program. May be repeated to a maximum of 6 semester hours. PRQ: Consent of graduate adviser in history.

636. INDEPENDENT STUDY (3).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

656. DIRECTED RESEARCH (3-6).
A. Ancient
B. Medieval
C. Early Modern European
D. Modern European
E. Russian
F. Asian
G. British
H. United States
I. Latin American
J. General/Comparative

699. DOCTORAL RESEARCH AND DISSERTATION (1-15). Open only to Ph.D. candidates. May be repeated to a maximum of 30 semester hours. PRQ: Consent of graduate adviser in history.

Ancient and Medieval History

508. ECONOMIC AND SOCIAL HISTORY OF MEDIEVAL EUROPE (3). Examines the economic and social changes underlying the formation of medieval civilization. Special attention will be given to demographic change, urbanization, and social movements. PRQ: HIST 305 or HIST 306, or consent of department.

European History

410. RISE OF CAPITALISM IN PRE-INDUSTRIAL EUROPE (3). A social and economic history of Europe from the 14th-century crisis to the eve of the Industrial Revolution. Discusses noble and peasant life, urban development, labor organization, and popular rebellion. Features the persistence or decline of feudalism, the rise of banking and trade, merchant capitalism, and rural industry.

412. SOCIAL HISTORY OF MODERN EUROPE (3). An analysis of European society since the Industrial Revolution with reference to the social impact of industrialization and urbanization and changing patterns of social stratification, mobility, and class conflict in the 19th and 20th centuries.

413. FAMILY, SEXUALITY, AND SOCIETY SINCE 1400 (3). The history of the family in Western society as seen in household structures, marriage customs, childbirth and child rearing, sex roles, the life-cycle, and attitudes towards sexual deviance.

415. EUROPEAN THOUGHT IN THE 17TH CENTURY (3). European and British thought of the 17th century; the rise of modern science; and baroque and classical art and literature.

416. THE AGE OF ENLIGHTENMENT (3). The intellectual revolution that preceded the American and French revolutions is considered in its various main aspects, including the growth of secularism and rationalism; the rise of scientific thought; the formulation of political liberalism and radicalism; and the enrichment of the humanist tradition.

417. ROMANTICISM AND REVOLUTION (3). The impact of the Romantic movement and the French Revolution of 1789 on European thought and culture; romanticism in literature and politics: rise of socialist theory; spread of liberalism; emergence of counter-revolutionary thought; growth of historical consciousness.

418. EUROPEAN THOUGHT AND CULTURE SINCE 1850 (3). Views of the individual and society as revealed in art and literature from Romanticism to Cubism and from Flaubert to Proust; in formal thinkers such as Darwin, Marx, Nietzsche, Einstein, Freud, and Sartre; and in selected topics such as racism, sexual morality, and bourgeois society.

419. HISTORY OF MARXIST THOUGHT AND WRITING (3). An analytically oriented course elucidating the historical corpus of Marx and the historiography which has developed from it.

420. THE RENAISSANCE (3). The social, political, and ideological breakdown of medieval Europe with consideration of the reaction of the new class of artists and intellectuals to the special problems of their age.

421. THE CATHOLIC AND PROTESTANT REFORMATIONS (3). Examination of the religious reforms and institutional breaks, Catholic and Protestant official and heretical, which ended the medieval unity of Christendom.
422. AGE OF ABSOLUTISM: EUROPE 1550-1730 (3). An analytical survey emphasizing the changing role of European nobilities, the construction of absolute monarchies, the rise of capitalism, baroque civilization, and the interaction of learned and popular culture.

423. THE FRENCH REVOLUTION AND NAPOLEON (3). Origins of the Revolution of 1789; moderate and radical phases; the Terror and the Thermidorian reaction; the rise of Napoleon; the Napoleonic wars and the remaking of Europe; the revolutionary legacy.

424. 19TH CENTURY EUROPE (3). An analytical survey of important developments in the political, social, economic, and intellectual history of Europe from the fall of Napoleon to World War I.

425. WORLD WAR II (3). A military history of World War II, with an emphasis on the struggle against Nazi Germany.

426. 20TH CENTURY EUROPE (3). European and world affairs in this century. Origins of the two world wars, the great depression, rise of totalitarian governments, retreat of Europe from Asia and Africa, and attempts at international organization.


428. EUROPEAN DIPLOMATIC HISTORY SINCE 1914 (3). Great power rivalries and competition for empire; two world wars and their consequences; decolonization; cold war and the division of Europe.

429. HITLER'S GERMANY (3). The history of National Socialism from the origins of the party to the end of World War II. Emphasis on the means used for seizing and consolidating power; social, cultural, and foreign policies of the Third Reich; anti-Semitism and the Holocaust.

430. RUSSIAN THOUGHT AND CULTURE TO 1917 (3). Pre-Soviet social, cultural, and intellectual life. Emphasis on the period since Peter the Great.

431. SOVIET THOUGHT AND CULTURE SINCE 1917 (3). Soviet social, cultural, and intellectual life. Emphasis on the period since Peter the Great.

432. SOVIET FOREIGN POLICY SINCE 1917 (3). Soviet foreign policy from the birth of the Soviet state to its emergence as a world power. Goals and methods of Soviet conduct in world affairs are analyzed with special attention to the conventional and ideological elements, the constant and variable factors, and the domestic and communist-bloc politics that shape Soviet foreign policy.


435. STALIN AND STALINISM (3). Stalin's role as a revolutionary before 1917, his career to his death in 1953, and his legacy in Russia today. Particular attention focused on the political, economic, cultural, and moral issues associated with Stalin's rule over the Soviet Union.

507. READING SEMINAR IN RUSSIAN HISTORY (3). A. Imperial Russia
B. Soviet and Post-Soviet Russia
Intensive reading and discussion over a selected field in Russian history, designed to acquaint the student with the literature and problems of the field. Specified areas to be announced in the Schedule of Classes. HIST 570A and HIST 570B may each be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

670. RESEARCH SEMINAR IN RUSSIAN HISTORY (3). Selected problems in Russian history. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

Asian History

445. THE CHINESE REVOLUTION (3). Intellectual and social backgrounds of the nationalist revolutionary movement; political history of the revolutionary period to the present.

446. HISTORY OF THAILAND (3). The history and culture of Thailand from the prehistoric period to the present, with appropriate references to Thai relations with Laos and Cambodia. Not available for credit for those with prior credit in HIST 448.

447. HISTORY OF BURMA (3). The history and culture of Burma from prehistoric times to the present. Not available for credit for those with prior credit in HIST 448.

448. HISTORY OF INDONESIA (3). Indonesian political, social, and cultural life from prehistory to the present. Special attention will be given to the cultures of the various peoples of Indonesia and the efforts of the modern state to create a national sense of identity.

449. HISTORY OF MALAYSIA AND SINGAPORE (3). The Malay world from prehistory to the present. Topics include early Malay trade, classical Malay culture, British imperialism, Chinese immigration, and the modern states of Malaysia, Singapore, and Brunei.

560. READING SEMINAR IN ASIAN HISTORY (3). Intensive reading and discussion on one or more countries of Asia, designed to acquaint the student with the literature and problems of the field. Specified areas to be announced in the Schedule of Classes. May be repeated to a maximum of 12 semester hours when subject varies. PRQ: Consent of department.

660. RESEARCH SEMINAR IN ASIAN HISTORY (3). Selected problems in the history of one or more countries of south, southeast, or east Asia. The S.E. Asian seminar will usually emphasize Thailand, Burma, Malaysia, Indonesia, and the Philippines. Specific topics will be announced in the Schedule of Classes. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

British History

450. TUDOR AND STUART ENGLAND (3). The constitutional and legal foundations of bourgeois England; Elizabethan and Jacobean culture; and the origins of capitalism.

451. THE ENGLISH REVOLUTION: 1640-1660 (3). Focus is more on the battleground of ideas and ideologies than on Cromwell's military exploits. Attention given to "the peculiarities of the English" as well as to the classic interpretations of traditional economic historians and Marxists.

452. BRITISH CONSTITUTIONAL HISTORY (3). British political and legal institutions from Anglo-Saxon times to the mid-20th century.

453. THE FOUNDATIONS OF MODERN ENGLAND: 1714-1815 (3). The agricultural and industrial revolutions and their impact upon the social, political, economic, and intellectual life of Great Britain during the 18th century.

454. BRITAIN, 1815-1914: THE AGE OF INDUSTRY (3). Culture and society in Victorian and Edwardian Britain. Economic, social, and political developments and the changing patterns of leisure, architecture, and popular and high culture as ways of understanding the significance and meaning of the period.


550. READING SEMINAR IN BRITISH HISTORY (3). Intensive reading and discussion in British history designed to acquaint the student with the literature and problems of the field. Specified areas to be announced in the Schedule of Classes. May be repeated to a maximum of 12 semester hours when subject varies. PRQ: Consent of department.

650. RESEARCH SEMINAR IN BRITISH HISTORY (3). Selected problems in the history of Britain. Specified areas to be announced in the Schedule of Classes. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.
United States History

460. COLONIAL AMERICATO 1763 (3). A survey of the first two centuries of English settlement in America. Emphasis on the emergence of a colonial culture formed by the interaction of Old World civilizations with the conditions and opportunities posed by the New World.

461. THE AMERICAN REVOLUTION AND NEW NATION: 1763-1815 (3). An examination of the period 1763-1815 dealing with the causes, the character, and the results of the American Revolution, the confederation period, and the Constitution, the presidencies of Washington, Adams, Jefferson, and Madison, the First Party System, and the War of 1812.

462. JACKSONIAN AMERICA: 1815-1850 (3). The United States from the Era of Good Feeling through the Jacksonian democratic movement and the age of Manifest Destiny.

464. CIVIL WAR AND RECONSTRUCTION: 1850-1877 (3). Slavery and the sectional crisis, the war and emancipation, national reconstruction, and economics and race in the postwar South.

465. INDUSTRIAL AMERICA: 1877-1901 (3). The impact of industry and the city upon vital aspects of American life and society, with particular emphasis upon the response of farmers, workers, politicians, and intellectuals to the problems of an emerging urban-industrial society.

466. CORPORATE AMERICA: 1900-1929 (3). The U.S. in the era of Theodore Roosevelt, Woodrow Wilson, and Herbert Hoover. Topics include the rising corporate order, labor militance, the origins of the modern state, America's response to war and revolution, 1920s style prosperity, and the Great Crash.

467. LIBERAL AMERICA: 1929-1961 (3). The U.S. in the Great Depression, World War II, and the Cold War. Topics include Franklin D. Roosevelt, the New Deal, the road to Pearl Harbor, total war, social and political change in mid-century America, the Truman Doctrine and Stalinism, the Korean War, the Fifties, civil rights, the Eisenhower presidency, and the American response to revolutions in East Asia.

468. AMERICA SINCE 1960 (3). An analysis of social, economic, political, cultural, and intellectual trends from the Kennedy years through the post-Cold War era. Topics include the civil rights movement, the Kennedy-Johnson foreign policies toward Cuba and East Asia, the Great Society programs, the Vietnamese civil war, the "counterculture," Nixon and Watergate, the Reagan years, and the Persian Gulf conflict and the 1990s.

469. THE VIETNAM WAR (3). A history of the American involvement in Vietnam between 1940 and 1975 that examines the evolving circumstances and policies leading to the American defeat.

470. AMERICA AND ASIA (3). A history of trans-Pacific contacts from the Spanish conquest of the Inca to the Indochina War. Special attention is given to symbol and myth in history, special interest groups, and the development of America's relations with industrially modernizing and traditional agrarian societies.

471. AMERICAN LABOR SINCE 1873 (3). Role of the working class in American history from the early national period to the present, with emphasis upon the growth of organized labor, labor problems, and labor's relation to other segments of American society during the 20th century.

472. TOCPIC IN AFRO-AMERICAN HISTORY (3). Selected problems in interpretation relating to the history of people of African descent in the Americas. Particular emphasis is placed upon the black population of the United States in the 19th century. Any one area may be repeated to a maximum of 6 semester hours when subject varies. PRO: Consent of department.

473. TOPICS IN WOMEN'S HISTORY (3). Selected issues in interpretation relating to the history of women and gender relations. May be repeated to a maximum of 6 semester hours when subject varies.

474. HISTORY OF IMMIGRATION AND ETHNICITY (3). A survey of the nature and impact of immigration in American history from the colonial era to the present which focuses on ethnic group origins, persistence, modification, and interaction. Includes comparative analysis of European, Latino, and Asian immigration. Examines assimilation, acculturation, and accommodation through nativism, immigration legislation, multiculturalism, and minority relations.

475. AMERICAN DIPLOMATIC HISTORY TO 1898 (3). American diplomacy, the theory and conduct of foreign affairs, and America's world role from colonial backgrounds to the Spanish-American War.
Department of Mathematical Sciences (MATH, STAT)

William D. Blair, chair, professor, Ph.D., University of Maryland

Graduate Faculty

Ibrahim A. Ahmad, professor, Ph.D., Florida State University
Gregory Ammar, professor, Ph.D., Case Western Reserve University
Paul Bailey, adjunct professor, Ph.D., University of Washington
John A. Beachy, professor, Ph.D., Indiana University
Hamid Bellout, professor, Ph.D., Purdue University
Christian Bischof, associate professor, Ph.D., Cornell University
William D. Blair, professor, Ph.D, University of Maryland
Harvey I. Blau, professor, Ph.D., Yale University
Richard Blecksmith, associate professor, Ph.D., University of Arizona
Frederick Bloom, professor, Ph.D., Cornell University
Biswa N. Datta, professor, Ph.D., University of Ottawa
Karabi Datta, associate professor, Ph.D., University of California, Los Angeles
Sien Deng, assistant professor, Ph.D., University of Washington
Nader Ebrahimi, professor, Ph.D., Iowa State University
Harald Eilers, assistant professor, Ph.D., University of Illinois
W. Norrie Everitt, adjunct professor, Ph.D., Oxford University
John A. Ewell, professor, Ph.D., University of California, Los Angeles
Carol J. Feltz, associate professor, Ph.D., University of Missouri
Daniel Grubb, associate professor, Ph.D., Kansas State University
Sudhir Gupta, professor, Ph.D., University of Kansas
Bernard Harris, professor, Ph.D., University College Cardiff
Kitty L. Holland, assistant professor, Ph.D., University of Illinois, Chicago
Yoo Pyo Hong, associate professor, Ph.D., Johns Hopkins University
Balakrishna Hosmane, associate professor, Ph.D., University of Kentucky
Hui Hu, associate professor, Ph.D., Stanford University
Hans G. Kaper, adjunct professor, Ph.D., Rijksuniversiteit Groningen (Netherlands)
Helen A. Khoury, associate professor, Ph.D., Florida State University
Qingkai Kong, assistant professor, Ph.D., University of Alberta
Man K. Kwong, adjunct professor, Ph.D., University of Chicago
Ying C. Kwong, associate professor, Ph.D., University of Wisconsin
Victoria B. LaBerge, assistant professor, Ph.D., University of Kansas
Henry S. Leonard, director of graduate studies, professor, Ph.D., Harvard University
Rama T. Lingham, associate professor, Ph.D., Purdue University
Anders Linner, associate professor, Ph.D., Case Western Reserve University
Donald B. McAllister, professor, Ph.D., Queen's University (Belfast)
Jindrich Necas, professor, Ph.D., Czechoslovak Academy of Sciences
Thomas W. O'Gorman, associate professor, Ph.D., University of Iowa
Ching-Tsun Pan, associate professor, Ph.D., North Carolina State University
Alan Polansky, assistant professor, Ph.D., Southern Methodist University
Donald T. Porzio, assistant professor, Ph.D., Ohio State University
Mohsen Pourahmadi, director, Division of Statistics, professor, Ph.D., Michigan State University
David Rusin, associate professor, Ph.D., University of Chicago
George F. Seelinger, assistant professor, Ph.D., University of Texas, Austin
John L. Selfridge, adjunct professor, Ph.D., University of California at Los Angeles
Linda R. Sons, professor, Presidential Teaching Professor, Ph.D., Cornell University
Joseph B. Stephen, associate professor, Ph.D., University of Nebraska
Jeffrey L. Thunder, assistant professor, Ph.D., University of Colorado
Peter Waterman, associate professor, Ph.D., University of Aberdeen
Robert F. Wheeler, professor, Distinguished Teaching Professor, Ph.D., University of Missouri
Eddie R. Williams, associate professor, Ph.D., Columbia University
John Wolfskill, assistant chair, associate professor, Ph.D., California Institute of Technology
Hongyou Wu, assistant professor, Ph.D., University of Kansas
Marvin C. Wunderlich, adjunct professor, Ph.D., University of Colorado
Yining Xia, assistant professor, Ph.D., Ohio State University
Zhuang Ye, assistant professor, Ph.D., Purdue University
Anton Zeitl, professor, Presidential Research Professor, Ph.D., University of Tennessee
Alan Zollman, associate professor, Ph.D., Indiana University

The Department of Mathematical Sciences offers graduate programs leading to the M.S. in applied probability and statistics, the M.S. in mathematics, and the Ph.D. in mathematical sciences.

Applicants to the graduate programs in mathematical sciences are normally notified of an admission decision within three weeks of receipt of the complete application.

If a student in an M.S. program has already completed a required 400-level course with a grade of C or better as an undergraduate at NIU, that course requirement will be waived in the student’s M.S. program. Other graduate course work will be substituted to complete the required program, with the approval of the student’s advisor.

Master of Science in Applied Probability and Statistics

At the time of admission each student is expected to have completed a standard three-course sequence in calculus and a course in elementary linear algebra. Courses equivalent to CSCI 230 and one from STAT 470 and STAT 473, must also have been completed. Any deficiencies should be removed at the beginning of the student’s program.

Requirements

Complete at least 30 semester hours of graduate work, not more than 50 percent of which may be in courses numbered 400-499. At least 15 semester hours must be courses offered by the Department of Mathematical Sciences and numbered 500 or above.

Follow a program of study approved by the Department of Mathematical Sciences.

Pass a comprehensive examination based upon his or her plan of study. Usually, a student pursuing full-time graduate study will...
be required to take the comprehensive examination within two academic years of admission to the Graduate School. A student who fails the examination may, with the permission of the department, repeat it once.

Course Requirements
With the consent of the department, a student may include STAT 599, Master’s Thesis, for 3 semester hours of credit, in the 30 semester hours required for a master’s degree.

STAT 472, Introduction to Mathematical Statistics (3)
STAT 474, Statistical Methods and Models II (3)
STAT 572, Theory of Statistics (3)
STAT 573, Linear Models (3)
Two courses each from any two of the groups A, B, and C (12)

Group A
STAT 565, Regression Analysis (3)
STAT 566, Discrete Multivariate Data Analysis (3)
STAT 575, Multivariate Methods of Statistics (3)
STAT 591, Statistical Consulting (3)

Group B
STAT 567, Reliability and Survival Analysis (3)
STAT 568, Methods in Biostatistics (3)
STAT 569, Methods for Quality Control and Improvements (3)
STAT 574, Design and Analysis of Experiments (3)

Group C
STAT 471, Probability Models and Applications (3)
STAT 478, Statistical Methods of Forecasting (3)
STAT 570, Probability Theory (3)
STAT 571, Stochastic Processes (3)

At least one of the following
STAT 576, Distribution-Free Statistics (3)
STAT 577, Sampling Techniques (3)
STAT 578, Time Series Analysis (3)
STAT 579, Advanced Statistical Methods (3)
STAT 593, Graduate Reading in Probability and Statistics (1-9)

Master of Science in Mathematics

The Department of Mathematical Sciences offers specializations in pure mathematics, applied mathematics, computational mathematics, and mathematics education within the M.S. degree. Applicants are expected to have completed the equivalent of the requirements for the appropriate emphasis for the B.S. in mathematical sciences at NIU. This requirement may be modified for applicants with promising undergraduate records.

Requirements
The student must complete at least 30 semester hours of graduate work, not more than 50 percent of which may be in courses numbered 400-499. At least 24 of these hours must be in mathematical sciences. All courses outside the Department of Mathematical Sciences must have departmental approval in advance.

The student must follow a program of study approved by the department. The program will be designed by the student and his or her adviser and will be built on the requirements listed under one of the specializations. Students with inadequate backgrounds may be required to remove specific deficiencies.

The student must pass a comprehensive examination in mathematics. Normally, students pursuing full-time graduate study will be required to take the comprehensive examination within two academic years of admission to the graduate school. A student who fails the examination may, with the permission of the department, repeat it once.

With the consent of the department, a student specializing in pure mathematics, applied mathematics, or mathematics education may include MATH 599, Master's Thesis, for 3 semester hours of credit in the 30 semester hours required for a master's degree.

Students specializing in computational mathematics are usually required to complete a thesis.

Specialization in Pure Mathematics
MATH 520, Algebraic Structures I (3)
MATH 530, Real Analysis I (3)
MATH 532, Complex Analysis (3)
MATH 550, Topology (3)

Specialization in Applied Mathematics
MATH 423, Linear and Multilinear Algebra (3)
MATH 530, Real Analysis I (3)
MATH 532, Complex Analysis (3), OR MATH 440, Elements of Complex Analysis (3)
MATH 536, Ordinary Differential Equations I (3), OR MATH 438, Theory of Differential Equations (3)
MATH 542, Partial Differential Equations I (3), OR MATH 442, Elements of Partial Differential Equations (3)
MATH 562, Numerical Analysis (3)

At least one of the following
MATH 523, Modern Applied Algebra (3)
MATH 540, Applied Mathematics (3)
MATH 564, Numerical Linear Algebra (3)
MATH 566, Numerical Differential Equations (3)
MATH 568, Combinatorial Mathematics I (3)

Specialization in Computational Mathematics
At the time of admission, each student must have completed courses equivalent to CSCI 230 and MATH 444. Students are strongly advised to take MATH 423, MATH 430, and MATH 431 during their first year, if they have not previously taken these or equivalent courses.

MATH 434, Numerical Linear Algebra (3)
MATH 435, Numerical Analysis (3)
MATH 564, Numerical Linear Algebra (3)
MATH 566, Numerical Differential Equations (3)
MATH 568, Nonlinear Programming (3)

One additional MATH or STAT course numbered above 500 (except MATH 560-MATH 568 and MATH 599)

Thesis Option
The thesis option is usually recommended by the department. Each student pursuing this option must enroll in MATH 599, Master’s Thesis, and submit a written thesis. Three semester hours credit in MATH 599 may be applied toward the degree. The student’s thesis adviser serves as chair of the graduate committee that administers a defense of the thesis.

Non-Thesis Option
The non-thesis option is primarily for students who intend to pursue doctoral work in the mathematical sciences at NIU, or who wish to acquire breadth in the mathematical sciences by taking additional courses. With departmental consent, the student must complete a 30-semester hour program of courses approved by the department and pass a written comprehensive examination.

Specialization in Mathematics Education
MATH 421, Algebra II (3), OR MATH 423, Linear and Multilinear Algebra (3)
MATH 430, Advanced Calculus I (3)
MATH 510, Theoretical Foundations of Mathematics Education (3)
Four courses in the Department of Mathematical Sciences numbered 421-587 (except MATH 502-MATH 515), including at least one MATH course numbered above 500 (12)
Two of the following (6)
MATH 511, Introduction to Mathematics Education Research (3)
MATH 512, The Teaching of Mathematics, Grades 6-9 (3)
MATH 513, The Teaching of Algebra (3)
MATH 514, The Teaching of Geometry (3)
MATH 515, Using Technology in the Teaching of Mathematics (3)

One additional course approved by the department in mathematics, mathematics education, statistics, or supporting work from other departments (3)
Doctor of Philosophy in Mathematical Sciences

Admission
A student seeking admission to the Ph.D. program in mathematical sciences at NIU must meet all requirements for admission to the Graduate School and shall have satisfied the requirements (or equivalent) for the B.S. in mathematical sciences at NIU. In addition, each student is required to have completed an approved year-long sequence of courses in probability and statistics prior to admission to the program, or to take an approved sequence of graduate courses in probability and statistics as part of the doctoral program. Students seeking admission who possess a master’s degree in mathematical sciences must meet all requirements for admission to the Graduate School and shall have satisfied the requirements (or equivalent) for the master’s degree in their field of study.

Course Requirements
The Graduate Studies Committee of the department will be responsible for approving each student’s program to meet the course requirements specified below. Each student will complete at least 81 semester hours of course work and seminars. The committee will assess all work done at other institutions and will grant transfer credit for any graduate work deemed acceptable and subsequently approved by the dean of the Graduate School. The Graduate Studies Committee of the department will also be responsible for the administration of the qualifying and candidacy examinations.

Core Courses (24)
- MATH 520, Algebraic Structures I (3)
- MATH 530, Real Analysis I (3)
- MATH 532, Complex Analysis (3)
- MATH 562, Numerical Analysis (3)
One of the following groups of courses (12)
Group A
- MATH 521, Algebraic Structures II (3)
- MATH 531, Real Analysis II (3)
- MATH 536, Ordinary Differential Equations I (3)
- MATH 550, Topology (3)
Group B
- MATH 510, Theoretical Foundations of Mathematics Education (3)
- MATH 511, Introduction to Mathematics Education Research (3)
- MATH 513, The Teaching of Algebra (3)
- MATH 514, The Teaching of Geometry (3)
Group C
- STAT 570, Probability Theory (3)
- STAT 572, Theory of Statistics (3)
- STAT 573, Linear Models (3)
- STAT 576, Advanced Statistical Methods (3)

At least 21 semester hours of elective topics courses and seminars. One seminar must be elected outside the student’s area of study. The topics courses should ordinarily be chosen from the list below. Repetitions of topics courses and seminars are allowed as subjects vary.

- MATH 610, Topics in Mathematics Education (3)
- MATH 620, Topics in Algebra (3)
- MATH 630, Topics in Analysis (3)
- MATH 640, Topics in Applied Mathematics (3)
- MATH 650, Topics in Geometry and Topology (3)
- MATH 660, Topics in Computational Mathematics (3)
- MATH 670, Topics in Probability Theory (3)
- MATH 680, Topics in Number Theory (3)
- STAT 675, Topics in Statistics (3)

The applications-involvement component including 3-9 semester hours in MATH 692, Applications Experience (1-9), or equivalent experience

At least 24 hours in MATH 699, Doctoral Research and Dissertation
An additional 12-18 semester hours of electives at the graduate level

Qualifying Examination
Whether admission to the program follows completion of a baccalaureate or a master’s degree, each student is required to pass a written qualifying examination administered by the Graduate Studies Committee of the department.

Candidacy Examination
The candidacy examination is an oral examination in the student’s primary area of study and is taken later than the qualifying examination. The committee to hear the candidacy examination will be nominated by the chair of the department and appointed by the dean of the Graduate School.

Language Requirements
The student must demonstrate average reading proficiency in two of the following foreign languages: French, German, and Russian; or average reading proficiency in one of these languages, combined with a translation of a mathematical research article in this language to the satisfaction of the Graduate Studies Committee of the department.

Computer Project Requirement
The student must complete a project in which a computer is used in a nonroutine way. The project will normally be related to the candidate’s primary area of study and must be approved by the candidate’s dissertation adviser and the Graduate Studies Committee.

Dissertation Committee
The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and be chaired by the dissertation adviser who has been appointed by the chair of the department.

External Examiners
An external examiner for the doctoral dissertation will be nominated by the chair of the department and appointed by the dean of the Graduate School. The examiner shall submit a written report on the dissertation to the chair of the department, the dean of the Graduate School, and the student’s dissertation committee prior to the oral dissertation defense.

Oral Dissertation Defense
An oral examination on the dissertation will be conducted by the dissertation committee according to the rules of the Graduate School. This defense will be open to the university community.

Course List

Mathematics (MATH)

402. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR GRADES K-9 (3). Crosslisted as CIEE 402X. Methods, techniques, materials, curricular issues, learning theories, and research utilized in the teaching of elementary school mathematics. Attention given to the teaching of exceptional students and to planning for multicultural learning situations. Intended for students in education. Accepted for credit as an elementary mathematics methods course, but not as an upper-division mathematics content course. Not open for credit toward the major or minor in mathematical sciences. PRQ: MATH 201 with a grade of C or better or consent of department.

*Elective course work should be chosen so that the program contains a coherent selection of 6 semester hours at the 500-level or above in the mathematical sciences, outside the student’s broad area of study, or in a related discipline.*
412. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR GRADES 6-12 (3). The objectives and organization of the curriculum and instructional materials for mathematics programs of the secondary school, with attention to methods of instruction, the needs of exceptional students, reading techniques in mathematics, and planning for multicultural learning situations. Accepted for credit toward the major or minor only for those preparing to teach. Accepted for credit as a secondary school methods course, but not as an upper-division mathematical content course. PRQ: MATH 353 or consent of department.

420. ALGEBRA I (3). Basic theory of commutative rings, the ring of integers, and polynomial rings. Introduction to group theory. PRQ: MATH 240 or consent of department.

421. ALGEBRA II (3). A continuation of MATH 420. Theory of groups, fields, polynomials, algebraic extension fields. Applications to classical problems. PRQ: MATH 420 or consent of department.

423. LINEAR AND MULTILINEAR ALGEBRA (3). The general theory of vector spaces, linear transformations, and matrices. Topics selected from determinants, tensor products, canonical forms, and bilinear and quadratic forms. PRQ: MATH 240 and MATH 240, or consent of department.

430. ADVANCED CALCULUS I (3). A reexamination of the calculus of functions of one variable: convergence, continuity, differentiation, the mean value theorem, and the Riemann integral. PRQ: MATH 232 and MATH 240, or consent of department.

431. ADVANCED CALCULUS II (3). Further study of sequences and series of functions; functions of several variables. PRQ: MATH 430 or consent of department.

432. ADVANCED CALCULUS III (3). Line and surface integrals, the Riemann-Stieltjes integral, gamma and beta functions, and Fourier series and integrals. Applications to probability theory and mathematical physics. PRQ: MATH 431 or both MATH 334 and PHYS 385, or consent of department.

434. NUMERICAL LINEAR ALGEBRA (3). Crosslisted as CSCI 434X. Roundoff errors and computer arithmetic. Direct and iterative methods for solving linear systems; norms and condition numbers, iterative refinement. Linear least squares problems: the normal equations and QR approach for overdetermined systems. Numerical methods for eigenvalues: an introduction to the QR iteration. The course makes extensive use of computers. PRQ: MATH 232, MATH 240, and either CSCI 230 or approved equivalent, or consent of department.


438. THEORY OF DIFFERENTIAL EQUATIONS (3). Topics include linear systems, existence and uniqueness of solutions, nonlinear equations, and stability. PRQ: MATH 232, MATH 240, and either MATH 334 or MATH 336, or consent of department.


440. ELEMENTS OF COMPLEX ANALYSIS (3). A beginning course in complex analysis emphasizing the applications of complex function theory. PRQ: MATH 232 and MATH 240, or MATH 334; or consent of department.


450. INTRODUCTION TO TOPOLOGY (3). The basic notions of metric and topological spaces; additional topics from combinatorial and algebraic topology may be included. PRQ: MATH 430 or consent of department.

456. LINEAR GEOMETRY (3). A treatment of affine and related geometries using the techniques of linear algebra. PRQ: MATH 420 or consent of department.

460. MODELING DYNAMICAL SYSTEMS (3). This course involves students in the process of translating some questions about the observed world into mathematical form, combining formal reasoning with intuitive insights. Phenomena susceptible to formulation in terms of difference equations and various kinds of differential equations are investigated. The concepts of equilibrium, stability, bifurcation, limit cycles, and chaos are illustrated. PRQ: MATH 232 and MATH 240 and MATH 336; PHYS 250A and PHYS 251A, or consent of department.

480. NUMBER THEORY (3). Divisibility, primes, congruences, quadratic reciprocity, Diophantine equations, continued fractions, and selected topics. PRQ: MATH 420 or consent of department.

492. ELEMENTARY AND/OR JUNIOR HIGH CURRICULUM (1-6).
A. Elementary School
B. Junior High-Middle School
C. Elementary and Junior High School

502. TOPICS FOR TEACHERS OF ELEMENTARY SCHOOL MATHEMATICS (3). Contemporary curricula, learning theories and strategies, materials and supporting empirical evidence. PRQ: MATH 402 or consent of department.

510. THEORETICAL FOUNDATIONS OF MATHEMATICS EDUCATION (3). A survey of current developments in areas of human learning that relate directly to mathematics curriculum and instruction. Not open for credit toward the major or minor in mathematical sciences. Course may be repeated to a maximum of 6 semester hours as topic changes. PRQ: Consent of department.

511. INTRODUCTION TO MATHEMATICS EDUCATION RESEARCH (3). Introduction to the structure and scope of mathematics education research. PRQ: MATH 510 or consent of department.

512. THE TEACHING OF MATHEMATICS, GRADES 6-9 (3). Curriculum goals and issues; recent developments in curriculum; learning research; alternate modes of presentation. Previous teaching experience is recommended. PRQ: MATH 510 or consent of department.

513. THE TEACHING OF ALGEBRA (3). Contemporary approaches to secondary school algebra; treatment of selected topics; instructional aids; individualized instruction; relevant research. Previous teaching experience is recommended. PRQ: MATH 510 or consent of department.

514. THE TEACHING OF GEOMETRY (3). Current programs, aims, issues, and trends in high school geometry; treatment of selected topics; instructional aids, relevant research. Previous teaching experience is recommended. PRQ: MATH 510 or consent of department.

515. USING TECHNOLOGY IN THE TEACHING OF MATHEMATICS (3). Application of technology such as graphing calculators and microcomputers to the teaching of mathematics in secondary schools and the theoretical foundations of these applications; evaluation and analysis of software and graphing calculator activities designed to facilitate learning in such content areas as algebra, geometry, statistics, precalculus, and calculus. PRQ: MATH 510 and consent of department.

520. ALGEBRAIC STRUCTURES I (3). Group theory including the Sylow theorems, the basis theorem for finite Abelian groups. Polynomial rings, field theory, Galois theory, solvable groups, and solvability of equations by radicals. PRQ: MATH 421 or consent of department.

521. ALGEBRAIC STRUCTURES II (3). Ring theory including the Artin-Wedderburn theorem, the Jacobson radical. Commutative algebra, Noetherian rings, and Dedekind domains. PRQ: MATH 520 or consent of department.

522. HOMOLOGICAL ALGEBRA (3). Categories and functors, projective and injective modules, complexes and homology, Ext, Tor, and dimensions. Applications to cohomology of groups and ring theory. PRQ: MATH 521 or consent of department.

523. MODERN APPLIED ALGEBRA (3). Concepts and techniques of modern algebra which are useful in applied mathematics. Topics covered include applications of group theory to coding, applications of lattice theory to switching theory, and applications of ring theory to linear automata. PRQ: MATH 420 or consent of department.
530. REAL ANALYSIS I (3). The theory of functions of a real variable, emphasizing Lebesgue measure and the Lebesgue integral. The basic properties of the classical Lebesgue function spaces are developed. PRQ: MATH 431 or consent of department.

531. REAL ANALYSIS II (3). Functional analysis; topics include normed linear spaces, general measure theory, Banach and Hilbert spaces, and operator theory. PRQ: MATH 450 and MATH 530, or consent of department.

532. COMPLEX ANALYSIS (3). The theory of functions of a complex variable including analytic functions and their properties, sequences and power series, Cauchy’s theorem on integration and its consequences, and evaluation of real integrals using residue theory. PRQ: MATH 431 or consent of department.

536. ORDINARY DIFFERENTIAL EQUATIONS I (3). The theory of ordinary differential equations including existence of solutions, uniqueness, stability, oscillation. An introduction to boundary value problems including eigenfunction expansions. PRQ: MATH 430 and either MATH 536 or MATH 438, or consent of department.

537. ORDINARY DIFFERENTIAL EQUATIONS II (3). Continuation of MATH 536. PRQ: MATH 536 or consent of department.

540. APPLIED MATHEMATICS (3). Boundary value problems for ordinary differential operators in one space dimension, Green’s functions, theory of distributions, eigenfunction expansions, integral equations. Background in Hilbert space theory. PRQ. MATH 431 or consent of department.

541. APPLIED FUNCTIONAL ANALYSIS (3). Concepts and techniques of functional analysis needed in applied mathematics. Topics covered include basic principles of Banach and Hilbert space theory with applications to convex optimization. Integral and differential equations and variational inequalities. PRQ: MATH 530 or consent of department.

542. PARTIAL DIFFERENTIAL EQUATIONS I (3). Introduction to the theory and applications of partial differential equations. Linear and quasilinear equations, characteristic curves, and classification and canonical forms with emphasis on first order equations. Introduction to the equations of mathematical physics. PRQ: MATH 431 or consent of department. MATH 432 is strongly recommended.

543. PARTIAL DIFFERENTIAL EQUATIONS II (3). Introduction to Sobolev spaces, elliptic and parabolic equations. Weak solutions, regularity. Approximation of solutions. PRQ: MATH 531 and MATH 542, or consent of department.

548. APPLIED MATHEMATICS MODELLING (3). Survey of problems arising in one or more areas of application of mathematics which are of current research interest, e.g., mechanics, nonlinear continuum theories, wave propagation, nonlinear optics and electromagnetic theory, nonlinear elasticity and viscoelasticity. Concurrent development of the relevant mathematical techniques. PRQ: MATH 530 and one or more of MATH 536, MATH 540, or MATH 542 as appropriate, and consent of department.

550. TOPOLOGY (3). A survey of some major areas of modern topology. Includes a detailed study of compactness and connectedness, an introduction to combinatorial methods for classifying manifolds, and an examination of homotopy theory for maps between topological spaces. PRQ: MATH 421 and MATH 450, or consent of department.

560. AUTOMATA THEORY (3). An introduction to the algebraic theory of automata. PRQ: MATH 420 or CSI 462, or consent of department.

562. NUMERICAL ANALYSIS (3). Fundamental ideas and tools of numerical analysis and computational mathematics. Analysis of floating-point computations, rootfinding algorithms, interpolation and least-squares approximation by polynomials, numerical integration, direct and iterative methods for linear systems of equations, and numerical solution of initial-value problems for ordinary differential equations. Additional topics as time permits. Mathematical analysis of algorithms and the applicability and use of software modules will be emphasized. Not available for credit to students with credit in MATH 434 and MATH 435. PRQ: MATH 431, knowledge of FORTRAN programming, and consent of department.

563. VECTOR AND PARALLEL COMPUTATIONS IN NUMERICAL LINEAR ALGEBRA (3). Basic concepts of parallel and vector computations for efficient machine-independent algorithms for vector and parallel computations of basic linear algebra problems. Vector and parallel algorithms for linear systems, least squares and eigenvalue problems, and aspects of their implementations on both distributed and shared-memory computers will be discussed. In implementing the algorithms, the use of portable powerful software packages such as LAPACK will be emphasized. Applications to engineering as time permits. PRQ: MATH 434 and good knowledge of the UNIX operating system, or consent of department.

564. NUMERICAL LINEAR ALGEBRA (3). Floating point numbers and rounding errors. Direct and iterative methods for numerical solution of symmetric and nonsymmetric eigenvalue problems. Matrix equations, singular value decomposition, and total least squares. PRQ: MATH 423, MATH 434, and consent of department.

566. NUMERICAL DIFFERENTIAL EQUATIONS (3). A survey of the theory and application of numerical solutions for ordinary and partial differential equations. Includes methods for solving initial value problems, boundary value problems, and eigenvalue problems. Error and stability analyses are discussed. PRQ: MATH 431, MATH 434, and MATH 435, or consent of department.

568. NONLINEAR PROGRAMMING (3). Basic computational methods for minimizing a nonlinear function of one or more variables subject to constraints. Both numerical and theoretical problems will be treated. PRQ: MATH 430 and MATH 444, or consent of department.

580. ANALYTIC NUMBER THEORY (3). The prime number theorem, primes in an arithmetic progression, L-series, and Dirichlet series. PRQ: MATH 440 and MATH 480, or consent of department.

581T. ALGEBRAIC NUMBER THEORY (3). Algebraic number fields, splitting of primes, units, and class numbers. PRQ: MATH 480 and MATH 520, or consent of department.


585. COMBINATORIAL MATHEMATICS II (3). Continuation of MATH 584. PRQ: MATH 584 or consent of department.

586. RECURSIVE FUNCTION THEORY AND COMPUTABILITY (3). A study of recursive functions and Turing machines including a proof of the equivalence of the recursive functions and the Turing computable functions. PRQ: CSCI 462 or consent of department.

591. CURRICULUM AND INSTRUCTION IN MATHEMATICAL SCIENCES AT THE COLLEGE LEVEL (3). Study of various components of pedagogy and curriculum in the mathematical sciences at the college level.

592. INTERNSHIP IN MATHEMATICAL SCIENCES (2-6). The internship may be either industrial, consisting of an approved project in industry, or academic, consisting typically of association with a master teacher in the design and implementation of a course. May be repeated to a maximum of 12 semester hours, with no more than 6 semester hours counting toward the M.S. degree. PRQ: Consent of department.

596. TOPICS IN CONTEMPORARY MATHEMATICS EDUCATION (1-9). Intensive study of special topics in mathematics and mathematics education selected to meet the needs of teachers of mathematics at the precollege level. May be repeated to a maximum of 18 semester hours. PRQ: Consent of department.

597. GRADUATE READING IN MATHEMATICAL SCIENCES (1-9). A. Pure Mathematics

B. Applied Mathematics

E. Mathematics Education

May be repeated to a maximum of 9 semester hours. PRQ: Consent of department.

598. TOPICS IN CONTEMPORARY MATHEMATICS (1-6). Faculty and student discussion of selected topics in contemporary mathematics. May be repeated to a maximum of 12 semester hours. PRQ: Consent of department.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

610. TOPICS IN MATHEMATICS EDUCATION (3). A. Learning and Teaching

B. Curriculum and Instruction

Content varies; may include courses on theoretical issues concerned with learning, instruction, and curriculum in mathematics. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

620. TOPICS IN ALGEBRA (3). Content varies; may include courses on theoretical issues concerned with learning, instruction, and curriculum in mathematics. May be repeated to a maximum total of 15 semester hours. PRQ: Consent of department.

630. TOPICS IN ANALYSIS (3). Content varies; may include courses on real analysis, complex analysis, functional analysis, and differential equations. May be repeated to a maximum total of 15 semester hours. PRQ: Consent of department.
640. TOPICS IN APPLIED MATHEMATICS (3). Content varies; may include courses in differential equations and mathematical physics. May be repeated to a maximum total of 15 semester hours. PRQ: Consent of department.

650. TOPICS IN GEOMETRY AND TOPOLOGY (3). Content varies; may include courses in algebraic topology, point set topology, and algebraic geometry. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

660. TOPICS IN COMPUTATIONAL MATHEMATICS (3). Content varies; may include courses in numerical analysis, mathematical programming, mathematical modeling, and computational complexity. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

670. TOPICS IN PROBABILITY THEORY (3). Content varies. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

680. TOPICS IN NUMBER THEORY (3). Content varies; may include courses in algebraic, analytic, computational, and combinatorial number theory. May be repeated to a maximum of 15 semester hours. PRQ: Consent of department.

690. SEMINAR IN THE MATHEMATICAL SCIENCES (1-9).
A. Algebra
B. Analysis
C. Applied Mathematics
D. Geometry and Topology
E. Computational Mathematics
F. Probability Theory
G. Number Theory
H. Mathematics Education

Lectures and discussions on topics in advanced mathematics. One to 9 semester hours as scheduled. May be repeated to a maximum of 24 semester hours, not more than 15 of which may be selected in a single area. PRQ: Consent of department.

692. APPLICATIONS EXPERIENCE (1-9). Field experience for the doctoral student in applications of the mathematical sciences. May be repeated to a maximum of 18 semester hours with no more than 9 semester hours counting toward the Ph.D. degree. PRQ: Consent of department.

699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated to a maximum of 36 semester hours.

Statistics (STAT)

470. INTRODUCTION TO PROBABILITY THEORY (3). The mathematical study of probability including probability spaces, random variables, discrete, continuous, mixed probability distributions, moment generating functions, multivariate distributions, conditional probability, conditional expectations, special distributions, laws of large numbers, and central limit theorem. PRQ: MATH 232 and MATH 240, or consent of division.

471. PROBABILITY MODELS AND APPLICATIONS (3). An introduction to elementary stochastic processes and their applications to various phenomena in engineering, management science, the physical and social sciences, and operations research. PRQ: STAT 470 or consent of division.

472. INTRODUCTION TO MATHEMATICAL STATISTICS (3). An introductory study of mathematical statistics including distributions of functions of random variables, interval estimation, sufficiency, completeness, point estimation, statistical hypotheses, analysis of variance, and the multivariate normal distribution. PRQ: STAT 470 or consent of division.

473. STATISTICAL METHODS AND MODELS I (3). A first course in statistical methods and models including exploratory data analysis and graphical techniques, regression analysis, experimental design, and basic sampling techniques. Extensive use of statistical computer packages. PRQ: MATH 211 and STAT 301, or STAT 350, or consent of division. CRQ: STAT 473A.

473A. STATISTICAL COMPUTING PACKAGES (1). Introduction to statistical computing with the aid of software packages. Data entry, transformations, simple plots, summary statistics, and statistical procedures. No previous computer experience is required. PRQ: MATH 211 and STAT 301, or STAT 350, or consent of division. CRQ: STAT 473 or consent of division.

474. STATISTICAL METHODS AND MODELS II (3). Continuation of STAT 473. Topics include cluster sampling, two-level factorial experiments, confounding and fractional replications, analysis of discrete data, an introduction to time series analysis, control charts for quality, and productivity analysis. PRQ: STAT 473 and STAT 473A, or consent of division.

478. STATISTICAL METHODS OF FORECASTING (3). Introduction to forecasting including use of regression in forecasting; removal and estimation of trend and seasonality; exponential smoothing; stochastic time series models; stochastic difference equations; autoregressive, moving average, and mixed models; model identification and estimation; diagnostic checking; and the use of time series models in forecasting. PRQ: STAT 473 or consent of division.


566. DISCRETE MULTIVARIATE DATA ANALYSIS (3). A first course in the analysis of discrete data including two-dimensional tables, the log linear model, goodness-of-fit of the model, measures of dependence, three and higher dimensional tables, hierarchical models, model selection, ordered categories, logit model, zero frequency problems. Convergence in distributions and introduction to Bayesian analysis of categorical data. PRQ: STAT 472 and STAT 474, or consent of division.

567. RELIABILITY AND SURVIVAL ANALYSIS (3). Survival function, failure rate, types ofensored data, estimation for parametric models, non-parametric estimation of survival function, accelerated life tests, competing risks, and Bayesian analysis of survival data. PRQ: STAT 472 and STAT 474, or consent of division.

568. METHODS IN BIOSTATISTICS (3). Survival function, failure rate, types of censored data, life tables, regression models for life-time data, bioassay, direct assay, indirect assay with quantitative response, and clinical trials. PRQ: STAT 472 and STAT 474, or consent of division.

569. METHODS FOR QUALITY CONTROL AND IMPROVEMENT (3). Control charts for attributes and variables, special control charts, process control techniques, acceptance sampling, process capability, Taguchi's approach to improving quality of a product, and the philosophy of Deming. PRQ: STAT 472 and STAT 474, or consent of division.


572. THEORY OF STATISTICS (3). Exponential class, elements of decision theory, unbiased estimation, shrinkage estimators, methods for estimating standard errors, multivariate estimation, generalized likelihood ratio tests, sequential probability ratio test, and linear models. PRQ: STAT 472 or consent of division.

573. LINEAR MODELS (3). The theory of linear models with applications to the analysis of variance and regression and to the design of experiments. PRQ: STAT 472 and STAT 474, or consent of division.

574. DESIGN AND ANALYSIS OF EXPERIMENTS (3). An intermediate course in the design and analysis of experiments including linear models of less than full rank, distributions of quadratic forms, estimable functions, confounding, fractional replications, incomplete block, hierarchical Latin square, cross-over, split plot, and related designs. Response surface methods, covariance analysis. PRQ: STAT 472 and STAT 474, or consent of division.

575. MULTIVARIATE METHODS OF STATISTICS (3). An introduction to the techniques of multivariate analysis including description of multivariate data, reducing the dimension, principal components, factor analysis estimation and testing for the parameters, incomplete data, and multivariate analysis of variance. Problems which involve the use of computers will be treated. PRQ: STAT 472 or STAT 474, or consent of division.

576. DISTRIBUTION-FREE STATISTICS (3). A survey of nonparametric statistical techniques and their logical foundations including the distributions of order statistics and ranks, tests of hypotheses, confidence intervals and Hodges-Lehmann estimators for one-sample, two-sample.
and paired sample location problems, the two-sample dispersion problem, analysis of one-way and two-way layouts, tests of independence, goodness-of-fit tests, linear rank statistics, and U-statistics. PRQ: STAT 472 or STAT 474, or consent of division.

577. SAMPLING TECHNIQUES (3). An introduction to sample survey techniques and sampling theory including estimation of population parameters based on simple random sampling, cluster sampling, stratified sampling, and ratio sampling. Included will be a summary of recent advances in sampling theory and discussions of practical problems and sources of error in surveys. PRQ: STAT 472 or STAT 474, or consent of division.

578. TIME SERIES ANALYSIS (3). A course in models for analysis of time series data including mean and covariance functions of stationary time series, moving average, autoregressive and mixed models, identification and estimation in ARMA(p,q) models, asymptotic properties of estimators, periodogram and spectral analysis, and regression with time series error. PRQ: STAT 472 and STAT 474, or consent of division.

579. ADVANCED STATISTICAL METHODS (3). Various topics will be discussed from the perspective of modeling and analyzing data. Emphasis will be on the application of statistical methodology. Data analytic techniques will be illustrated with several types of data including categorical data, multivariate data, survival data, linear and nonlinear regression data, time series data, and data from designed experiments. Modern statistical software will be used extensively. PRQ: STAT 472 and STAT 474, or consent of division. Recommended: MATH 562.


593. GRADUATE READING IN PROBABILITY AND STATISTICS (1-9). May be repeated to a maximum of 9 semester hours. PRQ: Consent of division.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. PRQ: Consent of division.

675. TOPICS IN STATISTICS (3). Content varies; may include courses in linear models, estimation, hypothesis testing, decision theory, and Bayesian inference. May be repeated to a maximum of 15 semester hours. PRQ: Consent of division.

690. SEMINAR IN STATISTICS (1-9). Discussions on topics in advanced probability and statistics as scheduled. Topics include but are not limited to probability theory, stochastic processes, statistical inference, nonparametric statistics, multivariate analysis, linear and nonlinear models, discrete data analysis, time series. One to 9 semester hours as scheduled. May be repeated to a maximum of 24 semester hours, not more than 15 of which may be on a single topic. PRQ: Consent of division.
Department of Philosophy (PHIL)

Sherman M. Stanage, chair, professor, Distinguished Teaching Professor, Ph.D., University of Colorado

Graduate Faculty

Harold I. Brown, professor, Presidential Research Professor, Ph.D., Northwestern University
Harold J. Buller, assistant professor, Ph.D., Northwestern University
Donald A. Cress, associate professor, Ph.D., Marquette University
James W. Dye, professor, Ph.D., Tulane University
Mylan Engel, Jr., assistant professor, Ph.D., University of Arizona
Charles M. Gelven, professor, Distinguished Research Professor, Ph.D., Washington University
James L. Hudson, associate professor, Ph.D., Johns Hopkins University
Tomis Kapitan, associate professor, Ph.D., Indiana University
James T. King, Jr., professor, Ph.D., University of Notre Dame
Theodore J. Kisiel, professor, Ph.D., Duquesne University
Sherman M. Stanage, professor, Distinguished Teaching Professor, Ph.D., University of Colorado
William E. Tolhurst, associate professor, Ph.D., University of Connecticut

The Department of Philosophy offers a graduate program leading to the M.A. degree which is designed to prepare students for teaching and research in philosophy and for doctoral-level graduate work in philosophy and in other disciplines, as well as for positions in government and industry where a broad liberal arts background with strong critical training is desired. Students planning to enroll for graduate courses in philosophy should consult their advisers before registering.

Admission requirements are those established for admission to the Graduate School, plus the baccalaureate degree with a major or strong minor in philosophy. In addition, the Department of Philosophy may require a student to remedy specific deficiencies in preparation by enrolling without graduate credit in certain courses.

Master of Arts in Philosophy

All students pursuing the M.A. in philosophy are required to complete a minimum of 30 semester hours of graduate study and pass a comprehensive examination. In completing these 30 semester hours a student may complete the minimum of 30 semester hours in philosophy; complete a minimum of 24 semester hours in philosophy and receive an additional 6 semester hours of credit for writing a thesis (PHIL 599); complete a minimum of 24 semester hours in philosophy and receive up to 6 semester hours of credit for courses taken outside the field of philosophy; or complete a minimum of 18 semester hours in philosophy, receive an additional 6 semester hours for writing a thesis (PHIL 599), and receive up to 6 semester hours credit for courses taken outside the field of philosophy.

All courses are to be chosen with the approval of the student's adviser, thereby insuring adequate coverage of the various fields of philosophy represented on the comprehensive examination.

Course List

402. PHILOSOPHY OF LOGIC (3). A consideration of the various definitions of logic and theories of its role in mathematics, natural science, and philosophy. Texts will be selected from such philosophers as Aristotle, Hegel, Mill, Peirce, Bradley, Dewey, and Strawson. PRQ: PHIL 302 or consent of department.

403. PHILOSOPHY OF MATHEMATICS (3). Problems in the interpretation of mathematics, e.g., the philosophical importance of non-Euclidean geometries, the arithmetization of analysis, Godel's incompleteness theorem, and such general philosophies of mathematics as formalism, intuitionism, and logicism. Readings will be drawn from such philosophers as Kant, Frege, Russell, Poincare, and Quine. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

404. PHILOSOPHY OF LANGUAGE (3). A study of philosophical problems concerning language, including issues of syntax, semantics, pragmatics, and hermeneutics. Topics include meaning, reference, logical form, modalities, tenses, metaphor indexical terms, indirect discourse, anaphora, theories of truth, and semantic paradoxes.

405. INTERMEDIATE LOGIC (3). A review of symbolic logic including propositional logic, quantification theory, relations, and identity. Additional topics in formal logic and the philosophy of logic selected by the instructor such as proof theory, modal logic, theory of types, formal semantics, and relation between the formal and the informal understanding of validity. PRQ: PHIL 302 or consent of department.

411. THEORIES AND PROBLEMS OF KNOWLEDGE (3). A study of various contemporary views of knowledge. Consideration of such problems as the conditions of meaning; the nature of truth; the relationship between sensation, perception, and intuition; the difference between knowing and believing; methods of verification; and types of judgment. Analysis of the works of such philosophers as Meinong, Husserl, Brentano, Russell, Lewis, Wittgenstein, and Austin. Emphasis is placed on either analyzing several theories of knowledge or tracing a problem through the thought of several philosophers. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

412. METAPHYSICS (3). A study of contemporary speculative and descriptive metaphysical theories dealing with such areas as cosmology and ontology. Critical exegesis of the writings of philosophers such as Whitehead, Bergson, Goodman, Leibniz, and Strawson. May be repeated to a maximum of 9 semester hours as the subject matter varies. PRQ: Consent of department.

420. MAJOR PHILOSOPHERS (3). An intensive study of the work of one major figure from the history of philosophy. Selection will be made from such figures as Aquinas, Descartes, Hume, Hegel, Heidegger, and Wittgenstein. May be repeated to a maximum of 9 semester hours as the subject matter varies. PRQ: Consent of department.

421. PLATO (3). PRQ: 6 semester hours of philosophy at the 300 level including PHIL 321 or consent of department.

422. ARISTOTLE (3). PRQ: 6 semester hours of philosophy at the 300 level including PHIL 321 or consent of department.

423. MEDIEVAL PHILOSOPHY (3). PRQ: 6 semester hours of philosophy at the 300 level including PHIL 321 or consent of department.

424. 17TH AND 18TH CENTURY EMPIRICIST PHILOSOPHIES (3). A critical exegesis of selected writings by such philosophers as Hobsbein, Locke, Berkeley, Hume, and Reid. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322 or consent of department.

425. 17TH AND 18TH CENTURY RATIONALIST PHILOSOPHIES (3). A critical exegesis of selected writings by such philosophers as Descartes, Malebranche, Spinoza, Leibniz, and Wolff. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322, or consent of department.

426. KANT (3). PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322, or consent of department.
427. 19TH CENTURY PHILOSOPHY (3). A critical exegesis of selected writings representative of significant philosophical developments in 19th century thought with emphasis on post-Kantian idealism. Texts will be chosen from the writings of such philosophers as Hegel, Schopenhauer, Kierkegaard, Comte, J. S. Mill, Nietzsche, and Mach. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322, or consent of department.

429. 20TH CENTURY ANALYTIC PHILOSOPHIES (3). A critical exegesis of selected writings by such philosophers as Moore, Russell, Wittgenstein, Carnap, C. I. Lewis, Ryle, and Austin. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322, or consent of department.

430. 20TH CENTURY PHENOMENOLOGICAL PHILOSOPHIES (3). A critical exegesis of selected writings by such phenomenological philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty, Ricoeur, Levinas, and Denardi. Examination of the phenomenological method and its relation to the analytic, hermeneutic and/or literary-deconstructive methods. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322, or consent of department.

431. CONTEMPORARY ETHICAL THEORY (3). A study of the major problems and theories under discussion by specialists in ethical theory. Emphasis will be placed on meta-ethical problems and the analysis of ethical concepts. Readings will be selected from such philosophers as Tom Regan, Novell-Smith, Bailer, and Rawls. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

432. THEORIES OF VALUE (3). A study of the major theories of value experience, evaluation, and the language of value. The works of major theorists such as Dewey, Croce, C. I. Lewis, Perry, and Stevenson, as well as recent articles in the field, will be analyzed. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

452. CONTEMPORARY PHILOSOPHY OF SCIENCE (3). An analysis of the recent literature dealing with the structure and methods of science. Issues centering around topics such as induction, description, concept formation, and verification will be discussed in terms of the works of such philosophers as Hanson, Hempel, Nagel, and Toomlin. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

462. PHILOSOPHY OF CULTURE (3). Various philosophical theories of culture and the areas of cultural life such as myth, religion, language, art, history, and science. Consideration of the works of such philosophers as Collingwood, Cassirer, Dewey, Whitehead, and Ortega y Gasset. Emphasis is placed on the relevance of an analysis of culture for philosophical understanding. Designed to be of interest to advanced students in the humanities. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

471. CLASSICAL THEORIES IN THE PHILOSOPHY OF RELIGION (3). An analysis of some of the views which have achieved major importance in this field. Texts will be selected from such key works as Hume's Dialogues Concerning Natural Religion, Kant's Religion within the Limits of Reason Alone, Schleiermacher's On Religion, and Feuerbach's Essence of Christianity. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

482. CLASSICAL AMERICAN PHILOSOPHERS (3). An analysis of some of the major figures in American thought from the colonial period through the 20th century. Selections from the works of such philosophers as Edwards, Emerson, Royce, Peirce, Dewey, Santayana, and Cohen will be studied. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

490. SEMINAR IN PHILOSOPHY (3). An intensive study of one major problem or position in historical or contemporary philosophy. May be repeated to a maximum of 8 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: Consent of department.

491. DIRECTED READINGS (1-4). Enrollment is contingent upon a student's proposed course of study and the approval of it by the faculty member selected to supervise the reading. May be repeated to a maximum of 9 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: Consent of department.

501. ADVANCED SYMBOLIC LOGIC (3). Topics vary, but will be selected from characteristic issues: for example, foundations of quantification theory, including Herbrand's theorem, Lowenheim-Skolem theorem, Godel's completeness theorem; basic proof theory, including Godel's incompleteness theorem; elements of recursive function theory and undecidability theorems; and axiomatic set theory. The relevance of symbolic logic to the analysis of philosophical problems will be considered. PRQ: Consent of department.

511. EPISTEMOLOGY (3). Topics in the theory of knowledge. A consideration of such problems as what kinds of knowledge there are, what constitutes knowing that something is true, the difference and relationship between knowing and believing, the nature of truth, the nature of perception, and methods of verification.

512. METAPHYSICS (3). Topics such as space, time, causation, freedom, matter, mind, universals, and self.

520. HISTORY OF PHILOSOPHY (3). Advanced topics in ancient, medieval, and modern history of philosophy. May be repeated to a maximum of 6 semester hours as the subject matter changes. PRQ: Consent of department.

531. ADVANCED ETHICAL THEORY (3). Special topics in advanced ethical theory. May be repeated to a maximum of 6 semester hours as the subject matter changes. PRQ: Consent of department.

533. AESTHETICS (3). A detailed study of one or more classical or modern works on aesthetics or a study of selected topics in aesthetics such as art and the individual, the nature of aesthetic judgment, the existence of an aesthetic attitude, or the nature of aesthetic experience.

540. PHILOSOPHY OF MIND (3). Some recent developments in philosophy having a bearing on such concepts as perception, thought, intentionality, belief, and the role of these concepts in such philosophical problems as the relation of mind and body, the veridicality of perception, and the nature of personal identity.

550. POLITICAL AND SOCIAL PHILOSOPHY (3). A critical study of selected political and social concepts such as justice, equality, freedom, and related issues with reference to the views of representative contemporary thinkers.

552. PHILOSOPHY OF SCIENCE (3). Topics in the philosophy of science. A consideration of such problems as confirmation, the ontological status of theoretical entities, the role of conventions in science, the logic of discovery, and the nature of scientific progress.

570. PHILOSOPHY OF RELIGION (3). Detailed analysis of one or more key issues in contemporary analytic philosophy of religion, or in important recent theories of the nature and function of religion.

591. SPECIAL TOPICS IN RECENT PHILOSOPHY (3). May be repeated to a maximum of 6 semester hours as topic changes. PRQ: Consent of department.

595. SPECIAL STUDIES AND RESEARCH (1-4). Guided research for students wishing to do special studies of an advanced nature. Students will be expected to write a number of short papers and will select their research topics in consultation with the instructor. May be repeated to a maximum of 12 semester hours, providing no repetition of subject matter occurs. PRQ: Consent of department.

599. THESIS (1-6). Guidance in the writing of the master's thesis. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.
Department of Physics (PHYS)

John C. Shaffer, chair, professor, Ph.D., University of Delaware

Graduate Faculty
Carl H. Albright, professor, Distinguished Research Professor, Ph.D., Princeton University
Ralph Benbow, associate professor, Ph.D., Iowa State University
Brogdan Dabrowski, associate professor, Ph.D., Northwestern University
Arthur J. Fedro, professor, Ph.D., Northwestern University
David Hedin, associate professor, Ph.D., University of Wisconsin
Zdenek Hurych, professor, Distinguished Research Professor, Ph.D., Charles University (Prague)
Clyde W. Kimball, professor, Distinguished Research Professor, Ph.D., Iowa State University
Xiaozhong Wu, assistant professor, Ph.D., University of Chicago

Master of Science in Physics

A student pursuing the M.S. in physics must complete a minimum of 30 semester hours and satisfy the requirements in one of the specializations described below.

The proficiency examination in any of the specializations should be taken during the first or second semester of residence. It normally should be passed in the second semester in order for the student to be considered for continuing financial assistance.

All graduate students are required to register for PHYS 698, Physics Seminar, each semester. No more than 6 semester hours of credit in PHYS 599, Master's Thesis, may be applied toward the required 30 semester hours for the M.S. degree.

Specialization in Basic Physics
Completion of 24 semester hours in physics, including the following:
- PHYS 400, Analytical Mechanics II (3)
- OR PHYS 500, Classical Mechanics (3)
- PHYS 560, Quantum Mechanics I (3)
- PHYS 561, Quantum Mechanics II (3)
- PHYS 570, Electromagnetic Theory I (3)
- OR PHYS 571, Electromagnetic Theory II (3)

Passage of a proficiency examination in mechanics, electricity and magnetism, thermodynamics, optics and modern physics.

Submission of an acceptable thesis and passage of an oral examination thereon.

Specialization in Applied Physics
Three of the following (9)
- PHYS 420, Acoustics I (3)
- PHYS 430, Optics (4)
- PHYS 463, Thermodynamics, Kinetic Theory, and Statistical Mechanics (3)

PHYS 474, Methods of Experimental Physics (3)
PHYS 475, Advanced Electronics (3)
PHYS 480, Introduction to Materials Science

Two of the following (6)
- PHYS 501, Mechanics of Continuous Media (3)
- PHYS 560, Quantum Mechanics I (3)
- PHYS 563, Statistical Physics I (3)
- PHYS 566, Solid State Physics I (3)

Passage of a proficiency examination which may include a special area examination (e.g., acoustics, biophysics, geophysics) in place of one section of the proficiency examination.

Submission of an acceptable thesis and passage of an oral examination thereon.

Specialization in Physics Teaching
Completion of 24 semester hours in physics, including at least 12 semester hours at the 500 level or above.

Passage of proficiency examination with an option of course work in a related science substituted for one area of proficiency examination.

Submission of an acceptable thesis and passage of an oral examination thereon; or submission of two papers, one of which may pertain to teaching of physics or history and philosophy of physics.

PHYS 592, Seminar on College Teaching of Physics (2), or one year of successful teaching experience.

Course List
400. ANALYTICAL MECHANICS II (3). Tensors, variational principles, introduction to Lagrangian and Hamiltonian formulation, dynamics of rigid bodies, introduction to relativistic dynamics, oscillating systems. PRQ: PHYS 385 or consent of department.

410. COMPUTERS IN PHYSICS (3). Review of methods of problem solving in a large sample of the areas of basic physics. Techniques of numerical analysis and FORTRAN programming are applied to the solution of physics problems by computer. PRQ: PHYS 385 and CSCI 230, or consent of department.

420. ACOUSTICS I (3). Vibrating strings, bars and plates, acoustic wave equation, transmission and absorption of sound, radiation, and filters. PRQ: PHYS 367 or MEE 320; and MATH 334 or MATH 336; or consent of department.

421. ACOUSTICS II (3). Radiation and scattering of sound, resonators, ducts, filters, nonlinear vibrations, architectural acoustics, and transducers. PRQ: PHYS 420 or consent of department.

430. OPTICS (4). Geometrical, physical, quantum, and experimental optics with emphasis on topics of current interest. Three lectures plus a 3-hour laboratory weekly. PRQ: PHYS 367 and PHYS 307, or consent of department.

432. SOLAR ENERGY COLLECTION AND CONVERSION (3). Solar radiation characteristics, radiation thermodynamics, thermodynamic and optics of concentrating collectors, selective absorption, interference stacks, direct electric solar conversion (photovoltaic and thermal e.m.f.), thermal storage and retrieval. PRQ: PHYS 320 and PHYS 367, or consent of department.
434. NUCLEAR ENERGY (3). Nuclear fission, radioactivity, dose determinations, shielding, comparison of various types of fission reactors (burners and breeder), nuclear fusion, prospective techniques for controlled fusion reactions. Waste management. PRQ: PHYS 360 or consent of department.

436. ENERGY CONVERSION (3). Generation of electrical power from fossil fuel plants, nuclear reactors, wind machines, solar power towers, solar farms, and ocean thermal gradients. Electric transmission. Heat engines. PRQ: PHYS 320 or consent of department.

460. QUANTUM PHYSICS (3). Schrodinger wave equation, eigen-values and eigen-functions, methods of approximation, and applications to the square well, the harmonic oscillator, and hydrogen-like atoms. PRQ: PHYS 385 or consent of department.

461. MODERN PHYSICS (3). Applications of quantum physics to atoms, molecules, solids, nuclei, and elementary particles. PRQ: PHYS 460 or consent of department.

463. THERMODYNAMICS, KINETIC THEORY, AND STATISTICAL MECHANICS (3). The thermodynamics section will review such topics as the laws of thermodynamics, the entropy concept, and thermodynamic potentials. Probability, distribution functions, and transport phenomena are treated in the kinetic theory portion. An introductory treatment of classical and quantum-mechanical statistical mechanics will be given. The course will stress applications to areas of modern physics. PRQ: PHYS 320 or consent of department.

467. NOISE AND VIBRATION CONTROL (3). Includes mechanical vibrations, damping, resonance, vehicle noise, acoustical enclosure, and techniques of noise abatement and measurement. PRQ: PHYS 300, PHYS 367, or TECH 367, or consent of department.

470. ELECTRICITY AND MAGNETISM II (3). Mathematical treatment of electric and magnetic fields, Maxwell's equations and applications. PRQ: PHYS 370 or consent of department.

472. PHYSICAL MEASUREMENTS (2). Special laboratory problems. PRQ: Consent of department.

474. METHODS OF EXPERIMENTAL PHYSICS (3). Basic techniques of experimental physics, including high-vacuum techniques, digital electronics, design and construction of research apparatus, radiation safety, etc. Open to graduate students and advanced undergraduate students in all sciences. Strongly recommended for all graduate students in physics. PRQ: PHYS 395X or consent of department.

475. ADVANCED ELECTRONICS (3). Digital electronics, digital-to-analog and analog-to-digital conversion, mini and microcomputers, high-frequency techniques, signal measurement and processing. This course is intended primarily for students in the experimental sciences. Two lectures and one 3-hour laboratory period a week. PRQ: PHYS 395X or consent of department.

477. ASTROPHYSICS (3). Kepler's laws and solar system, analysis of solar radiations, nuclear reactions in fields of physical science; topics. PRQ: PHYS 300 or consent of department.

480. INTRODUCTION TO MATERIALS SCIENCE (3). Mechanical, thermal, electrical, optical, and structural properties of modern engineering materials. PRQ: PHYS 300, PHYS 360, and PHYS 370, or consent of department.

485. METHODS OF MATHEMATICAL PHYSICS II (3). Tensor analysis. Functions of complex variable, residue calculus, partial differential equations of mathematical physics and Green's function. PRQ: PHYS 385 or consent of department.

492. SCIENCE TEACHING IN THE ELEMENTARY, MIDDLE, AND JUNIOR HIGH SCHOOL: GRADES K-9 (3). Selected instructional methods and materials for teaching science in elementary, middle, and junior high schools with emphasis on the physical sciences. Analysis of modern curricula and practice in the use of associated laboratory materials developed for use at all levels from grades K-9. Course designed for the classroom teacher and pre-teacher, but open to science supervisors and administrators. Not available for credit in the major. PRQ: A general physical science course and consent of department.

495. TEACHING OF PHYSICAL SCIENCES (3). Crosslisted as CHEM 495X, GEOG 495X, and GEOL 495X. Preparation for certification in grades 6-12 in one or more of the fields of physical science; physics, chemistry, earth science, and general science. Examination and analysis of modern curricula; classroom and laboratory organization; microteaching and observation of teaching; lesson planning; multicultural education; teaching science to the exceptional child; reading and the teaching of science; and methods of evaluation. Includes 15 clock hours of clinical experience. PRQ: Consent of department.

500. CLASSICAL MECHANICS (3). Hamiltonian formulation, canonical transformations, Hamilton-Jacobi theory, special relativity, continuous media and fields. PRQ: PHYS 400 or consent of department.

501. MECHANICS OF CONTINUOUS MEDIA (3). Statics of fluids, hydrodynamics, theory of elasticity, vortex theory. PRQ: PHYS 400 or consent of department.

505. INSTITUTE FOR SCIENCE TEACHERS (1-8). Lectures, demonstrations, laboratory work, and field trips, designed for the science teacher. Subject matter from the fields of chemistry, physics, biology, and earth sciences. May be repeated to a maximum of 16 semester hours. On application to institute director and by invitation only.

506. SOLID STATE PHYSICS I (3). Crystal structure, lattice vibrations, thermal and transport properties, free electron and band theories, Brillouin zones, Fermi surfaces, semiconductors. PRQ: PHYS 460 or consent of department.

507. SOLID STATE PHYSICS II (3). Symmetry and crystal field theory, magnetic properties, lattice vacancies, diffusion, optical properties, superconductivity. PRQ: PHYS 560 or consent of department.

508. ATOMIC AND MOLECULAR PHYSICS (3). Atomic spectra, Zeeman effect, Stark effect, hyperfine structure. PRQ: Consent of department.

510. NUCLEAR PHYSICS (3). Nuclear properties, the deuteron problem, nucleon-nucleon scattering, nuclear decay, radiation detection, structure and models of the nucleus. CRQ: PHYS 460.

520. ELECTROMAGNETIC THEORY I (3). Maxwell's equations, plane waves in isotropic and anisotropic dielectrics, conducting media, wave guides and plasma, dipole radiation and diffraction. PRQ: PHYS 470 or consent of department.

521. ELECTROMAGNETIC THEORY II (3). Radiation from moving charges, relativistic formulation of electrodynamics, collisions and scattering, multipole expansion, radiation damping and self forces. PRQ: PHYS 470 or consent of department.

524. METHODS OF EXPERIMENTAL PHYSICS: SCOPETOSCOPY (3). Various experimental methods and applications of spectroscopy including optical, nuclear, Mossbauer, X-ray diffraction, electron spin resonance, and nuclear magnetic resonance. PRQ: PHYS 474 or consent of department.

525. QUANTUM MECHANICS I (3). Linear vector spaces, principles of wave mechanics, one-dimensional problems, central forces, angular momentum, spin, methods of approximation. PRQ: Consent of department.

526. QUANTUM MECHANICS II (3). Symmetry principles, theory of scattering, identical particles, many-electron atoms, relativistic electron. PRQ: PHYS 560 or consent of department.

529. SPECIAL PROBLEMS IN PHYSICS (1-10). Special problems in physics under supervision of staff. Problems may be technical in nature or concerned with teaching procedure. May be repeated to a maximum of 10 semester hours. PRQ: Consent of department.

530. QUANTUM MECHANICS I (3). Linear vector spaces, principles of wave mechanics, one-dimensional problems, central forces, angular momentum, spin, methods of approximation. PRQ: Consent of department.

531. QUANTUM MECHANICS II (3). Symmetry principles, theory of scattering, identical particles, many-electron atoms, relativistic electron. PRQ: PHYS 560 or consent of department.

532. STATISTICAL PHYSICS I (3). Review of thermodynamics, kinetic theory and the Boltzmann transport equation, classic ensemble theory, the H theorem, elementary quantum statistics. CRQ: PHYS 460 or consent of department.

536. SOLID STATE PHYSICS I (3). Crystal structure, lattice vibrations, thermal and transport properties, free electron and band theories, Brillouin zones, Fermi surfaces, semiconductors. PRQ: PHYS 460 or consent of department.

540. INTRODUCTION TO MATERIALS SCIENCE (3). Mechanical, thermal, electrical, optical, and structural properties of modern engineering materials. PRQ: PHYS 300, PHYS 360, and PHYS 370, or consent of department.

545. METHODS OF EXPERIMENTAL PHYSICS II (3). Tensor analysis. Functions of complex variable, residue calculus, partial differential equations of mathematical physics and Green's function. PRQ: PHYS 385 or consent of department.

548. METHODS OF MATHEMATICAL PHYSICS II (3). Tensor analysis. Functions of complex variable, residue calculus, partial differential equations of mathematical physics and Green's function. PRQ: PHYS 385 or consent of department.

549. METHODS OF THEORETICAL PHYSICS I (3). Calculus of variation, integral equations, integral transforms, approximation methods. PRQ: PHYS 485 or consent of department.

552. SEMINAR ON COLLEGE TEACHING OF PHYSICS (2). Traditional and nontraditional methods for teaching physics at the college and community college level. Laboratory and demonstration apparatus will be discussed. Seminar participants may participate in teaching classes under the guidance of an experienced teacher. These semester hours may not be applied toward the hours required for a master's degree. PRQ: Consent of department.

563. NUCLEAR PHYSICS LABORATORY (2). The properties of particles from natural and artificial disintegration of nuclei; the corresponding measuring instruments. PRQ: PHYS 562 or consent of department.

564. NUCLEAR PHYSICS II (3). Particle accelerators, nuclear reactions, nuclear models, nuclear energy, elementary particles. PRQ. PHYS 562 or consent of department.

565. METHODS OF THEORETICAL PHYSICS II (3). Calculus of variation, integral equations, integral transforms, approximation methods. PRQ: PHYS 485 or consent of department.
599. MASTER'S THESIS (1-6). The individual investigation of a problem under the supervision of an adviser in the department. May be repeated to a maximum of 6 semester hours. PRQ: Consent of research supervisor and the department.

651. RELATIVITY (3). Lorentz transformations and kinematics of special relativity; relativistic dynamics and manifestly covariant electrodynamics; general relativity as a theory of gravitation. PRQ: PHYS 500 and PHYS 570 or consent of department.

660. QUANTUM MECHANICS III (3). Symmetry and invariance in quantum mechanics, field quantization, introductory quantum field theory. PRQ: PHYS 560 or consent of department.

666. QUANTUM THEORY OF SOLIDS (3). Space groups, lattice vibrational and electronic spectra of solids; elementary theory of the electron gas; effective mass theory, impurity states in metals and semiconductors. PRQ: PHYS 567 or consent of department.

676. HIGH ENERGY PHYSICS (3). Classification of particles into baryons, mesons, and leptons and their fundamental properties; symmetries and conservation laws. PRQ: PHYS 660 or consent of department.

686. FUNDAMENTAL PARTICLE THEORY (3). S-matrix theory; analyticity properties of propagators, vertex functions, and scattering amplitudes; single-variable dispersion theory. PRQ: PHYS 660 or consent of department.

690. SPECIAL TOPICS IN PHYSICS (1-6).
A. Solid State Physics
B. Nuclear Physics
C. Elementary Particle Physics
D. Other Topics of Current Interest
Lectures and discussions on topics in various fields of physics at the graduate level. One to 6 semester hours as scheduled; course may be repeated in one or more fields of physics. Six semester hours is the maximum in any one area; not more than 15 semester hours will count toward a master's degree. PRQ: Consent of department.

698. PHYSICS SEMINAR (1). Discussion of current problems in physics under guidance of staff.
Department of Political Science (POLS, PSPA)

Andrea Bonnicksen, chair, professor, Ph.D., Washington State University

Graduate Faculty

Robert B. Albritton, professor, Ph.D., Northwestern University
Larry Arnhart, professor, Ph.D., University of Chicago
James M. Banovetz, director, Division of Public Administration, professor, Ph.D., University of Minnesota
Andrea Bonnicksen, professor, Ph.D., Washington State University
Paul J. Culhane, associate professor, Ph.D., Northwestern University
Martin D. Dubin, associate professor, Ph.D., Indiana University
Craig R. Ducat, professor, Presidential Teaching Professor, Ph.D., University of Minnesota
J. Dixon Essex, professor, Ph.D., Harvard University
Gerald T. Gabris, professor, Ph.D., University of Missouri
Daniel T. Gallagher, assistant professor, Ph.D., Boston College
Gary D. Glenn, professor, Ph.D., University of Chicago
Gordon T. Hilton, associate professor, Ph.D., Lancaster University (England)
Lynn Kamenitsa, assistant professor, Ph.D., Indiana University
C. S. Eliot Kang, assistant professor, Ph.D., Yale University
Daniel R. Kempton, associate professor, Ph.D., University of Illinois
Dwight Y. King, director of graduate studies, associate professor, Ph.D., University of Chicago
Paul J. Kleppner, professor, Distinguished Research Professor, Ph.D., University of Pittsburgh
Heidi Koenig, assistant professor, Ph.D., Syracuse University
Stephen Maclin, assistant professor, Ph.D., Virginia Polytechnic and State University
Kevin L. McKeough, associate professor, Ph.D., University of Kansas
Lettie M. McSpadden, professor, Ph.D., University of Wisconsin
Don D. Miller, professor, Ph.D., Northwestern University
Clark D. Neher, professor, Ph.D., University of California, Los Angeles
M. T. Peddle, associate professor, Ph.D., Northwestern University
Bruce R. Selleau, associate professor, Ph.D., University of Florida
Irene Rubin, professor, Ph.D., University of Chicago
Peter S. Ruckman, Jr., assistant professor, Ph.D., Florida State University
Gregory Schmidt, associate professor, Ph.D., Cornell University
James N. Schubert, professor, Ph.D., University of Hawaii
Manoa M. L. T. Thomas, professor, Ph.D., Fletcher School of Law and Diplomacy, Tufts University
Manfred W. Wenner, professor, Ph.D., Johns Hopkins University
Mikel Wyckoff, professor, Ph.D., University of Maryland

The Department of Political Science offers graduate programs leading to the M.A., M.P.A., and Ph.D. degrees. Eight fields are available in political science: American government and politics, public law, public administration, public policy, political theory, comparative politics, international relations, and politics and the life sciences.

Graduate study may lead to careers in government service (federal, state, and local), international business, teaching, and professional writing and research. The public administration program offers professional preparation, including internship opportunities in government agencies as part of course work, toward a graduate degree; active efforts are made to place students in career government positions upon completion of their studies. Foreign study and overseas internship opportunities also exist. All programs are related to the students' career objectives by their departmental advisers.

Master of Arts in Political Science

Students interested in pursuing the M.A. in political science normally should have at least 9 undergraduate semester hours in political science or the equivalent. When this is lacking, a student may be required to make up deficiencies by enrolling in and successfully completing designated courses, by auditing designated courses, or by engaging in supervised reading without graduate credit.

Requirements

Of the minimum 30 semester hours of graduate credit required for the degree, at least 12 semester hours are to be taken in one of the fields listed above and 9 semester hours in another of the fields, or in one of the two designated areas of study: political economy and development, and urban studies.

Students may apply 3 semester hours to the writing of a thesis, and apply all 9 additional semester hours to graduate elective courses. No more than 3 semester hours may normally be applied to courses outside the department. If a thesis is to be written, the student must register for POLS 599, Thesis (1-6). Students not writing a thesis must submit and successfully defend two research papers prepared in graduate courses, one in each of the student's two fields. Prior to submission to the department for this purpose, each paper must be approved for such submission by the instructor for the course in which it was written.

No more than 9 semester hours in 400-level graduate courses may be included in the M.A. program. Normally a student will be required to take the core courses in the chosen fields of study.

An oral comprehensive examination is required upon completion of all course work, or during the last semester of study.

Master of Public Administration

The M.P.A. program is designed to meet the needs of those students seeking special educational preparation for careers in public service. It focuses principally upon the dynamics of public policy formulation and public management as the appropriate basis for persons who wish to address political, social, economic, environmental, and administrative problems through career positions in governmental and quasi-public agencies.

Requirements

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Requirements

The M.P.A. degree normally requires the completion of a minimum of 39 to 50 semester hours of approved graduate study which is to be undertaken in two fields, the public policy/management core, and a selected specialization.

In addition to credit-hour requirements, students must also develop a basic familiarity with the utilization of computers; submit a starred paper while registered for PSPA 599; and pass a comprehensive examination. The starred paper is a culminating research/analysis presentation, based upon an approved research design and original field research, which is expected to be of professional, publishable quality. Students must have completed a minimum of 27 semester hours of approved graduate study, exclusive of internship courses; have maintained a GPA above 3.00; be carrying no "incompletes"; and have completed the starred paper to be eligible to sit for the comprehensive examination.

Public Policy/Management Core (24)
PSPA 500, Scope and Dynamics of Public Administration (3)
PSPA 501, Data Analysis in Public Administration (3)
PSPA 504, Public Program Evaluation Methods (3)
PSPA 505, Organization Theory and Behavior (3)
PSPA 509, Public Personnel Management (3)
PSPA 510, Public Budgeting and Financial Management (3)
PSPA 512, Information Management and Decision Support in Public Organizations (3)
PSPA 595, Public Sector Research (3)

Students with appropriate previous coursework or professional experience may petition program faculty for permission to substitute elective courses for PSPA 501, PSPA 509, or PSPA 510. Permission for such a substitution involving PSPA 501 will not be granted until after the student has demonstrated his or her competence by passing an examination administered by the faculty for that purpose. In no case will any semester hours be waived. Students are also held responsible on the comprehensive examination for knowledge/skill areas from all public policy/management core courses, irrespective of any approved substitutions.

Specialization

Students must also complete the requirements of one of the following specializations, thus permitting the development of expertise in a particular field of academic and professional interests. Students will normally be expected to select elective courses from curricula other than public administration (PSPA) courses.

Specialization in Public Administration
A general study of public administration, focusing principally on organization theory, administrative analysis, and the problems endemic to large federal and state government agencies.

PSPA 420, American Public Administration (3)
 Twelve semester hours of approved graduate study (12)
 PSPA 595, Internship in Public Administration (1-3)

Specialization in Urban Management
An analysis of urban problems, especially the political and administrative problems of city management and community organization activities.

PSPA 530, Local and Metropolitan Government (3)
PSPA 531, Urban Planning and Zoning (3)
 OR PSPA 532, Problems of Municipal Administration (3)
PSPA 595, Internship in Public Administration (1-3)
 Nine additional semester hours of approved graduate study (9)

Specialization in Comparative and Developmental Administration
A thorough study of the economic and social problems of development administration, and an examination of bureaucratic functioning in other cultures.

PSPA 571, Readings in Comparative Public Administration (3)
 OR PSPA 572, Administrative Problems of Less Developed Countries (3)

Specialization in Fiscal Administration
The critical examination of techniques and problems in the areas of fiscal management, accountancy, budgetary policy, and political economy.

ACCY 557, Accounting for Public Administration (3)
PSPA 552, Public Sector Revenue Management (3)
 Nine semester hours of approved graduate study (9)
PSPA 595, Internship in Public Administration (1-3)

Specialization in Human Services Administration
An intensive review of fundamental problems involved in the development and administration of programs in social services, mental health, developmental disabilities, health planning, workforce planning, aging, youth services, and related topics.

PSPA 526, Social Policy (3)
 Twelve semester hours of approved graduate study (12)
PSPA 595, Internship in Public Administration (1-3)

Doctor of Philosophy in Political Science

While the Ph.D. in political science has traditionally been the badge of distinction of college and university teachers, doctoral programs in political science are also designed with other career objectives in mind such as professional research, public service, and university administration. The Department of Political Science is conscious of these several career objectives.

Admission

An applicant may be admitted to the Ph.D. program without a prior degree in political science or public administration if the discipline of the prior degree(s) is relevant to his or her primary fields of doctoral study. If the applicant has not completed a prior degree in political science or public administration, he or she must have completed the equivalent of 9 semester hours of undergraduate political science coursework or the department may require that introductory political science courses appropriate to his or her fields of study be taken as a condition of admission.

An applicant to the Ph.D. program in political science is usually expected to have completed both a baccalaureate and an M.A. degree; however, an individual with a baccalaureate degree may be admitted directly into the Ph.D. program. Such an applicant must have GRE scores, strong letters of recommendation, and an undergraduate record which present conclusive evidence of an ability to begin high quality work at the doctoral level immediately.

1The requirement for PSPA 595 may be waived if a student has had appropriate professional experience.
2If not counted above.
After matriculating, students with a baccalaureate degree who are admitted directly into the Ph.D. program in political science will be strongly encouraged to apply for the M.A. program and to fulfill the requirements for and receive an M.A. in political science.

Course Requirements
The Department of Political Science offers two options: (1) three fields and (2) two fields and one area of study. (An area of study is interfield and/or interdisciplinary.) For both options the Department of Political Science requires that 90 semester hours of graduate course work be completed with a cumulative average of B or higher. These hours may include no more than 30 semester hours of credit in POLS 699, Doctoral Research and Dissertation (1-15).

In completing the remaining required 60 semester hours of course work, students must include POLS 502, Scope and Methods of Political Science I (3), and POLS 503, Scope and Methods of Political Science II (3). Students who have not completed the scope and methods sequence prior to entering the Ph.D. program should do so in their first year of doctoral studies. Students with a field in public administration or public policy may substitute PSPA 504 for POLS 502 with the approval of their advisory committee.

The fields offered by the department are American government and politics, public law, public administration, public policy, political theory, comparative politics, international relations, and politics and the life sciences. Course work is also available in political economy.

Graduate students in the doctoral program must take comprehensive written and oral examinations (candidacy examinations) either in three fields of the discipline or in two fields and one area of study.

Option 1: Three fields. The student must complete 12 to 18 semester hours of course work in each field. Each student must designate one field as a primary field; course work in that field shall normally be greater than in the other two. Each student must take at least one 600-level seminar in the field of the dissertation. Students who take only 12 semester hours in any field may not count any independent study courses in those 12 hours. More than one course outside of political science may be counted toward the hours required in any one field. No more than 15 semester hours may be taken outside of political science. Petitions for exceptions to any of these rules must be submitted in writing to the department graduate committee through the student's advisory committee.

Option 2: Two fields and one area of study. The student must complete 12 to 18 semester hours of course work in each of two fields. Each student shall designate one field as a primary field; course work in that field shall normally be greater than in the other field. In addition, the student shall complete one area of study in lieu of the third field. An area of study requires a minimum of 12 to 18 semester hours, and must include at least six semester hours outside of the two fields the student has otherwise chosen.
The two designated areas of study (political economy and development, and urban studies) need only include 6 semester hours outside of the fields the student has otherwise chosen. Course work in the two fields and one area of study may not count toward completion of course requirements in the other two fields. Each student shall take at least one 600-level seminar in the field of the dissertation. Students who take only 12 semester hours in any field or area of study may not count any independent study courses in those 12 hours. Students may take one course in each of their two fields outside of political science. Up to a total of 15 semester hours in the two fields and one area of study may be taken outside of political science. An area of study must be formed by the student and approved by his or her academic committee as well as the department graduate committee. Students choosing this option must take a comprehensive examination in the area of study in addition to comprehensive examinations in the other two fields.

Students in both options will be expected to consult initially with an interim advisor, and subsequently with members of the advisory committee, once these have been appointed, regarding a program of studies. Such consultation will help to insure that the student's doctoral work is related to career and professional interests, and conforms to Graduate School and departmental requirements. Registration for courses without the advisor's approval might lead to the accumulation of graduate credits in political science and related disciplines, but provides no assurance that the department will support an application for admission to candidacy for the Ph.D.

Teaching-Skill Requirement
All students in the Ph.D. program will be required to participate in a training program in classroom techniques. Ordinarily the requirement will be met through direct involvement in the instructional program for at least one semester under the close supervision of a faculty member.

Language/Research-Tool Requirement
The student working toward a Ph.D. in political science must demonstrate an ability to make use of research tools by showing proficiency in using language and/or quantitative research tools. The choice of research tools will relate to the student's fields of study, and will be made in consultation with the members of the student's advisory committee. Proficiency is normally demonstrated by passing a special written examination in foreign languages, or, in the case of other research tools, by successfully completing designated courses with a grade of A or B. In certain cases, a student's committee may approve the use of a proficiency examination in lieu of course requirements for the research tool. Any one of the following will satisfy the language/research-tool requirement.

Two foreign languages, average reading proficiency
One foreign language, high level of reading proficiency
One foreign language, average reading proficiency, and one research tool, average proficiency
Two research tools, average proficiency
One research tool, high level of proficiency

The language/research-tool requirement must be completed before the student takes doctoral candidacy examinations, unless the department grants an exception.

Candidacy Examinations
The student will take a candidacy examination after completing most or all of his or her course work, and not later than eight months before the granting of the Ph.D. in political science. Written candidacy examinations will be administered in each of the three fields and/or area of study in a student's program, followed by an oral examination. A student who successfully completes this requirement will be recommended to the Graduate School for admission to candidacy for the doctorate in political science. Any student who fails the candidacy examination may, with the permission of the examining committee and after the lapse of at least one semester, repeat the examination. A student who fails the candidacy examination a second time will not be permitted to continue work toward the doctorate in the Department of Political Science.

Course List
Political Science (POLS)

Course numbering system. Many courses offered by the department relate to more than one field of political science. However, as a general guide to students, the following numbering system is used.

-00 to -09, American government
-10 to -19, public law
-20 to -29, public policy
-30 to -39, politics and the life sciences
-40 to -49, political theory
-50 to -59, comparative politics
-60 to -69, international relations
-70 to -79, methodological
-80 to -89, general
-90 to -99, general

The following numbers are for courses not in any of the above fields.
-40 to -49, methodology
-90 to -99, general
503. SCOPE AND METHODS OF POLITICAL SCIENCE II (3). Social science theories of knowledge and orientation to the discipline of political science. Required of all students in the M.A. and/or Ph.D. programs. Not required for M.P.A. students.

505. SEMINAR IN POLITICAL PARTIES (3). Survey of the literature and research pertaining to American political parties.

506. INTERGOVERNMENTAL RELATIONS (3). An analysis of national-state, national-local, state-local, interstate, and interlocal relationships within the United States. The nature of federalism, constitutional and statutory power bases, and cooperative problem-solving.

507. URBAN POLITICS (3). The theory of urban politics with special emphasis upon urban research design.

508. LEGISLATIVE BEHAVIOR (3). Functioning of legislative bodies, actions of members, coalitions, policy outputs, decision processes, and constituency relationships.

509. THE ROOTS OF POLITICAL BEHAVIOR (3). An examination of the foundations of political behavior of individuals and groups; a survey of the research methods used to study such behavior. May be repeated for a total of 6 semester hours.

510. SEMINAR IN THE JUDICIAL PROCESS (3). Judicial systems and roles, judicial selection, organization and management of litigation, influence on judicial decision-making, impact and enforcement of judicial decisions, relationships among courts and other policy makers in the political system.

511. THE COURTS AND ADMINISTRATIVE POLICY (3). Basic principles of law that characterize the relationship between courts and administrative agencies. Impact of attempts to judicialize administrative policymaking. Judicial impact on policy formation by various local, state, and federal agencies.

512. CONSTITUTIONAL POLITICS (3). Relationship between doctrines of constitutional law and the political values of prevailing coalitions on the U.S. Supreme Court. Attention given to selected cases.

518. THEORIES OF LEGAL JUSTIFICATION (3). Alternative frameworks for the justification of judicial decisions.

519. TOPICS IN PUBLIC LAW (3). Selected topics in public law. May be repeated to a maximum of 6 semester hours.

520. STUDY OF PUBLIC POLICY (3). A survey of the theoretical approaches to public policymaking rooted in the fields of American politics, public administration, and urban politics. Required for advanced graduate work in public policy.

521. COMPARATIVE PUBLIC POLICY (3). Comparative analysis of the policies of both developed and developing nations in the areas of budgetary, development, foreign, military, and social welfare policies.

522. COLLECTIVE PUBLIC CHOICE: ECONOMIC AND SOCIAL POLICIES (3). Intended to provide a basic understanding of recent developments in the study of political economy. Such models will be applied to the study of selected issues in current social and economic policy making and policy evaluation in the United States.

524. NATURAL RESOURCES POLICY (3). Policymaking and political management regarding environmental issues such as pollution regulation, water resources development, and environmental impact assessment. Enrollment open to students in both natural and social sciences.

526. HEALTH POLICY (3). An examination of policy issues relating to the allocation and rationing of health resources in democratic and in other societies. Health policies and case studies of governmental decision making will be examined.

529. TOPICS IN PUBLIC POLICY (3). Selected issues concerning public policymaking in the U.S. and/or other nations. May be repeated to a maximum of 9 semester hours as the topic changes.

530. BIOPOLITICAL THEORY (3). History, approaches, problems, and critiques of biopolitics.

531. BIOMEDICAL POLICY (3). Detailed examination of state and federal government policies related to biomedical issues. Special emphasis on policies relating to human genetics (counseling, screening, therapy), reproductive technologies, and organ transplantation. PRQ: Consent of department.

532. BIOTECHNOLOGY AND POLITICAL STRUCTURES (3). Intensive examination of the role of the executive, legislative, and judicial branches of government in the regulation of biotechnology research and development. Exploration of questions of industry-academic relations in biotechnology.

533. INTERNATIONAL BIOTECHNOLOGY POLICY (3). An examination of the social and political implications of developments in biotechnology for international relations. Topics to be addressed include international regulatory, economic, and legal issues in biotechnology as well as the uses of biotechnology in terrorism and warfare.

537. EVOLUTION AND POLITICAL THEORY (3). Theoretical and methodological problems in evolutionary theory with particular attention to the political implications of Darwinian evolution, ethology, and sociobiology. PRQ: Consent of department.

541. INTRODUCTORY ANALYSIS OF POLITICAL DATA (3). Consideration of basic concepts in data analysis and statistics such as central tendency, dispersion, probability, confidence intervals, statistical significance, correlation, and bivariate regression.

542. INTERMEDIATE ANALYSIS OF POLITICAL DATA (3). Regression analysis techniques and structural equation modeling. Simple or bivariate statistical models through structural modeling. PRQ: POLS 340 or POLS 541, or consent of department.

543. ADVANCED ANALYSIS OF POLITICAL DATA I (3). Review and application of general linear techniques to the analysis of political data; examination of applications of this model in special cases: binary dependent variables (logistic regression) and time series analysis, including the use of ARIMA modeling. PRQ: POLS 542 or consent of department.

544. ADVANCED ANALYSIS OF POLITICAL DATA II (3). Basic instruction for using factor analysis, path analysis/structural equation modeling with observed variables, the incorporation of multiple indicators and measurement error into structural equations, and the assessment of model identification, fit, and modification. Considerable use of specialized computer packages in SPSS (LISREL) and others. PRQ: POLS 542 or consent of department.

545. QUALITATIVE RESEARCH METHODS (3). Examines the philosophical underpinnings and rigorous design of qualitative research in political science, with emphasis on giving students sufficient skills to do qualitative research. Topics include selecting and defining cases, structuring qualitative interviews, coding and analyzing qualitative data, and generalizability. Techniques and applications include participant observation, case studies, elite interviews, and oral histories.

550. BASIC PROBLEMS IN ANCIENT POLITICAL PHILOSOPHY (3). An analysis of a major work or major works of classical political philosophy. May be repeated to a maximum of 12 semester hours as topic changes.

551. TOPICS IN MODERN POLITICAL PHILOSOPHY (3). An analysis of a major work or major works of modern political philosophy. May be repeated to a maximum of 15 semester hours as topic changes.

552. THEORY OF AMERICAN DEMOCRACY I: THE FEDERAL CONVENTION (3). A theoretical consideration of the American political order as it is revealed in its founding decade. Primary attention is given to the Proceedings of the Federal Convention and related political and historical materials.

553. THEORY OF AMERICAN DEMOCRACY II: THE FEDERALIST (3). A theoretical consideration of the American political order as it is revealed in the founding decade. Primary attention is given to The Federalist as a work of political philosophy, to the anti-Federalist writings, and to related philosophical and historical materials.

554. PRINCIPLES OF PLATO'S POLITICAL THEORY (3). An analysis of Plato's political dialogues. May be repeated to a maximum of 6 semester hours for different dialogues.

560. SEMINAR IN COMPARATIVE POLITICAL ANALYSIS (3). Reading seminar in the major theoretical and methodological concerns of the field of comparative government. Required for advanced graduate work in comparative government.

562. SEMINAR IN POLITICAL CULTURE (3). An analysis of politics as a cultural manifestation; comparative analysis of the cultural bases of national political systems. Research on selected topics of political culture.

566. SOVIET POLITICS AND GOVERNMENT (3). An examination of key factors influencing the origins, development, current institutions, policies, and practices of the Soviet political order, including the relevant theories, from totalitarianism onward. PRQ: Consent of department.

567. SEMINAR IN POLITICAL DEVELOPMENT (3). A reading seminar devoted to a comprehensive survey of the literature on the problems of political development and social modernization in the developing nations.

568. SEMINAR IN THE POLITICAL ECONOMY OF DEVELOPING AREAS (3). The seminar will examine the political determinants and consequences of economic development programs in underdeveloped nations. Special attention will be given to the politics of the planning process, the internal impact of foreign assistance, the politicization of economic conflict, and the evolution of public policy in selected developing countries.

569. THE POLITICS OF ECONOMIC POLICY IN INDUSTRIALIZED COUNTRIES (3). Special attention will be given to various forms of planning, regulation, participation, and industrial relations in industrialized countries, including the U.S., USSR, Japan, and selected European countries.

570. READING SEMINAR IN SOUTHEAST ASIAN POLITICS (3). An examination of the literature concerning the diverse political cultures of Southeast Asia, the salient political forces, and the major political problems of development, integration, and stability in the area.

573. FOREIGN AREA POLITICS (3).

A. India and Pakistan
B. Africa
C. The Middle East
D. East Asia
E. Western Europe
F. Latin America
G. Communist Political Systems
H. Thailand
I. Indonesia
J. Cambodia
K. Vietnam
L. Laos

Each of these seminars will focus on political institutions, processes, behaviors, and the impact of sociocultural change in the area of concern. May be repeated to a maximum of 9 semester hours; however, individual topics may not be repeated.

575. SEMINAR IN COMPARATIVE POLITICAL INSTITUTIONS AND PROCESSES (3). An examination of the literature dealing with selected institutions and processes, such as parties, interest organizations, elites, legislatures, and executives, in a comparative framework and the methodology used in examining these phenomena.


581. THEORY AND INTERNATIONAL RELATIONS: SYSTEMIC ANALYSIS (1-3). An examination of the nature of international relations as a field of study and theories concerning the nature of the international system. May be repeated to a maximum of 3 semester hours.

582. SEMINAR IN INTERNATIONAL LAW AND ORGANIZATION (3). Selected topics and cases in international law. Structural and functional problems of the United Nations and its specialized agencies.

584. POLITICAL ECONOMY OF INTERNATIONAL RELATIONS (1-3). The mutual influence of economic and political factors in international relations, including the roles of multinational corporations, international economic organizations, and national foreign economic policies. Relevant theories will be examined in depth, including theories of imperialism and dependency. May be repeated to a maximum of 3 semester hours.

585. PROBLEMS OF AMERICAN FOREIGN POLICY (3). An examination of major problems in the formulation and conduct of American foreign policy.

586. SEMINAR IN INTERNATIONAL RELATIONS (3). Research and analysis of selected topics or selected world regions in the field of international relations.

587. SOUTHEAST ASIA AND INTERNATIONAL POLITICS (3). An examination of Southeast Asia's role in contemporary international politics with emphasis on conflict and cooperation among neighboring states, commitment vs. neutrality in the cold war, and participation in international organizations.

599. THEORIES AND INTERNATIONAL RELATIONS: SUBSYSTEMIC ANALYSIS (1-3). The political aspects of theories below the systemic level that describe international behavior including communications, small-group, decision-making, frustration-aggression, and biological theories as they relate to international political processes. May be repeated to a maximum of 3 semester hours.

599. SEMINAR IN COLLEGE TEACHING OF POLITICAL SCIENCE (1-3).

A. American Government
B. Public Law
C. Public Administration
E. Political Theory
J. Comparative Politics
K. International Relations
M. Politics and the Life Sciences
N. Public Policy
Y. Orientation to Teaching Political Science

Open to graduate teaching intern in political science as an integral part of the college teaching intern program. This credit may not be applied toward the hours required for a master's degree, and is not normally accepted toward field requirements for the Ph.D. degree. May be repeated to a maximum of 12 semester hours, which may be counted toward the 90 hours required for the Ph.D. degree. S/U grading basis. (POLS 591Y is required for all Ph.D. students and may not be taken for only 1 semester hour and may not be repeated for credit.) PRQ: Consent of department.

596. INDEPENDENT STUDY IN POLITICAL SCIENCE (1-6). Open to qualified master's students who wish to do individual advanced work in political science. May be repeated to a maximum of 9 semester hours.

599. THESIS (1-6). May be repeated to a maximum of 6 semester hours.

600. RESEARCH SEMINAR IN POLITICAL SCIENCE (3).

A. American Government
B. Public Law
C. Political Theory
D. Comparative Politics
E. International Relations
G. Politics and the Life Sciences
J. Public Policy

With the consent of the student's adviser and the director of graduate study, the 600-level seminars may be repeated to a maximum of 9 semester hours each.

606. INDEPENDENT STUDY IN POLITICAL SCIENCE (1-6). Open to students admitted to the doctoral program who wish to do individual advanced work in political science. May be repeated to a maximum of 9 semester hours.

698. FOREIGN STUDY AND INTERNSHIP (3-9). Individual research, study, and work abroad.

699. DOCTORAL RESEARCH AND DISSERTATION (1-15). May be repeated to a maximum of 32 semester hours.

Public Administration (PSPA)

420. AMERICAN PUBLIC POLICY (3). Foundation, design, implementation, and evaluation of American public policy at federal, state, and local levels. PRQ: POLS 100 or consent of department.

500. SCOPE AND DYNAMICS OF PUBLIC ADMINISTRATION (3). Examines the history of public administration and the basic issues which confront it including administrative responsibility and ethics, and the formulation and implementation of public policy.

501. DATA ANALYSIS IN PUBLIC ADMINISTRATION (3). Examines techniques for the collection, manipulation, interpretation, and presentation of data and information in public policy/management processes, and demonstrates applications of the techniques using microcomputer technology.

504. PUBLIC PROGRAM EVALUATION METHODS (3). An examination of the techniques of evaluation and their application to selected policy areas, including a discussion of experimental, quasi-experimental, and other evaluative tools. Requires design of a research project. PRQ: PSPA 501 or consent of department.

505. ORGANIZATION THEORY AND BEHAVIOR (3). A survey of theory and research on organizations relevant to public administration, with a focus on key organizational functions and ways of defining and responding to organizational problems. PRQ: PSPA 500 or consent of department.

509. PUBLIC PERSONNEL MANAGEMENT (3). An examination of techniques, methods, and policies concerning the management of personnel in public and quasi-public organizations.
510. PUBLIC BUDGETING AND FINANCIAL MANAGEMENT (3). Examination of the public budgetary process and related financial management techniques.

512T. INFORMATION MANAGEMENT AND DECISION SUPPORT IN PUBLIC ORGANIZATIONS (3). An introduction to concepts and skills concerning the management of information technology in the public sector. Coverage of topics related to managing computers and using software (including spreadsheets and data base management systems) to support the decision making process. PRQ: PSPA 501 or consent of department. Recommended PRQ: PSPA 505.

526. SOCIAL POLICY (3). Introduction to the policies related to the delivery of social services in the United States, including such service systems as income maintenance, personal social services, housing, health care, disability policy, and employment and training policy. Emphasis is placed on policy analysis, planning, community organization, and administration of social programs.

527. TOPICS IN HEALTH AND MENTAL HEALTH ADMINISTRATION (3). A. The Politics of Mental Health B. Clinical Administration: Treatment through Institutional Change C. Planning and Policy Making in Health and Mental Health D. Mental Health Administration An examination of political and administrative aspects of organizing, maintaining, and delivering health and mental health services.

530. LOCAL AND METROPOLITAN GOVERNMENT (3). Discussion of the operational and administrative aspects of local and metropolitan government in the United States, including design and structure, municipal law, finance, administrative organization, local political systems, and intergovernmental relations.

531. URBAN PLANNING AND ZONING (3). The basic theory, techniques, and practice of modern urban planning and land use regulation; current trends and problems; social, political, and economic characteristics of urban, suburban, and metropolitan political systems.

532. PROBLEMS OF MUNICIPAL ADMINISTRATION (3). The administration of local government introduction to the tools, institutions, analytical techniques, financing instruments, and policy issues relevant to economic development policy at the state, local, and regional level.

552. PUBLIC SECTOR REVENUE MANAGEMENT (3). Investigation of theories and politics of taxation, impacts of alternative taxes, fiscal federalism, mechanics of raising funds, macroeconomic impacts, and principles of municipal investment. PRQ: PSPA 510 or consent of department.

554. INFORMATION SYSTEMS AND GOVERNMENT (3). An examination of information systems and government. Covers topics such as geographic information systems, expert systems, pert/cpm software, and political and legal issues involved in public information systems. PRQ: PSPA512T or consent of the department.

555. ORGANIZATION DEVELOPMENT IN THE PUBLIC SECTOR (3). Examines the theoretical basis of organization development (OD) and total quality management (TQM). Demonstrates how OD and TQM technologies can be applied to public sector organizations for improving program quality and performance.

556. MANAGEMENT OF NOT-FOR-PROFIT AGENCIES (3). A comprehensive study of the not-for-profit organization as an integrated and complex model. Examines not-for-profit management principles and objectives, program services, planning, resource development and fund raising, volunteer development, and public relations.

558. LABOR-MANAGEMENT RELATIONS IN THE PUBLIC SECTOR (3). Federal, state, and local government employee-management relations with emphasis on legislative, judicial, political, and social considerations. Special attention is given to selected occupational groups such as police and fire in the public sector. Comparisons with the private sector and the special bargaining problems of various units in the public sector are considered.

559. TOPICS IN PUBLIC ADMINISTRATION (3). Selected issues concerning the policy and administrative processes of public organizations. May be repeated to a maximum of 9 semester hours as topic changes.

561. THEORY AND ANALYSIS IN PUBLIC ADMINISTRATION (3). An examination of the major theoretical and conceptual concerns of public administration as a field of academic inquiry. Required for advanced graduate work in the field leading to the M.A. or Ph.D. degree. Not available to candidates for the M.P.A. degree.
The Department of Psychology (PSYC)

Frederick M. Schwantes, chair, professor, Ph.D., University of Iowa

Graduate Faculty

Gary D. Coover, assistant chair, professor, Ph.D., University of Oregon
James V. Corwin, associate professor, Ph.D., University of Kentucky
Raymond Dittrichs, associate professor, Ph.D., University of Iowa
William A. Fails, assistant professor, Ph.D., Yale University
Lisa M. Finkelstein, assistant professor, Ph.D., Tulane University
Steven R. Gold, professor, Ph.D., Purdue University
Joseph E. Grush, professor, Ph.D., University of Illinois
Wayne A. Hershberger, professor, Ph.D., University of Colorado
Martin F. Kaplan, professor, Distinguished Research Professor, Ph.D., University of Iowa
Frederick L. Kitterle, professor, Ph.D., University of Massachusetts
Howard Lavine, assistant professor, Ph.D., University of Minnesota
Steven G. Little, assistant professor, Ph.D., Tulane University
Mary C. Lovejoy, assistant professor, Ph.D., University of Iowa
Joseph P. Maglano, assistant professor, Ph.D., University of Memphis
Randall B. Martin, professor, Ph.D., Syracuse University
Elise F. Masur, associate professor, Ph.D., University of Minnesota
Thomas R. McCanne, professor, Ph.D., Ohio State University
Charles E. Miller, professor, Ph.D., University of Michigan
Keith K. Millis, assistant professor, Ph.D., Memphis State University
Joel S. Milner, professor, Distinguished Research Professor, Ph.D., Oklahoma State University
George A. Neuman, assistant professor, Ph.D., Illinois Institute of Technology
Patrick W. Nolten, assistant professor, Ph.D., University of Wisconsin
Christopher P. Parker, assistant professor, Ph.D., Rice University
Bradford H. Pillow, assistant professor, Ph.D., Stanford University
Kimberly K. Powishta, assistant professor, Ph.D., Stanford University
Frederick M. Schwantes, professor, Ph.D., University of Iowa
David P. Valentiner, assistant professor, Ph.D., University of Texas
Gregory A. Waas, associate professor, Ph.D., University of Wisconsin, Madison
Karen J. White, assistant professor, Ph.D., Florida State University
James F. Willott, professor, Distinguished Research Professor, Ph.D., University of California, Davis

The Department of Psychology offers programs leading to the M.A. and Ph.D. degrees. Preference will be given to applicants who show potential for doctoral work. The department offers a continuous program leading to the doctorate and the master's thesis is regarded as a part of this training. An entitlement program leading to qualification for state certification as a school psychologist may be completed in conjunction with either the M.A. or the Ph.D. degree.

The majority of applications for graduate programs in psychology are accepted or rejected within six weeks, with deferral of decision on other applications until the month of April. In order to insure full consideration for admission, applications should be fully completed by March 1.

Admission

In considering applicants for admission to its graduate programs, the department evaluates the general undergraduate GPA, preparation in undergraduate psychology courses, background in science and mathematics, GRE scores (General Test Package #1, verbal, quantitative, analytic, and writing), and letters of recommendation. An attempt is made to select the best applicants on a combination of indexes, recognizing that no index is absolute. While there are no minimum requirements, applicants should have a GPA of at least 3.00 (on a 4.00 scale) during the last two years of undergraduate work and a combined verbal-quantitative-analytic score of at least 1750 on the General Test Package #1 of the GRE in order to be competitive. Exceptions may be made under special conditions.

Master of Arts in Psychology

The M.A. degree program in psychology requires a minimum of 30 semester hours in psychology. The total combined number of semester hours of graduate transfer credit plus graduate credit earned at NIU as a student-at-large which can be applied toward the M.A. degree may not exceed 15.

Course Requirements

PSYC 504, Advanced Psychological Statistics (3)
PSYC 506, Experimental Design (3)
Three of the following (9)
PSYC 501, Fundamentals of Learning (3), OR PSYC 511T, Cognitive Psychology I (3)
PSYC 503, Biopsychology (3)
PSYC 520, Experimental Social Psychology (3)
PSYC 541, Clinical Psychology II: The Analysis of Behavior Pathology (3)
PSYC 565, Behavioral Development (3)

PSYC 504 and PSYC 506 must be completed during the first calendar year and the remaining course requirements must be completed by the end of the second calendar year.

PSYC 590, Psychological Research (1-3), must be taken each fall and spring semester. These hours will not count toward the 30 semester hours required for the master's degree.

Registration for a minimum of 12 semester hours is required each fall and spring semester unless granted permission for a reduced load by the department chair or a leave of absence is obtained from the department chair and the office of the dean of the Graduate School. Registration for fewer than 12 semester hours without permission may result in termination from the program.

In addition, 15 semester hours must be completed in either the thesis or non-thesis option.

Thesis Option
PSYC 599, Master’s Thesis (6), and other courses in psychology determined by the student and adviser (9)

Non-Thesis Option
Other courses in psychology determined by the student and adviser (15). Students electing the non-thesis option will not be considered for admission to the doctoral program.
Other Requirements

Students in the M.A. program must maintain at least a 3.00 GPA in graduate psychology courses exclusive of thesis and independent study courses. Failure to meet this requirement will result in academic probation for one semester following which the GPA must be at least 3.00 or the student will be removed from the program.

The student must successfully complete a master’s comprehensive examination.

Other special requirements may be determined by the department and the curricular area in which the student chooses to study. The student is responsible for obtaining the Psychology Department Graduate Student Manual and for complying with the regulations in that manual.

Doctor of Philosophy in Psychology

The Ph.D. program in psychology is built around the areas of clinical psychology, cognitive-instructional-developmental-school psychology, neuroscience and behavior, and social and organizational psychology. All four areas place strong emphasis on research, teaching, and the development of appropriate applied skills.

The curriculum is designed to fulfill several purposes: development of knowledge of methodologies; acquaintance with basic literature; integration of course work, research experience, and practical experience; in-depth understanding in at least one area; and study in related fields when appropriate.

Requirements

As a part of the doctoral program a student must complete a master’s degree in psychology with at least a 3.20 GPA in graduate psychology courses exclusive of thesis and independent study courses, including at least a 3.00 GPA in the master’s foundation courses and an acceptable research thesis. Continuation in the doctoral program is subject to a recommendation from the department upon completion of the M.A. degree. Students entering NIU with a master’s degree in psychology from another institution must complete the master’s foundation courses. With departmental approval, students with adequate background may be exempted from individual courses.

The student must complete 90 semester hours beyond the baccalaureate degree, including at least 75 semester hours in psychology. Exceptions to the 75-hour requirement may be granted with the consent of the curricular area faculty and approval of the department chair. The total number of semester hours of graduate credit earned at NIU as a student-at-large which can be applied toward the Ph.D. degree may not exceed 15. The total combined number of semester hours of graduate transfer credit plus graduate credit earned at NIU as a student-at-large which can be applied toward the Ph.D. degree may not exceed 45 semester hours beyond the baccalaureate degree.

A minimum of 30 semester hours of graduate course work beyond the master’s degree in psychology, exclusive of dissertation, must be completed in the Department of Psychology at NIU.

Registration in PSYC 590, Psychological Research (1-3), each fall and spring semester prior to approval of the dissertation proposal is required. These hours will not count toward the 90 semester hours required for the Ph.D.

The student must register for a minimum of 12 semester hours each fall and spring semester unless granted permission for a reduced load by the department chair and the office of the dean of the Graduate School. Registration for fewer than 12 semester hours without permission may result in termination from the program.

Students in clinical or school psychology must complete a year of internship.

Before admission to candidacy for the doctorate in psychology, the student must demonstrate an average proficiency in using two research tools or high proficiency in using one research tool. The selection of these research tools must be approved by the student’s adviser. Proficiency is normally demonstrated by the successful completion of such courses as are designated by the department and approved by the Graduate School.

The student must pass an extensive written candidacy examination covering the student’s curricular area.

The student must complete a dissertation which will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. Prior to the time the student begins gathering the dissertation research data, a proposal of a dissertation must be approved by a dissertation advisory committee and filed with the department. Normally, an advisory committee will be made up of the dissertation director and at least two additional committee members.

The student is responsible for obtaining the Psychology Department Graduate Student Manual and for complying with the regulations in that manual.

After all other requirements for the Ph.D. in psychology have been met, including submission of a complete manuscript that has been tentatively approved by the dissertation advisory committee, a student must successfully defend the dissertation. The defense will be conducted by and in the presence of an oral examining committee made up of the advisory committee plus additional members serving as readers; however, other members of the dissertation defense committee.

The dean of the Graduate School or a dean’s designee may serve as an ex officio, nonvoting member of the dissertation defense committee.

Other special requirements may be determined by the department and the curricular area in which the student chooses to study.

Course List

417. PRINCIPLES OF BEHAVIOR MODIFICATION (3). An introduction to the psychological principles, methods, and issues in behavior modification. Emphasis will be placed on the theoretical and empirical foundations of the various strategies for producing behavior change and on the ethical issues involved in the use of behavioral techniques. Not available for credit toward graduate degrees in psychology. PRQ: Either PSYC 315 or PSYC 316, or consent of department.

425. ADULT DEVELOPMENT AND AGING (3). Behavioral development from early adulthood through old age. Emphasis on the biological, motor, cognitive, social, and personality characteristics at various stages of development. PRQ: PSYC 324 or consent of department.

426. THEORIES OF PERSONALITY (3). A systematic study of the theoretical contributions of major psychologists to basic understanding of the dynamics of human personality. PRQ: Either PSYC 332 or PSYC 372, or consent of department.

428. HISTORY OF PSYCHOLOGY (3). A review of the historical roots of the science of psychology and the development of the field to contemporary times. PRQ: At least 3 semester hours of upper-division undergraduate credit in psychology, or consent of department.

465. ADVANCED DEVELOPMENTAL PSYCHOLOGY (3). Fundamental theories, issues, and concepts in developmental psychology are examined in depth and illustrated within one or more content areas, such as physical, cognitive, perceptual, language, personality, and/or social aspects of development. Not available for credit toward graduate degrees in psychology. PRQ: PSYC 324 or consent of department.

471. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (3). The contribution of psychology in theory, research, and practice to the understanding of such topics as employee selection, placement, and training, job satisfaction, work motivation and performance, problem
solving and decision making, leadership and supervision, work design, and organizational development. Not available for credit toward graduate degrees in psychology. PRQ: Either PSYC 351 or PSYC 372, or consent of department.

473. SOCIAL JUDGMENT (3). Examination of the research and theory dealing with how people evaluate and form judgments of other people. Research dealing with judgments made both by individuals and by groups. In addition to critical study of basic judgment processes, addresses applied aspects of social judgment such as moral, clinical, and trial jury decisions. Not available for credit toward graduate degrees in psychology. PRQ: PSYC 372 or consent of department.

481. INTRODUCTION TO PSYCHOPHARMACOLOGY (3). The basic techniques, current data, and interpretations from neurochemical, pharmacological, and psychological perspectives. Topics include approaches to the investigation of behaviorally active drugs. The course assumes some knowledge of the structure and functioning of the mammalian nervous system. PRQ: PSYC 300 or consent of department.

495. SEMINAR IN SPECIAL TOPICS (3). Selected topics which will be announced. May be repeated once as topics change. PRQ: At least 3 semester hours of upper-division undergraduate credit in psychology, or consent of department.

501. FUNDAMENTALS OF LEARNING (3). An analysis of methodology, empirical findings, and theoretical attempts in the area of learning with an emphasis on classical and instrumental conditioning. PRQ: Graduate standing in psychology or consent of department.

502. INTRODUCTION TO EXPERIMENTAL PERSONALITY (3). An introduction to methods and empirical findings in the area of personality, with emphasis on experimental investigation. The study of several key topics of current interest in the field will be utilized to illustrate typical methods and findings. PRQ: Graduate standing in psychology or consent of department.

503. BIOPSYCHOLOGY (3). A selected review of current research concerned with the biological and chemical bases of behavior. PRQ: Graduate standing in psychology or consent of department.

504. ADVANCED PSYCHOLOGICAL STATISTICS (3). Probability and probability models; linear functions of independent random variables; sampling; the binomial, hypergeometric, normal, t, chi-square, and F distributions; estimation of parameters; tests of statistical hypotheses; correlation; introduction to nonparametric methods. PRQ: A course in statistics or consent of department.

506. EXPERIMENTAL DESIGN (3). A basic course in experimental design and data analysis, including such designs as factorial experiments, randomized blocks, Latin squares, incomplete blocks, and nested designs; the uses of confounding and fractional replication; some nonparametric tests related to the analysis of variance designs. PRQ: PSYC 504 or consent of department.

507. PSYCHOMETRIC TECHNIQUES (3). A consideration of the assumptions involved and the techniques available in psychometrics. Consideration made of development of psychological tests. PRQ: PSYC 504 or consent of department.

509. FUNDAMENTALS OF PERCEPTION (3). The major theories of perception and their historical antecedents, classical and contemporary psychophysics, some basic auditory and visual phenomena, and selected topics from the current research literature. PRQ: Graduate standing in psychology or consent of department.

511T. COGNITIVE PSYCHOLOGY I (3). Theories, issues, and research in fundamental areas of human cognition. Topics include human learning and memory, attention, concepts and categories, and knowledge representation. PRQ: Graduate standing in psychology or consent of department.

512. COGNITIVE PSYCHOLOGY II (3). Contemporary research and theories on higher-order processes in human cognition. Topics include discourse processing, problem solving, reasoning, and decision making. PRQ: PSYC 511T or consent of department.

514X. INSTRUCTIONAL PSYCHOLOGY (3). EPSY 614. Models and theories of instructional psychology as related to contemporary research in instructional psychology. PRQ: EPSY 613, a course in cognitive psychology, or consent of department.

517. ORGANIZATIONAL PSYCHOLOGY (3). The contribution of psychology in theory, research, and practice to the understanding of such topics as job satisfaction, work motivation and performance, group and organizational problem solving and decision making, leadership and supervision, conflict resolution, and organizational development, and effectiveness. PRQ: Graduate standing in psychology or consent of department.

518. EVALUATION RESEARCH (3). A systematic examination of the theory and practice of research strategies for planning and evaluating various programs. Models of experimental and quasi-experimental designs, cost-benefit, decision-theoretic, and systems approaches are used to develop evaluation strategies. The emphasis is on the use of educational, public health, mental health, employment training, income maintenance, and the criminal justice system. PRQ: Consent of department.

520. EXPERIMENTAL SOCIAL PSYCHOLOGY (3). An in-depth survey of topics of current interest in the study of social interaction. Emphasis will be on experimental approaches to the social behavior of humans, both developments in animal social experimentation will also be utilized. Topics examined will include, but not necessarily be limited to, attitudes and persuasion, conformity, social judgment, aggression, interpersonal attraction. PRQ: Graduate standing in psychology or consent of department.

521. SMALL GROUP BEHAVIOR (3). Social interaction in small groups. Emphasis is on experimental evidence regarding group processes. Topics include conflict and cooperation, bargaining and coalitions, choice and decision behavior, and group influence and problem solving. PRQ: PSYC 520 or consent of department.

522. THEORIES IN SOCIAL PSYCHOLOGY (3). Survey and critical analysis of current theoretical approaches to social behavior. Relevant experimental evidence will be examined in several critical areas of research. PRQ: Graduate standing in psychology or consent of department.

524. ATTITUDE CHANGE (3). A survey of current theories of attitude change. Research will be reviewed which demonstrates the success or failure of these theories to predict attitude change. Important theoretical and research issues in the attitude area will be considered. PRQ: Graduate standing in psychology or consent of department.

525. SOCIAL JUDGMENT (3). Critical examination of theories and research in the formation of judgments and evaluations of other people. A variety of contexts will be considered, including social and causal attributions, and moral, political, clinical, judicial, and personal judgments, both in groups and singly. PRQ: Graduate standing in psychology or consent of department.

526. PERSONNEL PSYCHOLOGY (3). The contribution of psychology in theory, research, and practice to the understanding of such topics as job analysis, personnel selection and placement, performance appraisal, and development. PRQ: Graduate standing in psychology or consent of department.

527. NEUROANATOMICAL BASES OF BEHAVIOR (3). Crosslisted as BIOS 527X. Gross, microscopic, and ultramicroscopic anatomy of the nervous system; basic subdivisions of the central, peripheral, and autonomic components of the nervous system; histology and ultrastructure of nervous tissue; neuroanatomical mechanisms in the regulation of behavior. PRQ: Graduate standing in psychology or PSYC 503, or consent of department.

528. NEUROANATOMICAL BASES OF BEHAVIOR: LABORATORY (3). Crosslisted as BIOS 528X. Gross, microscopic, and ultramicroscopic examination of tissues from the nervous systems of selected species. PRQ or CRQ: PSYC 527.

529. NEUROPHYSIOLOGICAL BASES OF BEHAVIOR (3). Excitation, conduction, and transmission in the nervous system; neural coding and the transformation and representation of information in the nervous system; limbic and hypothalamic regulation of drives and reinforcement. PRQ: Graduate standing in psychology and PSYC 527, or consent of department.

530. NEUROCHEMICAL BASES OF BEHAVIOR (3). Crosslisted as BIOS 530X. Biochemistry of the nervous system; chemical composition, metabolism, and chemistry of neurons and glia; chemical bases of learning, motivation, and other categories of behavior. PRQ: Graduate standing in psychology, PSYC 529, or consent of department.

539. PROFESSIONAL SCHOOL PSYCHOLOGY (3). A review of the history and development of school psychology, types of problems handled, methods employed, and current perspectives on psychological work in the schools with emphasis on research functions and the utilization of principles of learning. PRQ: Consent of department.

540. CLINICAL PSYCHOLOGY I: THEORY AND ASSESSMENT OF INTELLECTUAL FUNCTIONING (3). A historical review of theory and research concerning the definition and measurement of intelligence.
Topics covered include intellectual development, factor analytic and computer models of intelligence, and the construction and use of intelligence tests. Students receive supervised practice in administering, scoring, and reporting intelligence test results and evaluating their implications for intellectual functioning and for such clinical problems as retardation, brain damage, and thought disorders. PRQ: Graduate standing in psychology or consent of department.

541. CLINICAL PSYCHOLOGY II: THE ANALYSIS OF BEHAVIOR PATHOLOGY (3). Evaluation of criteria, definitions, and classificatory schemes of psychopathology. Review of theoretical and research contributions to understanding the etiology and maintenance of behavior problems. Instruction in obtaining information, conceptualizing, and formulating treatment plans with special clinical groups. PRQ: Consent of department.

542. CLINICAL PSYCHOLOGY III: PERSONALITY ASSESSMENT (3). Examination of theoretical and practical issues in the assessment of personality with emphasis on problems of reliability, validity, and test construction in this area. Review and evaluation of the use and research on specific personality measures. Supervised practice in administering, evaluating, and reporting the results of structured and projective technique. PRQ: PSYC 540 or PSYC 541, or consent of department.

543. CLINICAL PSYCHOLOGY IV: THEORIES OF PSYCHOTHERAPY (3). Examination and evaluation of the major theoretical approaches to psychotherapy including the psychoanalytic schools, client-centered, existential, and learning models. PRQ: PSYC 541 or consent of department.

544. CLINICAL PSYCHOLOGY V: BEHAVIOR MODIFICATION (3). Presentation and discussion of various intervention techniques associated with behavior and learning theories and derived from empirical research on behavior change. PRQ: PSYC 543 or consent of department.

545. CHILD PSYCHOPATHOLOGY (3). Examination of research and theoretical contributions to understanding the etiology and maintenance of psychopathology in children from infancy through adolescence. Instruction in developing treatment plans for children with various social, emotional, and intellectual disorders at various stages of development. PRQ: PSYC 541 or consent of department.

546. PSYCHOLOGICAL ASSESSMENT OF CHILDREN (3). Examination of the concepts and techniques relating to the clinical assessment of children from infancy through adolescence. The course covers a variety of assessment techniques including standardized tests, behavioral observations, and parent inventories. Students receive supervised practice in administering, interpreting, and reporting the results of intellectual and personality test batteries, and in evaluating the implications of their findings for the child's functioning at home and at school. PRQ: PSYC 540, PSYC 542, and PSYC 544, or consent of department.

547. PSYCHOLOGICAL INTERVENTION WITH CHILDREN AND THEIR FAMILIES (3). Examination of the concepts and techniques relating to clinical psychological intervention with children and their families. Emphasis will be on theories and techniques as they are applied by school psychologists. Emphasis will be placed on the major modes of consultation employed within school and community settings. Empirical research related to outcome of consultation will be examined. The application of consultative interventions to specific psychological disorders commonly found in school and community settings will also be addressed. PRQ: Consent of department.

548. CONSULTATIVE INTERVENTIONS IN SCHOOL AND COMMUNITY SETTINGS (3). Examination of the consultation process, research, and practice as it is applied by school psychologists. Emphasis will be placed on the major models of consultation employed within school and community settings. Empirical research related to outcome of consultation will be examined. The application of consultative interventions to specific psychological disorders commonly found in school and community settings will also be addressed. PRQ: Consent of department.

551. CLERKSHIP IN CLINICAL PSYCHOLOGY (1-3). Pre-internship experience in institutional settings, such as the school systems, clinics, and hospitals. The student will be assigned to one or more institutions where a supervised work program will be designed involving psychological assessment and intervention consistent with the student's experience and training. May be repeated for a maximum of 3 semester hours. PRQ: Admission to the clinical training program.

553. PRACTICUM IN SCHOOL PSYCHOLOGY (1-3). Experience in psychological service delivery depends on the prior experiences of the student but may include observation and analysis of behavior, assessment of learning dysfunctions, research work, design of learning programs, and consultation with school personnel. May be repeated, but only 6 semester hours may be applied toward a graduate degree in psychology. PRQ: PSYC 539 or consent of department.

554. PRACTICUM IN PSYCHOTHERAPY (1-3). Supervised experience in planning and executing a therapeutic program with clients who have sought help for adjustment and personality problems. May be repeated, but only 15 semester hours may be applied toward a graduate degree in psychology. PRQ: Approval of the clinical training area.

555. INTERNSHIP IN CLINICAL PSYCHOLOGY (6-12). A period of one year in a setting such as a hospital or clinic where the student will perform the functions of a clinical psychologist under the direct supervision of qualified personnel. The internship must have the approval of the clinical psychology faculty. The student must register for 12 semester hours during each of the fall and spring semesters and for 6 semester hours during the summer session for a total of 30 semester hours, of which 4 may be applied to the hours required in the Ph.D. program. PRQ: Departmental approval for the doctoral program in clinical psychology.

556. INTERNSHIP IN SCHOOL PSYCHOLOGY (12). A period of one year in a school setting where the student will perform the functions of a school psychologist under the direct supervision of qualified personnel. The internship must have the approval of the school psychology faculty. The student must register for 12 semester hours in each of the fall and spring semesters for a total of 24 semester hours, of which 4 may be applied to the hours required in the Ph.D. program. PRQ: Consent of department. Recommended: At least 2 semester hours of PSYC 553.

557. BEHAVIORAL DEVELOPMENT (3). An intensive review of the processes involved in behavioral development. The focus is on the factors affecting these processes, rather than on a cross-sectional description of characteristic behavioral changes related to age. PRQ: Psychology major or consent of department.

567. STUDIES IN EXPERIMENTAL PSYCHOLOGY (1-6).

A. Learning
B. Perception
C. Motivation
D. Sensory Processes
E. Physiological
J. Comparative
K. Mathematical

Specialized courses in the area of experimental psychology offered under the appropriate heading. The courses will be on specific topics within this area and may be lecture, laboratory, seminar, or a combination of these methods. The topics and the semester hours of credit will vary from semester to semester. May be repeated to a maximum of 21 semester hours.

571. STUDIES IN GENERAL PSYCHOLOGY (1-6).

A. Behavioral Development
B. Individual Differences
C. Personality
D. Quantitative Methods
E. Instrumentation
J. Social Behavior

Specialized courses in the area of general psychology offered under the appropriate heading. The courses will be on specific topics within this area and may be lecture, laboratory, seminar, or a combination of these methods. The topics and the semester hours of credit will vary from semester to semester. May be repeated to a maximum of 18 semester hours.

572. STUDIES IN CLINICAL PSYCHOLOGY (1-6).

A. Clinical Methods
B. Behavioral Pathology
C. Group Processes
D. Child-Clinical
E. Psychotherapy

Specialized courses in the area of clinical psychology offered under the appropriate heading. The courses will be on specific topics within this area and may be lecture, laboratory, seminar, or a combination of these methods. The topics and the semester hours of credit will vary from semester to semester. May be repeated to a maximum of 15 semester hours.

575. DEVELOPMENT OF LANGUAGE ACQUISITION (3). Critical evaluation of recent research and theory in developmental psychology on the processes underlying normal language acquisition and development. Background in developmental psychology is assumed, and background in language development is desirable.

576. SOCIAL-PERSONALITY DEVELOPMENT (3). The development of social and personality characteristics throughout the life-span with emphasis on the changes occurring throughout childhood. Among the topics to be covered are attachment, aggression, sex-role development, moral development, socialization processes, parent-child relations, peers and the impact of television, and social-class and crosscultural comparisons.
577. DEVELOPMENT OF PERCEPTION AND LEARNING (3). The development of perception and children's learning with emphasis placed on the basic processes and changes which occur during childhood. Among the topics to be covered are visual attention in infancy, form and pattern perception, the development of visually guided behavior, perceptual integration, information processing approaches to perceptual development, infant learning, and higher-order learning and motivation.

578. DEVELOPMENT OF COGNITION AND MEMORY (3). The development of cognitive skills and memory with emphasis on the basic processes and changes which occur during childhood. The topics to be covered include overview of cognitive theorists, conceptualizations of cognitive growth patterns, concept development, problem solving, cognitive styles, developmental aspects of obtaining and storing stimulus information, selective attention, and metamemory.

580. SEMINAR IN PSYCHOLOGY (1-3). A. Psychotherapy B. School Psychology C. Professional Problems Specialized topics will be considered that are of professional concern to those entering the field of psychology. May be repeated to a maximum of 7 semester hours in each subsection. PRQ: Consent of department.

581. PRACTICUM IN COLLEGE TEACHING OF PSYCHOLOGY (1-3). Supervised experience in teaching selected undergraduate courses in psychology. Instructional techniques, materials, and methods of evaluation. May be repeated, but only 8 semester hours may be applied toward a graduate degree in psychology. S/U grading basis. PRQ: Consent of department.

585. INDEPENDENT STUDY (1-6). May be repeated, but only 6 semester hours may be applied toward the M.A. degree and only 15 semester hours may be applied toward the Ph.D. degree.

590. PSYCHOLOGICAL RESEARCH (1-3). Supervised research training in planning, design, execution, and analysis of psychological research. Required of all graduate students in psychology each semester prior to the approval of a dissertation proposal. May be repeated without limit, but may not be used to meet the minimum credit hour requirements for a graduate degree in psychology. S/U grading basis.

599. MASTER'S THESIS (1-6). May be repeated to a maximum of 6 semester hours. Registration requires prior appointment of a thesis adviser and consent of department.

699A. PH.D. DISSERTATION (3-15). May be repeated to a maximum of 24 semester hours. Registration requires prior appointment of a dissertation adviser and consent of department.

699B. PH.D. DISSERTATION (1). Open only to students who have successfully completed the oral defense of the dissertation research and received departmental approval of the final version of the dissertation document.
Department of Sociology (SOCI)

W. William Minor, chair, associate professor, Ph.D., Florida State University

Graduate Faculty

Kevin Anderson, associate professor, Ph.D., City University of New York, Graduate Center
Charles L. Cappell, associate professor, Ph.D., University of Illinois, Chicago
Man Singh Das, professor, Ph.D., Oklahoma State University
Kay B. Forest, associate professor, Ph.D., Cornell University
Joseph F. Hajary, professor, Ph.D., University of Oregon
David H. Howard, associate professor, Ph.D., Indiana University
Clinton J. Jesser, professor, Ph.D., Michigan State University
David H. Kamens, professor, Ph.D., Columbia University
George A. Kouvetaris, professor, Ph.D., Northwestern University
David F. Luckenbill, professor, Ph.D., University of California, Santa Barbara
James L. Massey, associate professor, Ph.D., University of Iowa
William C. McCready, associate professor, Ph.D., University of Illinois, Chicago
W. William Minor, associate professor, Ph.D., Florida State University
Robin D. Moremen, assistant professor, Ph.D., Yale University
Richard Quinnin, professor, Ph.D., University of Wisconsin
John K. Rhoads, professor, Ph.D., University of Wisconsin
Herbert J. Rubin, professor, Ph.D., Massachusetts Institute of Technology
Gian Sarup, associate professor, Ph.D., Pennsylvania State University
John F. Stolte, professor, Ph.D., University of Washington
Robert W. Suchner, associate professor, Ph.D., University of Wisconsin
Jim Thomas, professor, Ph.D., Michigan State University

The Department of Sociology offers graduate courses and research opportunities leading to the M.A. degree. Graduate work in sociology is designed to prepare students for teaching, for positions in public and private agencies, and for further advanced study.

Master of Arts in Sociology

Applicants for admission to the program should have a background equivalent to 3 semester hours in sociological theory, sociological methods, and statistics. Students with deficiencies in these areas may be required to take appropriate course work to remove these deficiencies as soon as possible after enrollment. Students admitted to these programs with stipulated deficiencies will be informed by the graduate adviser of the courses that must be taken.

Graduate courses are classified into six fields: theory, research methods and statistics, social organization and institutions, social psychology, sociology of health and aging, and criminology. The specific classification of courses by field can be obtained from the sociology office.

Students must earn an overall GPA of 3.00 or better and a grade of A or B in SOCI 570 and/or SOCI 571, SOCI 575, and SOCI 576.

The M.A. degree can be earned by the successful completion of either a thesis or a non-thesis option in the program. Students planning to pursue the doctorate should enroll in the thesis option. Students planning to enter or resume careers at the master's degree level should enroll in the non-thesis option. All new master's students are required to consult with the departmental graduate adviser before being admitted to courses.

No more than 12 semester hours in 400-level graduate courses may be included in the student's program for the master's degree with a thesis option, and no more than 15 hours in 400-level graduate courses may be included in the student's program for the master's degree with a non-thesis option.

The comprehensive examination requirement may be met by a written examination or by an oral presentation of research conducted by the student. In the latter case, the examining committee will ask questions about related theoretical and methodological issues in sociology, as well as about the research itself.

Thesis Option

The thesis option is designed primarily for pre-doctoral students or for those desiring a traditional liberal arts master's degree. Students pursuing the thesis option will be required to complete a minimum of 30 semester hours either in the track in general sociology or in the specialization in criminology.

General Sociology

SOCI 570, Classical Sociological Theory (3)
SOCI 571, Contemporary Sociological Theory (3)
SOCI 575, Sociological Statistics (3)
SOCI 576, Advanced Research Methodology (3)
SOCI 599, Master's Thesis (6)
One course selected in consultation with the graduate adviser (3)
Three courses in one of the following areas: theory, research methods and statistics, social organization and institutions, social psychology, sociology of health and aging, or criminology (9)

Specialization in Criminology

SOCI 570, Classical Sociological Theory (3),
SOCI 571, Contemporary Sociological Theory (3)
SOCI 575, Sociological Statistics (3)
SOCI 576, Advanced Research Methodology (3)
SOCI 581, Theories of Delinquency and Crime (3)
SOCI 589, Criminal Justice in Society (3)
SOCI 599, Master's Thesis (6)
Two electives in criminology selected from graduate offerings in consultation with the graduate adviser (6)
One course selected in consultation with the graduate adviser (3)

Non-Thesis Option

The non-thesis option is designed for those students who expect to follow careers that do not require the doctorate. Students pursuing the non-thesis option will be required to complete a minimum of 36 semester hours including 6 semester hours of ILAS 502, Internship, a set of core courses (9 hours), an applied sequence (9 hours), and the track in general sociology or the specialization in criminology (12)

At the discretion of the department, the requirement for ILAS 502 may be waived if a student has had appropriate professional experience. In such cases, ILAS 502 will be replaced by 6 hours of electives chosen in consultation with the graduate adviser.
Core Courses
SOCI 570, Classical Sociological Theory (3), OR SOCI 571, Contemporary Sociological Theory (3)
SOCI 575, Sociological Statistics (3)
SOCI 576, Advanced Research Methodology (3)

Applied Sequence
The applied sequence is a set of courses thought to have particular relevance for types of employment appropriate for master's-level sociology graduates and is intended to complement a traditional sociological education, not to replace a professional degree in another field. The applied sequence consists of a set of three courses in one of the following areas: public health applications, quantitative methods, applied social research, organizational analysis, community programs and development, social policy analysis, modeling skills, budgeting and planning, or a specially designed applied sequence approved in advance by the graduate adviser. A list of courses approved for these applied sequences is available in the Department of Sociology office.

General Sociology
Twelve semester hours (6 semester hours each in two areas) must be completed in the areas of theory, research methods and statistics, social organizations and institutions, social psychology, sociology of health and aging, or criminology.

Specialization in Criminology
SOCI 581, Theories of Delinquency and Crime (3)
SOCI 589, Criminal Justice in Society (3)

Two criminology elective courses selected from graduate offerings in consultation with the graduate adviser (6)

Course List

450. SOCIAL INEQUALITY (3). Causes and consequences of inequality; economic, political, ethnic, and power dimensions; sources of conflict and class behavior; analysis and measurement of social stratification and mobility. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

451. MEDICAL SOCIOLOGY (3). An introductory examination and comparison of organizational structures and social roles within medical institutions. Particular attention is given to sociological perspectives for understanding antecedents and consequences of mental and physical health problems and how medical institutions relate to other institutions in society. PRQ: SOCI 250 or SOCI 251, or consent of department.

453. SOCIOLOGY OF EDUCATION (3). The relationship of the educational system to the social structure; the changing function of education in an advanced industrial society; the impact of education on technological changes and social mobility; a comparison of systems in various cultures. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

454. RACIAL AND ETHNIC MINORITY FAMILY SYSTEMS (3). Comparison and analysis of ethnic and racial minority family systems in American society. White, black, native American, Asian, Spanish-speaking, Jewish, Utopian, and alternative forms of family systems will be surveyed. Recommended: SOCI 354.

455. ENVIRONMENTAL SOCIOLOGY (3). Relationship of the physical environment ("natural" and "built") to human behavior and social structure. Several specific topics include population and urbanization, technological development, energy resources, housing, architectural design, natural disasters, occupational health and safety, industrial waste and pollution, and changes in agricultural production. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

457. COMPARATIVE FAMILY SYSTEMS (3). Structural-functional and comparative analysis of family systems in relation to other societal systems and to social change. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department. Recommended: SOCI 354.

458. OCCUPATIONS IN THE SOCIAL STRUCTURE (3). Cultural definitions of work; the concepts of career and mobility; occupational choice theories; consequences of occupational specialization for social integration. Problems of disengagement from work. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

459. POLITICAL SOCIOLOGY (3). The relationship between political and social structures with emphasis on the concepts of power, ideology, elites, class, and politics. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

460. SOCIAL STRUCTURE AND THE LIFE COURSE (3). Aging as a life-long process of development through socially structured, historically conditioned stages. Topics include role transitions, intergenerational relations, and age norms. Emphasizes stages prior to old age. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

461. INTERGROUP RELATIONS (3). Analysis and exposition of cultural and social-psychological influences underlying relations among racial, ethnic, and other minority and majority groups. Emphasis upon problems of prejudice and discrimination, and the promotion of harmonious intergroup relations. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

462. AGING AND SOCIETY (3). Interpersonal, structural, and cultural aspects of age and aging. Emphasizes old age. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

463. TOPICS IN SOCIAL PSYCHOLOGY (3). Treatment of recent developments in social psychology. Possible topics include social influence processes, attitude formation and change, leadership, group dynamics, personality in social structures, and person perception and attribution processes. PRQ: SOCI 250 or consent of department.

464. INTERGROUP RELATIONS (3). Theories of Delinquency and Crime (3)
SOCI 589, Criminal Justice in Society (3)

Two criminology elective courses selected from graduate offerings in consultation with the graduate adviser (6)

473. SOCIOLOGICAL THEORY (3). Sociological theory as a body of unifying principles and as a guide for research. The significant contributions of outstanding sociologists past and present. Does not count for credit toward the M.A. or M.S. in sociology. PRQ: Consent of department.

475. HEALTH ORGANIZATIONS AND DELIVERY OF SERVICES (3). Social structure of hospitals, public health, and ambulatory care settings. Comparison of health care systems in U.S. and selected other nations, differences in financing, utilization, staffing, and relations with other social institutions. PRQ: SOCI 250 or SOCI 251, or consent of department.

476. SEMINAR IN SOCIOLOGICAL RESEARCH METHODS (4).
A. Survey Methods
B. Experimental Methods
C. Quantitative Methods
E. Field Methods
M. Multi-methods
N. Evaluation Research Methods

May be repeated to a maximum of 12 semester hours as the topic changes. PRQ: SOCI 376 and SOCI 473 and either STAT 208 or STAT 301; or consent of department.

482. SOCIOLOGY OF DEATH AND DYING (3). Systematic study of the last stage of the life cycle. How people cope with various forms of death, the bereavement process, and growing old alone. The social organization of dying and the treatment of death in the hospital setting. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.


486. POLICE IN A DEMOCRATIC SOCIETY (3). The police, their organization, and their functions will be examined with special attention to political and social factors that affect their activities. Police relations with the community and particularly with minority groups; the problems of brutality, corruption, and political involvement. PRQ: SOCI 289 or consent of department.

488. JUVENILE DELINQUENCY (3). Social and psychological factors in delinquent behavior; causation, prevention, and rehabilitation; the role of community agencies; the juvenile court. May include visits to juvenile correctional agencies. PRQ: SOCI 288 or consent of department.

491. SOCIOLOGY OF THE MIDWEST (3). The Midwest region will be delineated and analyzed in terms of the interplay between the environment and everyday life, and according to the formation of a regional culture and socioeconomic system. Investigation of the relation of the Midwest to other regions. PRQ: SOCI 170 or SOCI 250 or SOCI 260, or consent of department.

492. COMPARATIVE CRIMINOLOGY (3). An historical and comparative analysis of crime and the criminal justice system in Europe, the United States, underdeveloped countries, and socialist societies. PRQ: SOCI 288 and SOCI 289, or consent of department.
546. RESEARCH FIELDS AND PROBLEMS IN SOCIAL PSYCHOLOGY (3). Historical developments related to recent research in experimental social psychology, small groups, and related fields. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department. Recommended: A course in social psychology.

561. SEMINAR IN SOCIAL INSTITUTIONS AND SOCIAL ORGANIZATION (3). Recent research in particular institutions (religion, family, education, or other topics) or in aspects of social organizations (stratification, population, or other selected topics). May be repeated to a maximum of 6 semester hours as topic changes. PRQ: Consent of department.

562. SEMINAR IN SOCIOLOGY OF HEALTH/AGING (3). Recent developments in the sociological study of health and/or aging. May be repeated to a maximum of 6 semester hours as topic changes. PRQ: Consent of department.

567. SEMINAR IN RESEARCH METHODS (3). Recent developments in methods of sociological research (systems analysis, survey methods, statistical techniques, or other specific methodological problems). May be repeated to a maximum of 6 semester hours as topic changes. PRQ: Consent of department. Recommended: SOCI 576.

571. CONTEMPORARY SOCIOLOGICAL THEORY (3). Critique of Mead, Parsons, Becker, Homans, Merton, and other recent theorists. PRQ: SOCI 473 or consent of department.

572. PROSEMINAR IN SOCIOLOGY (3). Analysis and synthesis of current research, concepts, and issues in various areas. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

575. SOCIOLOGICAL STATISTICS (3). Methods of sampling and testing hypotheses; statistical inference; correlation and other measures of association; the methods of treating both quantitative and nonquantitative variables. PRQ: 3 semester hours in statistics or consent of department.

576. ADVANCED RESEARCH METHODOLOGY (3). The scientific approach, selection of problems, design, and methods of analysis. PRQ: SOCI 476 or consent of department.

581. THEORIES OF DELINQUENCY AND CRIME (3). Relation of theories of delinquency and crime to general biological, sociological, and psychological theories. PRQ: SOCI 488 or consent of department.

582. LAW AND SOCIAL CONTROL (3). The institutional relationships among social order, law, justice, and legal coercion. Emphasis on factors underlying the enactment, enforcement, and administration of the law, including interest-group politics, social structure, and economic institutions. Court and police tensions, the changing role of policing in America, and minority pressures on the law and the police. PRQ: SOCI 488 or consent of department.

587. PENOLOGY AND PENAL INSTITUTIONS (3). Justice and punishment; penal reformers and their social context; penitentiaries and reformatories in the 19th century; the designs and origination of modern prisons; the prison system; the courts and modern prisons. PRQ: SOCI 488 or consent of department.

589. CRIMINAL JUSTICE IN SOCIETY (3). The police, courts, and corrections in America: their organizations and policies, their patterns of recruitment and promotion, plea bargaining, police power, treatment of minorities, and sensitivity to social and political issues. Selected communities will be examined. PRQ: Previous course in criminology or consent of department.
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College of Visual and Performing Arts

Harold Kafer, Ph.D., dean
G. Allan O'Connor, M.M., associate dean

School of Art
School of Music
School of Theatre Arts
The School of Art (ART)

Richard M. Carp, chair, professor, Ph.D., Graduate Theological Union, Berkeley

Graduate Faculty

Renie B. Adams, visiting professor, M.F.A., Indiana University
Leif Allmendinger, associate professor, M.F.A., Rhode Island School of Design
Caroline C. Allrutz, professor, Ed.D., Illinois State University
Carmen L. Armstrong, professor, Ed.D., Indiana University
Jon Ashmann, associate professor, B.S., Illinois Institute of Technology
Jay P. Bell, professor, M.F.A., University of Wisconsin
Robert L. Bornhuetter, professor, M.F.A., Tulane University
David C. Bower, professor, M.A., Northern Illinois University
Bradley Brechin, assistant professor, Master of Graphic Design, North Carolina State University
Richard M. Carp, professor, Ph.D., Graduate Theological Union, Berkeley
Richard M. Cooler, professor, Ph.D., Cornell University
Dennis DeLap, associate professor, M.A. Arch., University of Illinois, Chicago
John N. DeLillo, professor, M.A., Ohio State University
Gordon J. Dorn, professor, M.F.A., University of Wisconsin
Yale Factor, professor, M.F.A., East Texas State University
Margie Franklin, assistant professor, M.F.A., San Francisco State University
Debra Grall, assistant professor, M.F.A., University of Wisconsin
Lawrence J. Gregory, associate professor, M.F.A., Ohio University
Joshua B. Kind, professor, Ph.D., Columbia University
Janine L. Klees, assistant professor, M.F.A., University of California, Santa Barbara
Jeannine Kowalski, professor, Ph.D., Yale University
Frank Kulesa, associate professor, M.F.A., Northern Illinois University
Yih-Wen Kuo, assistant professor, M.F.A., Southern Illinois University
Avra S. Liakos, associate professor, University of Athens
Christine LoFaso, assistant professor, M.F.A., School of the Art Institute of Chicago
Stanley Madejka, professor, Ph.D., University of Minnesota
Benjamin L. Mahmoud, professor, Distinguished Research Professor, M.F.A., Ohio University
Ronald S. Mazanowski, professor, M.F.A., University of Wisconsin
John F. McCarthy, professor, M.F.A., School of the Art Institute of Chicago
Philip Melnick, professor, M.F.A., University of California at Los Angeles
Jerry D. Meyer, assistant chair, professor, Ph.D., New York University
Mark Nelson, professor, M.F.A., University of Michigan
Lee B. Peck, professor, M.F.A., University of Wisconsin
Charlotte Rollman, associate professor, M.F.A., University of Illinois
Deborah Smith-Shank, assistant professor, Ph.D., Indiana University
Judith Testa, professor, Presidential Teaching Professor, Ph.D., University of Chicago
Joseph Uduehi, assistant professor, Ed.D., University of Illinois
Harry J. Wirth, associate professor, B.S., University of Wisconsin, Milwaukee
Joseph M. Wood III, professor, M.F.A., Yale University
J. Terry Zeller, associate professor, Ph.D., University of Minnesota

The School of Art offers graduate programs leading to the M.A., M.S., and M.F.A. degrees. Its programs are accredited by the National Association of Schools of Art and Design.

The M.S. in art offers specializations in art education and art therapy. The specialization in art education is designed for those students who wish to prepare for a specialist role in art education in addition to classroom teaching. The specialization in art therapy is for those who wish to become registered art therapists. The M.F.A. is designed for those students who wish to pursue a specialization in studio art or art history. The M.F.A. is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in an acceptable discipline relating to the fine arts or design. The M.F.A. is a terminal degree in the field of art.

Admission to graduate programs in the School of Art requires a baccalaureate degree in fine art, art education, art history, or a major in a closely related field. Students who do not have a major in art or in their field of specialization must remove deficiencies through the satisfactory completion of courses required by the School of Art. Students applying for fall, spring, or summer admission to any studio graduate degree program in the School of Art must submit all required credentials by March 1.

All M.A. and M.F.A. studio applicants must have successfully completed 27 semester hours of core courses as follows: basic drawing (6), life drawing (3), beginning design (6), art history survey (9), and art history elective (3). M.A. and M.F.A. studio majors should have 24 additional semester hours of undergraduate art courses. Some or all of these additional 24 semester hours may be waived by a special portfolio review conducted by the adviser; the results of this portfolio review are to be reported to the graduate coordinator in the School of Art. Any assigned deficiencies are to be listed on the required program of courses which must be filed for a graduate degree. An interim adviser is assigned for the student upon acceptance into the Graduate School. The student must establish contact with the interim adviser immediately. The interim adviser will offer guidance in the formulation of a three-member (minimum) graduate advisory committee which will administer the planning of the program, the examination of the portfolio for continuance (studio), preparation for the final comprehensive examination, and the completion of the research project, thesis, or one-person show requirements (students in M.S. programs exempted).

With the consent of the School of Art and the dean of the Graduate School, a maximum of 9 semester hours of graduate transfer credit may be accepted from other accredited colleges or universities toward a master of arts or master of science degree. Similarly, a maximum of 9 semester hours of graduate credit from an M.A. program completed at another institution may be accepted toward the M.F.A. degree. A maximum of 9 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.A., M.S., or M.F.A. degree. However, in meeting the requirements for a graduate degree in art, the credit transferred from other accredited institutions plus that earned at NIU as a student-at-large may not exceed 15 semester hours.

With the consent of the School of Art and the dean of the Graduate School, a maximum of 9 semester hours of graduate transfer credit may be accepted from other accredited colleges or universities toward a master of arts or master of science degree. Similarly, a maximum of 9 semester hours of graduate credit from an M.A. program completed at another institution may be accepted toward the M.F.A. degree. A maximum of 9 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.A., M.S., or M.F.A. degree. However, in meeting the requirements for a graduate degree in art, the credit transferred from other accredited institutions plus that earned at NIU as a student-at-large may not exceed 15 semester hours.

For a student pursuing the M.F.A. degree in art, up to 30 semester hours of course work from the M.A. program in art at NIU may be counted toward meeting the requirements of the M.F.A. degree, with the consent of the student's M.F.A. advisory committee.

The M.F.A. is a terminal degree in the fields of art and design. Aside from allowed credit from the M.A. program, course work and all requirements for the M.F.A. degree must be completed within a seven-year period.
A graduate student admitted to any M.A. or M.F.A. program in the School of Art may take up to 6 elective credits outside the school, subject to prior approval of the student's graduate advisory committee. Courses in this category must be entered on the official program of courses.

The School of Art may retain for its collection any work produced subject to prior approval of the student's graduate advisory committee. A red dot on the lower left slide is to be identified with the name of applicant, title of work, date of execution, medium, and size. The slide should be marked with a red dot on the lower left.

Special Requirements for Studio Degrees

The School of Art requires a portfolio from all applicants for admission to the Graduate School who wish to pursue a studio degree in art (M.A. or M.F.A.). A prospective student must submit 10 35mm color slides of his or her work as it relates to the intended course of graduate study. An additional 10 slides may be submitted if desired in another area of competency in studio work. Each slide is to be identified with the name of applicant, title of work, course of graduate study, date of execution, medium, and size. The slide should be marked with a red dot on the lower left.

Applicants may substitute film and/or electronic media where appropriate to the field of study. The materials must be submitted in reusable containers acceptable for the U.S. postal service mailing requirements, return postage included. All materials must be clearly identified with the name of the applicant, title of work, date of execution, medium, and return address. Although all possible care is taken, the School of Art cannot assume responsibility in case of loss or damage.

March 1 is the final date for receiving all application materials for summer, fall, or spring admission to any graduate studio degree program. Other application requirements include a statement of career goals and objectives, transcripts, GRE scores, TOEFL if necessary, and two letters of recommendation.

Slides to be considered for admission purposes should be sent to the graduate coordinator in the School of Art; other application materials are to be submitted to the Graduate School.

Master of Science in Art

The student pursuing the M.S. in art must choose one of two specializations. Applicants for the specialization in art education must have an undergraduate degree in art, art education, psychology, or other related field approved by the School of Art.

Core Courses (9)

ART 581, Learning Theory in Art Education (3)
ART 583, Seminar in Art Education (3)
ART 585, Research Readings in Art Education (3)

Specialization in Art Education (24)

ART 582, Curriculum Development in Art Education (3)
ART 584, History and Philosophy in Art Education (3)
Two of the following (6)
ART 463, Application of Aesthetics, Art History, and Criticism in Art Education (3)
ART 480, Alternative Teaching Experiences (3-12)
ART 484, Interrelated Arts Education (3)
ART 586, Policy Studies for the Administration and Supervision of Art Programs (3)
ART 587, Evaluation in Art Education (3)

ART 588, Alternative Methods of Instruction in Art (3)
ART 681, Research Topics: Independent Study (3 or 9)
ART 684, Research Methods in Art Education (3)
Electives in art history, studio, related professional courses, or additional electives in art education (12)

A maximum of 9 semester hours may be taken outside the School of Art. Any program requires the written approval of the major adviser.

Specialization in Art Therapy (27)

Prerequisites include 15 semester hours in studio art and 12 semester hours in psychology, including developmental and abnormal psychology.

Students who plan a career goal in a medical hospital setting are eligible for course substitutions in basic life sciences or course work in the School of Allied Health Professions as deemed appropriate in advisement.

ART 575, Materials and Resources in Art Therapy (3)
ART 576, Approaches and Techniques in Art Therapy (3)
ART 577, Art as a Therapeutic Agent (3)
ART 578, Case Studies: Art Therapy (3)
ART 682, Clinical Internship in Art Therapy (6), OR AHPH 551, Clinical Supervision Practicum (6)
ART 688, Supervision Seminar in Art Therapy (6)

Course work from the following (3)

AHP 444, Topics in Allied Health Professions (1-3)
AHPH 550, Workshop in Health Services Delivery (1-3)
AHPH 510, Crisis Theory and Case Management (3)
AHPH 585, Independent Study (1-3)
ART 480, Alternative Teaching Experiences (3-12)
EPCO 530, Counseling Theories and Practices (3)
EPSE 540, Foundations of Special Education (3)
EPSY 533, Standardized Testing (3)
FCNS 484, Advanced Family Relationships (3)
FCNS 486, Aging and the Family (3)
PSYC 426, Theories of Personality (3)
PSYC 465, Advanced Developmental Psychology (3)
SOCI 461, Intergroup Relations (3)
SOCI 482, Sociology of Death and Dying (3)

Upon completion of 2,000 hours of paid, supervised clinical employment above and beyond the M.S. in art with a specialization in art therapy, graduates may apply for art therapy registration with the American Art Therapy Association.

Teacher Certification

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Standard Special (K-12) Certificate through the art education division of the School of Art as part of the degree program for the M.S. in art with a specialization in art education. With adviser approval, graduate-level requirements for certification can be part of the 33 semester hours required for this specialization.

Admission Requirements

Obtain program recommendations from the art education graduate certification coordinator.

Successful completion of State of Illinois basic skills test.

Completion of ART 342A and ART 342B with a grade of at least C in each course.

Admission to NIU's Graduate School through the School of Art.

Retention

Students must remain in good standing in the Graduate School. In addition students must maintain an average 3.00 GPA or above, and receive no final grade lower than C in art education methods courses (ART 342, ART 344, ART 345, and ART 463.) They must have and maintain a minimum GPA of 2.75 in all NIU undergraduate art courses.
required for certification in order to enroll in the above methods courses. They must have at least a 2.50 GPA in all NIU undergraduate courses required for certification. Students may not student teach if these GPA requirements are not met. Students who fall below a required GPA may appeal in writing for one probationary semester to the chair of the art education division.

Admission to Student Teaching
In addition to meeting retention requirements, during the semester prior to student teaching or earlier students must pass the final portfolio review per the art education division’s portfolio review procedures.

Requirements
Studio and art history courses may be assigned as deficiencies if not taken as part of an undergraduate degree. Subject to approval by the college certification coordinator, courses in art history, ceramics, design, drawing, fiber arts, metal work or jewelry, painting, printmaking, and/or sculpture may be taken at the graduate or undergraduate level, in NIU’s School of Art or at other recognized institutions.

ART 342A and ART 342B, Introduction to Art Education: Content and Clinical Experience (3)
ART 344A and ART 344B, Resources and Methods in Art Education: Content and Clinical Experience (3)
ART 345A and ART 345B, Curriculum Development in Art Education: Content and Clinical Experience (3)
ART 463, Application of Aesthetics, Art History, and Criticism in Art Education (3)
ART 488A, Student Teaching in Elementary Art (5)
ART 488B, Student Teaching in Secondary Art (6)
ART 579, Art Education for the Handicapped and Gifted (3)
ART 584, History and Philosophy of Art Education (3)
ART 587, Evaluation in Art Education (3)
EPSY 501, Psychological Foundations of Education (3)
EPSY 508, Theories and Research in Adolescent Behavior (3)

Verification of at least 25 clock hours of clinical experience, beyond that provided in the art methods courses as a teacher aide, substitute, observer, etc., in a K-12 school setting with approval of the visual and performing arts certification coordinator.

Previous undergraduate general education studies must include course work to satisfy Illinois general education certification requirements. Students should consult the art education graduate certification coordinator.

Master of Arts in Art
Students pursuing the M.A. degree must complete a minimum of 30 semester hours of graduate work and must choose a specialization early in their work toward the degree.

Specialization in Studio Art
Students who select the specialization in studio art must elect a particular area of study in studio courses and pass a portfolio examination for continuance prior to the completion of 15 graduate semester hours.

ART 580, Seminar (3)
Art history electives (6)
Studio art electives (18)
ART 599B, One-Person Show and Documentation for the M.A. Studio Degree (3)

Three copies of a pictorial documentation of the one-person show with four copies of a catalog must be submitted to the Graduate School as the equivalent of a thesis. Guidelines for the documentation of the one-person show are available from the graduate coordinator in the School of Art.

Specialization in Art History
Students who select the specialization in art history must demonstrate a reading knowledge of one modern foreign language. A reading knowledge can be demonstrated by receiving a grade of at least a B in FLFR 382, FLGE 382, FLFR 202, or FLIT 202; by achieving an average proficiency on the Graduate School Foreign Language Test in French or German; or by a translation examination prepared by the Department of Foreign Languages and Literatures, with the concurrence of the student’s major adviser, in one of those languages. Though the languages named above are customary, other languages may occasionally be substituted on recommendation of the student’s Graduate Advisory Committee.

ART 601, Seminar in Art History (6)
Art history electives (minimum-18)
ART 599A, Thesis (3)

A student in an art history degree program who has not taken ART 486 as an undergraduate must do so as a graduate student; this work may be for graduate credit.

Master of Fine Arts in Art
Students in the M.F.A. program must complete a minimum of 60 semester hours of graduate work and must choose a particular area of study in studio courses early in their work toward the degree. Students must pass a portfolio examination for continuance prior to the completion of 15 graduate semester hours.

ART 580, Seminar (6)
Art history electives (12)
Studio art electives (39)
ART 699B, One-Person Show and Documentation for the M.F.A. Studio Degree (3)

Three copies of a pictorial documentation of the one-person show with four copies of a catalog must be submitted to the Graduate School as the equivalent of a thesis. Guidelines for the documentation of the one-person show are available from the graduate coordinator in the School of Art.

Foreign Study Programs
The School of Art sponsors a foreign study program designed to investigate, experience and analyze the art and culture of other parts of the world. This program was initiated in 1960 and has featured study tours to all the countries of Western Europe, to Russia, and to China and Japan, as well as to many of the Middle and Near Eastern countries. Residence programs have been sponsored in Italy, France, Austria, and Mexico.

A varied foreign study program is planned for the future. Interested students should contact the chair of the School of Art for current information.

Course List
All art courses designated with the phrase "may be repeated" are repeatable to a maximum number of semester hours to be determined by the student's major adviser. Credit-hour limitations for other art courses are cited in their descriptions. Course enrollment of more than 6 credit hours per semester in one course requires consent of the School of Art.

410. MEDIA SYNTHESIS (3). Students will conduct research into the validity of combining and integrating various forms of electronic media. May be repeated up to 9 semester hours. PRQ: ART 370 or consent of school.

420. DESIGN FIELD EXPERIENCE (1-6).
A. Media Arts
B. Interior Architecture
C. Visual Communication
D. Photography
Cooperative work experience for design students. Cooperatively supervised professional practice with selected and/or approved design firms to provide a learning experience complementary to the student's area of study in design. May be repeated to a maximum of 6 semester
hours. S/U grading basis. PRQ: Approval of the faculty and field experience adviser in the design student’s area of study.

455. ART OF CINEMATIC/TIME-BASED IMAGERY (3). Advanced studies in the techniques and concepts of cinematic/time-based imagery as an art form with an emphasis on independent projects. May be repeated to a maximum of 9 semester hours. PRQ: ART 355 or consent of school.

456. APPLICATION OF AESTHETICS, ART HISTORY, AND CRITICISM IN ART EDUCATION (3). A thematic and interdisciplinary approach to the application of aesthetic, art historical, and critical theory and methods to instructional practice in museums and elementary and secondary schools. Emphasis placed on alternative methods of presenting the content of aesthetics, art history, and criticism, and on the use of teacher-made and commercial instructional resources. PRQ: Consent of school.

457. INTRODUCTION TO MUSEUM STUDIES (3). Survey of the history and philosophy of museums and museum typology. Overview of the purposes, structure, and operations of museums with special attention to current issues and practices relating to ethics, collections, exhibitions, and education. Lectures, discussion, museum field trips, museum practicum. Research project. PRQ: Consent of school.

473. COMPUTER GRAPHICS (3). Concepts for solid modeling and animation of three-dimensional computer images on the microcomputer. May be repeated to a maximum of 6 semester hours. PRQ: ART 370 or consent of school.

476. ART OF THE EASTERN MEDITERRANEAN AND ANATOLIA (3). An analytical study of the art and architecture of the Eastern Mediterranean, Western Asia Minor, Anatolia, and the Levant Coast from the beginning of the Stone Age to the downfall of the Phoenician commercial empire.

480. ALTERNATIVE TEACHING EXPERIENCES (3-12). Internship teaching in community centers, social agencies, and other facilities offering educational programs outside of the public school pattern. Cooperatively supervised field experiences in alternative modes of instruction. PRQ: Successful completion of student teaching or approval of the art education faculty.

483. ART IN ELEMENTARY SCHOOLS (3). Adapting visual arts concepts derived from art history, art criticism, studio arts, and aesthetics as appropriate to the elementary child and the self-contained classroom. Field trip, lecture, studio, critique, and micro teaching experiences. Not open to art majors.

484. INTERRELATED ARTS EDUCATION (3). Exploration of aesthetic concepts pertinent to education in the arts. Analysis of curricular structures that accommodate an education in combined arts and basic assumptions underlying these structures. Planning, developing, and implementing arts programs in the context of visual arts in K-12 educational systems.

486. ART HISTORICAL METHODOLOGY (3). Studies of various methodological approaches and tools employed in the discipline of art history. PRQ: 6 semester hours of art history survey or consent of school.


491. HISTORY OF PRINTS AND GRAPHIC PROCESSES (3). The development of woodcuts, etching, engraving, lithography, etc., in the history of art.

492. CONTEMPORARY ART (3). A study of current art directions, styles and attitudes and their relationships to contemporary society.

493. HISTORY OF ARCHITECTURE III: FROM 1800 (3). The study of building styles, theories, form, and construction as exemplified by the major architectural monuments from 1800 to the present.

496A. HISTORY OF DECORATIVE ARTS: FURNITURE (3). A chronological survey from ancient Egypt through the 20th century.

496B. HISTORY OF DECORATIVE ARTS: MINOR ARTS AND CRAFTS (3). A chronological survey from ancient Egypt through the 20th century.

497. HISTORY OF ARCHITECTURE I: TO 1400 (3). Building styles, theories, form, and construction as exemplified by the major architectural monuments from the ancient world through the end of the Middle Ages.

498. HISTORY OF ARCHITECTURE II: 1400-1900 (3). Building styles, theories, form, and construction as exemplified by the major architectural monuments from the Renaissance through the 19th century.

505. STORE PLANNING (3, 6, or 9). A study in interior space planning with emphasis on problem analysis and detailed problem solution. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

506. RESEARCH IN INTERIOR ARCHITECTURE (3). Examination of theoretical and empirical methodology for research in interior architecture culminating in designing and evaluating interior spaces. May be repeated. PRQ: Consent of school.

507. INTERIOR ARCHITECTURE I (3, 6, or 9). Special problems in interior architecture and space planning stressing preliminary proposals. Topics to be announced. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

509. ELECTRONIC MEDIA DESIGN I (3, 6, or 9). Selected problems in design with emphasis on computer-aided design. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

510. DESIGN (3). Selected problems in design. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

511. VISUAL COMMUNICATION (3 or 6). Advanced problems in visual communication. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

512. STUDIES IN DESIGN (3). Varied topics in design. Studio, lecture, and discussion or field trip. Topics to be announced. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

513. PHOTOGRAPHY I (3-6). Advanced work in photography with an emphasis on experimentation and the development of an individual approach. May be repeated. Students may enroll in two separate sections concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

520. DRAWING I (3 or 6). Analytical studies of style and structure. May be repeated. Students may enroll in two separate sections concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

523. PAINTING I (3, 6, or, with consent of school, 9). The development of individual style in painting. Extended independent study. May be repeated. A student may take two sections (3 credits each) concurrently with the same instructor or with different instructors. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

524. DRAWING II (3 or 6). A. Intaglio B. Lithography C. Relief D. Serigraphy Individual development of skills and techniques in any of the stated areas of printmaking. May be repeated. Students may enroll in two separate areas concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

525. CERAMICS I (3, 6, or, with consent of school, 9). Exploration of three-dimensional forms using clay and related materials. May be repeated. Students may enroll in two separate sections concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

541. CERAMICS I (3, 6, or, with consent of school, 9). Theory and laboratory experience in glaze calculation and testing, clay body formulation and testing, engobe formulation, properties of glaze oxide, kiln firing, and kiln construction. Study of contemporary and historical examples of ceramics. Lecture and studio. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

545. TECHNICAL PROBLEMS IN CERAMICS I (3). Theory and laboratory experience in glaze calculation and testing, clay body formulation and testing, engobe formulation, properties of glaze oxide, kiln firing, and kiln construction. Study of contemporary and historical examples of ceramics. Lecture and studio. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

551. METALWORK AND JEWELRY (3, 6, or, with consent of school, 9). Intensive studio work in selected techniques and processes. May be repeated. Students may enroll in two separate sections concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

555. CURATORIAL PRACTICE (3). Philosophy, practices, and issues involved in acquisition and care of collections, including collection policy.
556. MUSEUM EXHIBITIONS AND INTERPRETATION (3). Theory and practices of exhibition planning, design, installation, and evaluation with emphasis on the interpretative function of exhibitions through labels, brochures, AV, and interactive devices. Lectures, practicum, exhibit critiques, museum visits. Culminates in an exhibition by the class in an NIU gallery/museum. PRQ: ART 465 or consent of school.

557. MUSEUM EDUCATION (3). History, philosophy, and practice of museum education. Study and practical application through class projects and practicum of planning and implementing public programming, tour techniques, museum-school services, and development and evaluation of educational materials and outreach programs. Lectures, individual projects, observation in museums, and practicum. PRQ: ART 465 or consent of school.

561. SCULPTURE I (3, 6, or, with consent of school, 9). Advanced individual development through work in various media. May be repeated. Students may enroll in two separate sections concurrently. PRQ: Acceptance into M.A. degree program or consent of school.

566. MEDIA STUDIES I (3, 6, or 9).
A. Cinematography
B. Video Art
C. Multi-Image Programming
D. Intermedia Arts
Advanced study in media arts with an emphasis on individual approaches and independent research. Students may enroll in one, two, or three of the above listed subject areas concurrently, for 3, 6, or 9 credit hours in one of these subject areas, or any combination thereof with a maximum of 9 hours per semester. May be repeated. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

570. FIBER/FABRIC (3, 6, or 9).
A. Weaving
B. Printing and Dyeing
C. Off-Loom Construction
Intensive studio course in fiber/fabric. May be repeated. Students may enroll in three separate areas concurrently. PRQ: Acceptance into M.A. or M.F.A. degree program, or consent of school.

575. MATERIALS AND RESOURCES IN ART THERAPY (3). Study of the types of expression relevant to the practice of art therapy. Experiential involvement with various art processes, materials, tools, and equipment appropriate to art therapy. A survey of resources available to the art therapist. Implementation of information and experiences in a variety of activities. Lecture/discussion, studio, field experiences. PRQ: ART 577 or consent of school.

576. APPROACHES AND TECHNIQUES IN ART THERAPY (3). Study of psychological and philosophical approaches as they relate to and provide foundations for art therapy practice. Exploration of art therapy techniques used in a variety of settings. Direct involvement with approaches and techniques in a variety of activities. Lecture/discussion, studio, and field experiences. PRQ: ART 577 or consent of school.


578. CASE STUDIES IN ART THERAPY (3). An introduction to the diagnostic approaches and procedures used in art therapy. TRY: preparation and presentation of case studies. Individual in-depth problem related to case studies. Lecture/discussion and field experience. PRQ: ART 577 or consent of school.

579. ART EDUCATION FOR THE HANDICAPPED AND GIFTED (3). Philosophical, instructional methods, practice, and experience with appropriate materials, resources, and opportunities related to art education in special education. Individual in-depth problem relating to art education for the handicapped and gifted. Designed for elementary, secondary, special education, art education, and art therapy majors. Lecture/discussion and field experience.

580. SEMINAR (3). Discussion of historical and contemporary issues in the arts. Topics to be announced. May be repeated.}

581. LEARNING THEORY IN ART EDUCATION (3). A study of those theories of learning that are specifically related to the creative experience. The results of this study are applied to the problems of learning and teaching in art education; to questions of method, scope, and sequence in art programs.

582. CURRICULUM DEVELOPMENT IN ART EDUCATION (3). An investigation of cultural, developmental, psychological and perceptual forces influencing curricular emphases. Analyzing the history and current trends in curriculum development. Learning to structure varieties of curriculum, and to formulate objectives for development of concepts and skills in art.

583. SEMINAR IN ART EDUCATION (3). Investigation and discussion of topics in art education as they relate to issues in the visual arts, society, and education programs.

584. HISTORY AND PHILOSOPHY OF ART EDUCATION (3). Survey and appraisal of the historical and philosophical basis for teaching of art. Consideration of current objectives with implications for change.

585. RESEARCH READINGS IN ART EDUCATION (3). Critical evaluation of primary research. Applying criteria for evaluating: theoretical, descriptive (historical, ethnographic, empirical, and case studies), and experimental research.

586. POLICY STUDIES FOR THE ADMINISTRATION AND SUPERVISION OF ART PROGRAMS (3). An analysis of the historical, social, political, and economic influences on the formation and implementation of art education policy. Examination of the organization, staffing, and administration of art and art-related programs.

587. EVALUATION IN ART EDUCATION (3). Intent, function, and consequences of evaluation in art education. Survey of evaluation of art programs and curricula. Diagnostic, formative, and summative evaluation of art. Methods and instrumentation related to evaluation in art education.

588. ALTERNATIVE METHODS OF INSTRUCTION IN ART (3). Exploration of teaching approaches in art that vary in response to desired outcomes of learning. Use of models in the identification of teaching styles and in obtaining feedback. Planning and teaching for learning situations specific to K-12 art education.

589. TOPICS IN ART (1-6). Concentrated study in studio, lecture and discussion, or field trip. Topics to be announced. May be repeated for a maximum of 6 semester hours as elective credit to be applied toward an advanced degree with school approval. May not be substituted for art history or seminar.

590. INDEPENDENT STUDY (1-9). Work on individual problems in the student's chosen field. May be repeated. PRQ: Consent of school and instructor.

591. STUDIES IN MEDIEVAL ART (3). Specific topics chosen from the following list. May be repeated, but credit is limited to 3 semester hours per topic.
A. Early Christian and Early Byzantine Art: ca. 330-843
B. Mid-Byzantine and Late Byzantine Art: ca. 843-1453
C. Early Renaissance Art
D. Gothic Art: ca. 1150-1400

592. STUDIES IN ITALIAN RENAISSANCE ART (3). Specific topics chosen from the following list. May be repeated, but credit is limited to 3 semester hours per topic.
A. Early Renaissance Art
B. High Renaissance Art

593. STUDIES IN NORTHERN RENAISSANCE ART (3). Specific topics chosen from the following list. May be repeated, but credit is limited to 3 semester hours per topic.
A. 1300 to ca. 1480. Manuscript illumination and Panel Painting.
B. 1480 to ca. 1600. Manuscript illumination, Panel Painting, and Printmaking.

594. TOPICS IN BAROQUE AND ROCOCO ART (3). Specific topics to be announced. May be repeated to a maximum of 18 semester hours; however, credit is limited to 3 semester hours per topic.

595. STUDIES IN 19TH CENTURY ART (3). Specific subjects in 19th century art from the time of the French Revolution to ca. 1900. May be repeated, but credit is limited to 3 semester hours per subject.

596. STUDIES IN AMERICAN ART (3). Specific subjects chosen from the development of art in America from ca. 1570 to the present. May be repeated, but credit is limited to 3 semester hours per subject.

598. STUDIES IN ORIENTAL ART (3). Specific topics chosen from the following list. May be repeated, but credit is limited to 3 semester hours per topic.
A. Intaglio
B. Lithography
C. Relief
D. Serigraphy

Two separate areas concurrently. PRQ: Acceptance into M.F.A. degree program or consent of school.
683. DOCTORAL SEMINAR IN ART EDUCATION (1). An analysis of selected problems and issues in art education. May be repeated to a maximum of 4 semester hours, but credit is limited to 1 hour each semester. PRQ: Admission to the Ed.D. program in curriculum and instruction.

684. RESEARCH METHODS IN ART EDUCATION (3). Methods for conducting theoretical, descriptive, and experimental research including statistical analysis of data. PRQ: ART 581 and ART 585, or consent of school.

685. TOPICS IN ART HISTORY (3). In-depth research on specific artists, movements, periods, or problems in the history of art. Topics to be announced. May be repeated, but credit is limited to 3 semester hours per topic.

688. SUPERVISION SEMINAR IN ART THERAPY (3). Designed for the student engaged in the internship experience. Focus on professional issues involving the role of the art therapist in specialized settings; interface between art therapy and verbal therapy; advanced understanding of graphic language; specific applications and populations; and preparation for presenting art therapy inservices to internship site staff. Must be taken concurrently both terms with ART 682 to a maximum of 6 semester hours. PRQ: Consent of school. CRQ: ART 682.

699B. ONE-PERSON SHOW AND DOCUMENTATION FOR THE M.F.A. STUDIO DEGREE (1-3).
School of Music (MUSC)

Paul Bauer, chair, associate professor, D.M., Northwestern University

Graduate Faculty

Shmuel D. Ashkenasi, professor, Diploma, Curtis Institute of Music
Jan M. Bach, professor, Distinguished Research Professor, D.M.A., University of Illinois
Paul Bauer, associate professor, D.M., Northwestern University
James Berkenstock, professor, Ph.D., Northwestern University
Timothy Blickhan, professor, D.M.A., University of Illinois
Robert Chappell, associate professor, M.M., North Texas State University
Patricia Cichy, assistant professor, Ph.D., New York University
Stephen Duke, associate professor, M.M., North Texas State University
John Fairfield, associate professor, M.M., Northwestern University
Robert Fleisher, associate professor, D.M.A., University of Illinois
William Goldenberg, associate professor, D.Mus., Indiana University
Robert A. Green, professor, Ph.D., Indiana University
Kuo-Huang Han, associate professor, Ph.D., Northwestern University
Richard T. Holly, associate professor, M.M., East Carolina University
Marc Johnson, professor, M.M., Catholic University of America
Harold Kafer, professor, Ph.D., University of North Texas
William Koehler, acting assistant chair, associate professor, D.M.A., University of Texas, Austin
Peter Middleton, professor, M.A., University of California, San Diego
Sandra Murphy, assistant professor, M.M., University of North Carolina at Greensboro
Myron Myers, professor, M.M., University of Southern California
G. Allan O'Connor, professor, M.M., University of Illinois
James Phelps, assistant professor, D.M.A., University of North Texas
Mark Ponzo, assistant professor, D.M.A., Eastman School of Music
Ronald D. Price, professor, Ph.D., University of Toledo
Diane Ragains-Slawin, associate professor, M.M., Chicago Conservatory of Music
Charles Schuchat, associate professor, B.M., Northwestern University
Robert Sims, assistant professor, Artistic Diploma, Northwestern University
Stephen E. Squires, associate professor, M.M., California State University, Northridge
Mathias J. Tacke, professor, Diploma, Northwest German Music Academy
Laurel Thurman, associate professor, D.M.A., University of Arizona
Donald L. Walker, professor, M.S., Juilliard School of Music
Melvin Warner, professor, M.M., University of Southern California
Richard Young, professor, M.M., Catholic University

The School of Music offers graduate majors in music education and in performance and pedagogy leading to the M.M. degree, as well as an individualized M.M. program and a Performer's Certificate. The School of Music is fully accredited by the National Association of Schools of Music.

Master of Music

The M.M. degree requires a minimum of 32 semester hours and may be earned in music education, performance and pedagogy in keyboard instruments, voice, or band and orchestral instruments, or with an individually designed program.

Only those persons whose undergraduate preparation has been at least equivalent to the comparable undergraduate music curriculum at NIU will be admitted to a program leading to the M.M. degree. Students whose previous work fails to meet these requirements may in some cases be permitted to begin graduate work in music. They will be required, however, to make up any deficiencies, as determined by the School of Music, before being admitted to an M.M. program.

The completion of the degree Bachelor of Music with a performance major is the normal prerequisite for admission to a course of study leading to the M.M. degree in performance and pedagogy. Students holding a B.S., B.A., or B.M.E. degree may be eligible, however, if, in the opinion of the music faculty, they have reached the necessary level of proficiency in the major performance area before admission. All students working toward an M.M. degree must perform an audition in their principal performance area before admission. All students working toward an M.M. degree in performance and pedagogy must prepare and perform a full-length public recital; write a thesis, a transcription, or an original composition; or elect a non-thesis option.

Applicants to the master's program in music are normally notified of an admission decision within three weeks of receipt of the completed application.

In partial fulfillment of graduate requirements, a student pursuing the M.M. in performance and pedagogy must prepare and perform a full-length public recital. Students pursuing the M.M. in music education, upon approval of the graduate faculty, may present a formal public recital; write a thesis, a transcription, or an original composition; or elect a non-thesis option.

Students pursuing a master's program are permitted to take 6 semester hours of selected studies in music (MUSC 619, MUSC 639, MUSC 669, MUSC 689) toward their 32-hour master's degree. Students pursuing the individualized major program are permitted to take 12 semester hours of selected studies (MUSC 619, MUSC 639, MUSC 669, MUSC 689) toward that 32-hour requirement. With the approval of the School of Music and the office of the dean of the Graduate School, a maximum combined total of 15 semester hours of graduate credit for courses taken at other accredited institutions for which transfer credit is granted, plus credit earned in courses at NIU as a student-at-large may be counted toward meeting the requirements for the M.M. degree. Within this maximum total of 15 semester hours, a maximum of 6 hours of transfer credit may be allowed.
Master of Music in Music Education

To be admitted to the music education program, students must satisfactorily meet two of the following four conditions.

- Intensive interview with two faculty members from the music education area, one of them being the area coordinator.
- Submission of tapes/cassettes and programs of choral and/or instrumental performances.
- Classroom visit by faculty for the purpose of observing and evaluating the student in his or her teaching situation.
- Audition in a major performance area.

Thesis Option

MUSC 584, Techniques of Research in Music (should be completed during first term of study) (3)
Music Education (9-12)
MUSC 585, Foundations of Music Education (3)
Music education courses (6-9)
Music history and literature and/or music theory and composition (7-10)
Music performance (3)
- Private keyboard, voice, or instrumental study (primary or secondary)
- Music performance courses (including conducting)
Ensembles
Music electives (3)
MUSC 599D, Thesis/Final Project (thesis, recital, transcription, or original composition) (4)
If MUSC 599D results in a recital, two copies of the master tape recording must be submitted to the Graduate School.

Non-Thesis Option

The basic requirements are the same as for the thesis option, except that MUSC 599D is not required. Instead, 4 semester hours may be chosen from music or any other field with the adviser's consent.

Master of Music in Performance and Pedagogy

Audition. Applicants must be prepared to perform a full-length program of undergraduate "senior recital" caliber or higher. Where distance precludes an "in person" audition, a tape recording (7½ ips) may be submitted. Such a tape should contain a full recital program.

Keyboard Instruments

MUSC 533, Seminar in Musical Research (3) (Should be completed during the first term of study)
Music history and literature or music theory and composition (3)
MUSC 565, Accompanying (1)
Private keyboard study (6)
MUSC 591J, Keyboard Ensemble (1)
MUSC 599A, Final Recital (solo/ensemble recital) (4)
Two copies of the master tape recording must be submitted to the Graduate School
Electives (5)

Students must choose one of the following areas of study, consistent with their educational goals.

Performance and Pedagogy (9)
- Private keyboard study (2)
MUSC 575A, Keyboard Methods and Materials: Piano (3), OR MUSC 575B, Keyboard Methods and Materials:
  Harpsichord (3),
  OR MUSC 575C, Keyboard Methods and Materials: Organ (3)
MUSC 435 and MUSC 436, Organ Literature I and II (4),
MUSC 437 and MUSC 438, Piano Literature I and II (4)
(Students who can demonstrate proficiency in these subjects may substitute any 4 semester hours within the area.)
MUSC 565, Accompanying (1)
MUSC 591J, Keyboard Ensemble (1)

MUSC 537, Chamber Music Studies (3)
MUSC 567 and MUSC 569, Diction for Pianists I and II (4)

Voice

MUSC 533, Seminar in Musical Research (3) (Should be completed during the first term of study)
Electives in history and literature and/or theory and composition (7)
Private voice study (8)
MUSC 581, Pedagogy of Singing (3)
MUSC 590B, Opera Workshop (1)
MUSC 590A, Madrigal Singers (1)
OR MUSC 590B, Opera Workshop (1)
OR MUSC 595, Concert Choir (1)
Electives (5)
MUSC 599A, Final Recital (4)
Two copies of the master tape recording must be submitted to the Graduate School.

Band and Orchestral Instruments

MUSC 533, Seminar in Musical Research (3) (Should be completed during the first term of study)
Electives in history and literature and/or theory and composition (7)
Private instrumental study (8)
MUSC 570, Music Instructional Techniques and Materials: Woodwinds (2),
OR MUSC 571, Music Instructional Techniques and Materials: Brasses (2),
OR MUSC 572, Music Instructional Techniques and Materials: Percussion (2),
OR MUSC 574, Music Instructional Techniques and Materials: Strings (2)
Ensembles (2)
Electives (6)
MUSC 599A, Final Recital (4)
Two copies of the master tape recording must be submitted to the Graduate School.

Master of Music Individualized Program

A student may design an individualized M.M. degree program of 32 semester hours selected from existing courses, seminars, independent study, internships, or special projects, both on and off the campus. While a program so designed may share some features of the stated majors, its principal thrust should be distinctive. Individualized programs may consist in part of interdisciplinary or multidisciplinary courses which combine music study with such special areas as anthropology, art, business, computer science, dance, theater, electronics, ethnic studies, mental health, or special education; or they may concentrate entirely on music.

After satisfying published Graduate School and School of Music requirements for admission, the applicant must demonstrate qualifications for this program in at least one of the following ways.

- Demonstration of outstanding musicianship in a performance audition.
- Demonstration of creative ability through written compositions, tapes, or improvisations.
- Demonstration of scholarly competence in music history, music theory, or music teaching through the submission of investigative or research papers.

A distinctive record of professional achievement.

When competence in a selected field, other than music, is not evident at the time of application, provisional acceptance may be granted, provided deficiencies are removed in accordance with Graduate School time limits.

After acceptance, each student will be assigned an adviser with whom he or she will prepare a program proposal. Each program must be approved by a committee representing the School of Music, which may in turn seek the advice of another department...
whose courses are included in the program. Normally, at least one half of the program will be in the School of Music. At the conclusion of study, the student must substantiate to the committee that the specified goals have been met.

All students pursuing the individualized major are required to complete either MUSC 533, Seminar in Musical Research (3), or MUSC 584, Techniques of Research in Music (3). (Should be completed during the first semester of study).

**Performer’s Certificate**

The Performer’s Certificate program is a 24-semester-hour post-master's program which includes private instruction, ensemble experience, research related to performance, a master class, lecture-recital, and two full recitals, the second of which is prepared independently by the candidate without applied coaching or instruction. The purpose of the program is to develop fully independent professional musicians. The program is highly specialized and concentrated, and all requirements (with the exception of the Final Recital) are expected to be completed in consecutive semesters.

Applicants for the Performer's Certificate program should consult with the School of Music chair or coordinator of graduate studies. To be eligible for admission, students must normally have completed work equivalent to that required for the M.M. degree at NIU. Applicants will be required either to perform an audition, submit a cassette recording representative of their performance ability, or submit a formal application and resume.

The Performer’s Certificate is not a formal graduate degree. In some cases, students who demonstrate exceptional performing abilities, abilities equivalent to a Master of Music level or beyond, and who have completed a baccalaureate degree from an accredited institution or an appropriate diploma from a recognized conservatory or music school, may be recommended by the faculty of the School of Music for admission directly into the Performer's Certificate program.

**Requirements**

Private Study (8)
- Ensemble (2)
- MUSC 691, Supervised Recital Research Seminar (3)
- MUSC 692, Supervised Recital (2)
- MUSC 693, Lecture-Recital Research Seminar (3)
- MUSC 694, Lecture-Recital (2)
- MUSC 695, Master Class (1)
- MUSC 696, Final Recital (3)

**Cooperative Education/internship Program in Music**

Master of Music candidates are eligible to submit an application for cooperative education/internship experience. Those students selected may participate in full- or part-time assignments with approved organizations whose functions are complimentary to the students' career goals. Variable S/U credit hours are assigned on the basis of the length and/or nature of the experience. Credit applies towards music elective credit requirements. Students in any M.M. program (including those in the individualized major) may apply for the Cooperative Education/Internship Program. Interested students must consult with a faculty member closely associated with the appropriate field. The student then applies to the School of Music for participation in Northern's Cooperative Education/Internship Program. Applications must be approved by the chair of the School of Music and the graduate coordinator. Enrollment in this program must be reflected in the student's program of courses by enrollment in MUSC 690. Applications will be reviewed on the basis of GPA, instructor recommendation(s), professional promise, and demonstrated interest and competence in the area of study. The student must possess a minimum 3.00 overall GPA. All students (including transfer students) must have completed a minimum of 9 semester hours of graduate-level course work in the NIU School of Music.

Although academically supervised by School of Music faculty, all internships are coordinated by the Cooperative Education/Internship Program. The latter office requires completion of an application and resume.

**Course List**

All music courses designated with the phrase "may be repeated" are repeatable to a maximum number of semester hours to be determined by the student's major adviser. Credit-hour limitations for other music courses are cited in their descriptions.

690. INTERNSHIP IN MUSIC (1-4).
- A. Composition and Arranging
- B. Recording Techniques
- C. Performance
- D. Music Industry
- E. Music Education

Cooperatively supervised, full- or part-time professional field experience with approved organizations or individuals, to provide a learning experience complementary to the student's anticipated career goals. May be repeated to a maximum of 4 semester hours. S/U grading basis. PRQ: Consent of school.

**Music History and Literature**

421. TOPIC STUDIES IN ETNOMUSICOLOGY (3). Studies and reports on special topics in world music: bibliography, discography, instruments, etc. May be repeated to a maximum of 6 semester hours. PRQ: MUSC 324 or MUSC 325, or consent of school.

422. JAZZ HISTORY (3). Significant changes and developments in jazz. Analysis of the styles of a number of jazz performers. PRQ: MUSC 202 or consent of school.

423. BLACK MUSIC (3). An historical examination of black music from 1619 to the present. Analysis of musical styles including blues, rag, jazz, rhythm and blues, and soul, within the social and cultural context of American life.

426. AMERICAN MUSIC IN THE CONCERT TRADITION (3). The development of solo, chamber, symphonic, and choral music, and opera from the Moravians of colonial America to the American experimental composers of the 20th century. PRQ: MUSC 322 or consent of school.

427. AMERICAN MUSIC IN THE FOLK AND POPULAR TRADITIONS (3). A survey of American vernacular and popular music since colonial times including folk songs and spirituals, the music of New England tunesmiths, music for social and entertainment purposes, and an introduction to the music of native Americans.

431. MUSIC OF SOUTHEAST ASIA (3). Study of the music of Southeast Asia with emphasis on the music of Indonesian gamelan.

432. MUSIC OF CHINA (3). Study of the music of China with emphasis on existing genres.

435. ORGAN LITERATURE I (2). A survey of organ literature from 1300 to 1800, excluding the works of J. S. Bach. PRQ: MUSC 202 or consent of school.

436. ORGAN LITERATURE II (2). A survey of the organ works of J. S. Bach and classical, romantic, and contemporary literature. PRQ: MUSC 202 or consent of school.

437. PIANO LITERATURE I (2). A survey of clavier and piano literature to the mid-19th century. PRQ: MUSC 202 or consent of school.

438. PIANO LITERATURE II (2). A survey of romantic and contemporary piano literature. PRQ: MUSC 202 or consent of school.

439. GUITAR LITERATURE (2). A survey of lute, vihuela, and guitar literature from the Renaissance to the present. PRQ: MUSC 202 or consent of school.
523. 20TH CENTURY IDIOMS I (3). Musical developments from 1890 to 1950; impressionism, primitivism; expressionism; jazz influences; early serial techniques.

527. THE RENAISSANCE (3). Music in the Renaissance (ca. 1450-1600), with study of representative styles.

528. BAROQUE IDIOMS AND STYLES (3). Selected studies in music of the baroque period.

529. THE CLASSIC ERA (3). European music from ca. 1730-1820. PRQ: MUSC 321 and MUSC 322, or consent of school.

530. THE ROMANTIC ERA (3). European music from ca. 1820-1900. PRQ: MUSC 321 and MUSC 322, or consent of school.

531. 20TH CENTURY IDIOMS II (3). Historical, organizational, and theoretical aspects of avant garde and experimental compositions, including electronic and computer music. PRQ: MUSC 523 or consent of school.

533. SEMINAR IN MUSICAL RESEARCH (3). The technique of writing and speaking about music. Reading and critical evaluation of writings about music, survey of resources for musical research, such as reference materials and the means of locating sources and editions.

534. SEMINAR IN MUSIC HISTORY AND LITERATURE (3). Research and analysis in selected areas of music history and literature. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

537. CHAMBER MUSIC STUDIES (3). Independent studies in chamber music analysis and performance practices.

599B. THESIS (1-4). The preparation and completion of a thesis. May be repeated to a maximum of 4 semester hours.

621. OPERATIC LITERATURE (3). The history and development of the opera from the Florentine camerata to the present.

622. SYMPHONIC LITERATURE (3). A study of orchestral music, with stress on the symphony and solo concerto. Analytical techniques applied to selected works.

639. SELECTED STUDIES IN MUSIC HISTORY AND LITERATURE (1-4). Independent or small-group study of selected topics. Participation in more than one independent study per semester permitted by consent of school chair. May be repeated. See specific degree requirements for limitations. PRQ: Consent of school.

Music Theory and Composition

400. RECORDING TECHNIQUES (3). Laboratory study of the techniques of professional recording as applied directly to all phases of musical storage and reproduction. Emphasis on gaining expertise with microphones, acoustics, multitrack recording, professional mixing techniques, etc. PRQ: Consent of school.

401: ADVANCED RECORDING PROJECTS (3). Continuation of MUSC 400. Microphone theory and applications, audio console operation including, but not restricted to, signal processing, monitor mixing, overdubbing, and multitrack techniques; preparation of master tape suitable for disc recording; some study of current practices in digital recording and console automation. May be repeated. PRQ: MUSC 400 or consent of school.

407. MODAL COUNTERPOINT (3). Class performance, analysis, and writing of counterpoint in Renaissance style as exemplified by works of such composers as Josquin, Lassus, Palestrina, and others. Preliminary study of Gregorian chant. PRQ: MUSC 202 or consent of school.

408. FORM AND ANALYSIS (3). The presentation of the standard historical forms of tonal music and the development of technical skills necessary to analyze tonal compositions. Emphasis on the development of analytical technique. PRQ: MUSC 202 or consent of school.

409. TONAL COUNTERPOINT (3). Class performance, analysis, and writing of counterpoint as employed in 18th century style. PRQ: MUSC 202 or consent of school.

410. PASSACAGLIA, CANON, AND FUGUE (3). The passacaglia, canon, and fugue as found in all types of musical forms and in all musical periods, past and present. PRQ: MUSC 202 or consent of school.

411. 20TH CENTURY TECHNIQUES (3). Aural study, analysis, and practical application of such 20th century compositional devices as modality, dissonant counterpoint, polytonality, atonality, serialism, tone clusters, polymeters, improvisation, aleatoric techniques, graphic notation, multiphonics, and others. PRQ: MUSC 202 or consent of school.

412. DEVELOPMENT AND PRACTICE OF ELECTRONIC MUSIC (3). A comprehensive examination of the development and practices of all phases of electronic and computer music with both historical and projected examinations of applications in composition, performance and research. PRQ: MUSC 202 or consent of school.

418. PHYSICS OF MUSICAL INSTRUMENTS AND SOUND (3). The science of musical sound and the physical principles involved in the production of music by the various instruments and the voice. Elements of architectural acoustics of music rooms and acoustical engineering of electronic recorders and reproducers. Open to nonmusic majors by consent of school.

500. COMPOSITION: SECONDARY (1). Selected studies in the techniques of composing for acoustic media. Not open to composition majors. May be repeated. PRQ: Consent of school.

504. SEMINAR IN THEORY AND COMPOSITION (3). Projects and studies in theory and composition. Topic to be announced. May be repeated to a maximum of 6 semester hours.

505. ORCHESTRATION (3). The scoring of original and other works for various combinations of instruments as well as one complete score for full symphony orchestra. PRQ: Consent of school.

507. WIND AND PERCUSSION SCORING (3). Scoring for diverse wind and percussion ensembles. PRQ: Consent of school.

509. JAZZ ARRANGING I (2). Scoring techniques for jazz and popular ensembles. PRQ: MUSC 202 and MUSC 205, or consent of school.

510. JAZZ ARRANGING II (2). Continuation of MUSC 509. Advanced scoring techniques for jazz and popular ensembles. PRQ: MUSC 509 or consent of school.


512. ELECTRONIC AND COMPUTER MUSIC II (2). Further study and experimentation with techniques introduced in MUSC 511, Electronic and Computer Music I. Emphasis on implementing techniques studied thus far in more extensive electronic music compositions. PRQ: MUSC 511 and consent of school.

599C. THESIS/FINAL PROJECT (1-4). The preparation and completion of a thesis or final project, the choice to be approved by the School of Music graduate faculty. May be repeated to a maximum of 4 semester hours.

600. COMPOSITION: PRIMARY (2). Individualized and/or group study and writing of small and large musical forms. May be repeated. PRQ: Major in composition or consent of school.

601. EVOLUTION OF HARMONIC THEORIES (3). Music theory from antiquity through the present.

611. ELECTRONIC AND COMPUTER MUSIC III (2). Algorithmic composition. Study of how composers have used computers to create and perform musical works. Emphasis on the design of original algorithms and their use in the composition/performance of musical works. PRQ: MUSC 512 and consent of school.

612. ELECTRONIC AND COMPUTER MUSIC IV (2). Further study and experimentation with algorithmic composition. Emphasis on creating more expansive computer music systems through the integration of hardware and software. PRQ: MUSC 611 and consent of school.

619. SELECTED STUDIES IN MUSIC THEORY (1-4). Independent or small-group study of selected topics. Participation in more than one independent study per semester permitted by consent of school chair. May be repeated. See specific degree requirements for limitations. PRQ: Consent of school.

Music Performance

462. SURVEY OF THE MUSIC INDUSTRY (2). A study of the basic workings of the music business including copyright law, contracts, the record industry, music publishing, artist management, and other music-related careers.
464. WORKSHOP IN THE FELDENKRAIS METHOD FOR THE PERFORMING ARTS (3). Crosslisted as TH-D 464X. Lectures, demonstrations, and related activities regarding the Feldenkrais method as it applies to the training of performing artists. PRQ: Consent of school.

563. SPECIAL CONTEMPORARY PERFORMANCE SKILLS: EXPERIMENTAL MUSIC (2). Analysis and class performance of experimental music including the development of skills related to the interpretation of modernized and invented notation, improvisation, and verbal instruction. PRQ: Consent of school.

567. DICTION FOR PIANISTS I (2). Italian and introductory German pronunciation, using the International Phonetic Alphabet as a basis. Faculty-supervised vocal coaching in class and at rehearsals. Enrollment limited to graduate keyboard Area 2 students.

569. DICTION FOR PIANISTS II (2). Continuing German, and French pronunciation, using the International Phonetic Alphabet as a basis. Faculty-supervised vocal coaching in class and at rehearsals. Enrollment limited to graduate keyboard Area 2 students. PRQ: MUSC 567 or consent of school.

599A. FINAL RECITAL (1-4). The preparation and completion of a graduate recital. May be repeated to a maximum of 4 semester hours.

599B. SPECIAL CONTEMPORARY PERFORMANCE SKILLS: EXPERIMENTAL MUSIC (2). Analysis and class performance of experimental music including the development of skills related to the interpretation of modernized and invented notation, improvisation, and verbal instruction. PRQ: Consent of school.

544. VOICE: SECONDARY (1). Emphasis on performance, with proficiency requirements. Individual and/or group instruction. Open to nonmusic majors by special consent of school. May be repeated. PRQ: Consent of school.

590. VOCAL ENSEMBLE (1) A. Madrigal Singers B. Opera Workshop C. Northern Lights Show Choir The study of vocal repertoire as developed through ensemble participation. PRQ: Consent of school. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

644. VOICE: PRIMARY (2 or 4). Individual study in the student's major medium of performance. Two semester hours credit per semester for students in the music education course of study; 4 semester hours credit per semester (2 in summer) for students in the performance and pedagogy course of study. May be repeated. PRQ: Consent of school.

Instrumental

543. HARP: SECONDARY (1). Emphasis on performance, with proficiency requirements. Individual and/or group instruction. Open to nonmusic majors by special consent of school. May be repeated. PRQ: Consent of school.

Band and Orchestral Instruments: Secondary

545. VIOLIN: SECONDARY (1)
546. VIOLA: SECONDARY (1)
547. VIOLONCELLO: SECONDARY (1)
548. CONTRABASS: SECONDARY (1)
549. GUITAR: SECONDARY (1)
550. FLUTE: SECONDARY (1)
551. OBOE: SECONDARY (1)
552. CLARINET: SECONDARY (1)
553. SAXOPHONE: SECONDARY (1)
554. BASSOON: SECONDARY (1)
555. TRUMPET: SECONDARY (1)
556. FRENCH HORN: SECONDARY (1)
557. TROMBONE: SECONDARY (1)
558. TUBA AND EUPHONIUM: SECONDARY (1)
559. PERCUSSION: SECONDARY (1)

Emphasis on performance, with proficiency requirements. Individual and/or group instruction. Open to nonmusic majors by special consent of school. May be repeated. PRQ: Consent of school.

Ensemble performance. Participation for credit in more than one ensemble during the same term permitted. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

592. UNIVERSITY BANDS (1).
A. Wind Symphony
B. Wind Ensemble
C. All-University Band
Open to all students who play wind and percussion instruments. Participation in both A and B during the same term permitted. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

596. JAZZ ENSEMBLE (1). Performance and study of various styles of jazz and popular music. May be repeated to a maximum of 12 semester hours. PRQ: Acceptance by audition.

597. ORCHESTRA (1).
A. NIU Philharmonic
B. Campus String Orchestra
Open to all qualified students. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

598. WORLD MUSIC ENSEMBLE (1).
C. Gamelan
D. Steel Band
J. Steel Band II
K. All-University Steel Band
M. Tabla
Ensemble performance. Participation for credit in more than one ensemble during the same term permitted. Open to nonmusic majors by special consent of school. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

566. PRACTICUM IN STUDIO INSTRUCTION (1).
643. HARP: PRIMARY (2 or 4). Individual study in the student's major medium of performance. Two semester hours credit per term for students in the music education course of study; 4 semester hours credit per term (two in summer) for students in the performance and pedagogy course of study. May be repeated. PRQ: Consent of school.

Band and Orchestral Instruments: Primary
645. VIOLIN: PRIMARY (2 or 4)
646. VIOLA: PRIMARY (2 or 4)
647. VIOLONCELLO: PRIMARY (2 or 4)
648. CONTRABASS: PRIMARY (2 or 4)
649. GUITAR: PRIMARY (2 or 4)
650. FLUTE: PRIMARY (2 or 4)
651. OBOE: PRIMARY (2 or 4)
652. CLARINET: PRIMARY (2 or 4)
653. SAXOPHONE: PRIMARY (2 or 4)
654. BASSOON: PRIMARY (2 or 4)
655. TRUMPET: PRIMARY (2 or 4)
656. FRENCH HORN: PRIMARY (2 or 4)
657. TROMBONE: PRIMARY (2 or 4)
658. Tuba and Euphonium: PRIMARY (2 or 4)
659. PERCUSSION: PRIMARY (2 or 4)
Individual study in the student's major medium of performance. Two semester hours credit per semester for students in the music education course of study; 4 semester hours credit per semester (2 in summer) for students in the performance and pedagogy course of study. May be repeated. PRQ: Consent of school.

Music Education
566. PRACTICUM IN STUDIO INSTRUCTION (1). Supervised studio teaching in keyboard, voice, or band and orchestral instruments. May be repeated. PRQ: Consent of school.

570. MUSIC INSTRUCTIONAL TECHNIQUES AND MATERIALS: WOODWINDS (2). Techniques of class and individual instruction in orchestral woodwind instruments, with particular emphasis upon intermediate and advanced levels. Review and evaluation of solo, ensemble, and other instructional literature for all levels.

571. MUSIC INSTRUCTIONAL TECHNIQUES AND MATERIALS: BRASSES (2). Techniques of class and individual instruction in orchestral brass instruments, with particular emphasis upon intermediate and advanced levels. Review and evaluation of solo, ensemble, and other instructional literature for all levels.

572. MUSIC INSTRUCTIONAL TECHNIQUES AND MATERIALS: PERCUSSION (2). Techniques of individual and class instruction in the percussion instruments. Review and evaluation of solo and ensemble material at all levels.

573. MUSIC INSTRUCTIONAL TECHNIQUES AND MATERIALS: ELECTRONIC MUSIC (3). Techniques of class instruction in electronic instruments with particular emphasis on advanced tape recorder usages in elementary and secondary schools.

574. MUSIC INSTRUCTIONAL TECHNIQUES AND MATERIALS: STRINGS (2). Techniques of class and individual instruction in orchestral stringed instruments, with particular emphasis upon intermediate and advanced levels. Review and evaluation of solo, ensemble, and other instructional literature for all levels.

575. KEYBOARD METHODS AND MATERIALS (3).
A. Piano
B. Harpsichord
C. Organ
The methods and materials used in keyboard teaching either in the public schools or privately. Class keyboard methods, organization and materials. Observation of and participation in university keyboard classes.

577. SEMINAR IN SUZUKI PEDAGOGY (1-3). Study of the philosophy, psychology, repertoire, and pedagogy of the Suzuki Method including guided observation and supervised teaching. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.

578. CURRENT TRENDS IN ELEMENTARY MUSIC EDUCATION (3). A detailed study of the conceptual and behavioral approaches to the elementary general music program. Evaluation of current methods and materials.

580. WORKSHOP IN MUSIC (1). Concentrated study of particular topics of interest in music. Enrollment in more than one workshop per term is permitted. No more than 3 semester hours of workshop credit may be applied to any M.M. program.

581. PEDAGOGY OF SINGING (3). Techniques and procedures of teaching singing. Emphasis on how the singing voice works and practical methods for achieving proper function. PRQ: Permission of the School of Music.

583. SUPERVISION AND ADMINISTRATION OF THE MUSIC PROGRAM (3). Functions and techniques of supervision and administration of the music program. Emphasis on problems in curriculum equipment and materials, budget, schedules and programs. Techniques for inservice training in music for classroom teachers.

584. TECHNIQUES OF RESEARCH IN MUSIC (3). The nature of research and scientific method; application to problems in music and music education; problem of definition; development of a research design; probability and sampling procedure; specialized techniques for the location, collection, quantification and treatment of data. Required for the M.M. degree with a major in music education.

585. FOUNDATIONS OF MUSIC EDUCATION (3). The historical and philosophical bases of music education. The application of learning theories to problems of music teaching. Required for the M.M. degree with a major in music education.

589. SEMINAR IN MUSIC EDUCATION (3). Investigation of specific issues in the various areas of music education. Topics to be announced. May be repeated to a maximum of 8 semester hours.

599D. THESIS/FINAL PROJECT (1-4). The preparation and completion of a thesis or final project, the choice to be approved by the School of Music graduate faculty. May be repeated to a maximum of 4 semester hours.

675. PSYCHOLOGY OF MUSIC (3). The functions of the music mind and the factors involved in the development of musical skills and maturity.

689. SELECTED STUDIES IN MUSIC EDUCATION (1-4). Independent or small-group study of selected topics. Participation in more than one independent study per term permitted by consent of school chair. May be repeated. See specific degree requirements for limitations. PRQ: Consent of school.
School of Theatre Arts (THEA, TH-D)

Gene Terruso, chair, associate professor, M.F.A., Rutgers University

Graduate Faculty

Alexander F. Adducci, professor, M.A., Northern Illinois University
Judith Q. Chitwood, associate professor, M.A., University of Cincinnati
Lila Dole, professor, M.S., Indiana University
Jo Anne S. Fox, professor, M.A., Northwestern University
Kent G. Gallagher, professor, Ph.D., Indiana University
Christopher Jones, associate professor, Ph.D., Ohio State University
Randall Newsom, associate professor, M.A., Eastern Kentucky University
Melanie Parks-Baumgartner, associate professor, M.F.A., University of Illinois
Patricia Ridge, associate professor, Ph.D., University of Colorado
Kevin L. Seligman, professor, M.A., San Jose State College
Gene Terruso, associate professor, M.F.A., Rutgers University
Mark C. Williams, assistant professor, M.F.A., University of Cincinnati

The School of Theatre Arts offers graduate programs leading to the M.A. and M.F.A. degrees. Its programs are accredited by the National Association of Schools of Theatre.

Master of Arts in Theatre Arts

The M.A. program is an initial graduate degree in theatre, broadening and deepening the student's understanding of theatre arts beyond the baccalaureate degree level. The program includes scholarly study and independent research. Beyond required courses, students select electives or an area of study suited to their needs, terminal degree plans, or career goals. The degree is a research-oriented program developed in consultation with a faculty adviser. Areas of study the student may select include theatre history and drama, dramaturgy, teaching of theatre, theatre management, playwriting, and other theatre fields.

Admission

Admission to the M.A. program requires a baccalaureate degree, preferably with a major in theatre. Students holding the baccalaureate degree in other fields may be eligible for admission to the program if they can demonstrate their ability to proceed at an advanced level. Students entering the M.A. program in theatre arts are expected to have acquired basic knowledge and skills in both the performing arts and the production aspects of theatre. They are expected to have a demonstrable ability in the analysis of dramatic literature and an awareness of the place of theatre in the cultural life of western civilization. For dance courses, students of dramatic literature and an awareness of the place of theatre in both the performing arts and the production aspects of theatre are expected to have acquired basic knowledge and skills in both the performing arts and the production aspects of theatre.

Requirements

The M.A. program requires 32 semester hours of credit (including internship and project). Normal completion time is two years of full-time enrollment. Students who enter the program with a baccalaureate degree in theatre arts beyond the baccalaureate degree level may be eligible for advanced standing on the basis of prior theatre training. A reduction of 12 semester hours may be given for college-level work in areas of study in costume design, lighting design, scene design, and theatre technology. Subject to school approval, no more than 9 semester hours of transfer credit may be counted toward the M.A. degree. Courses in other academic departments of the university which contribute to the student's program may be taken provided they have received prior approval of the student's faculty adviser.

Master of Fine Arts in Theatre Arts

The M.F.A. program is designed to provide intensive artistic training in theatre arts for students preparing for careers in theatre and theatre-related areas. Students will graduate with a specialization in acting, directing, or design and technology (the latter with areas of study in costume design, lighting design, scene design, and theatre technology).

Admission

An applicant must normally hold a baccalaureate or master's degree in theatre arts, with adequate experience in the specialization the applicant wishes to pursue as an M.F.A. candidate.

Applicants for the specialization in design and technology must submit a portfolio of their work. Applicants for the acting specialization are required to audition. Applicants for the directing specialization must submit a director's analysis of a play they have directed. Applicants for the acting and the design and technology specializations are not required to take the General Test of the GRE.

All applicants must submit a statement of their reasons for seeking admission to the program.

Applicants who appear qualified on the basis of the above qualifications will be invited to a personal interview with a school admission committee. Favorable recommendation by the committee is required for admission.

Candidacy

Upon admission, students embark on a probationary year, during which they must successfully complete course work and a major artistic project. In order to achieve candidacy, they must receive positive faculty evaluation for the work completed during this period.

Requirements

A minimum of 60 semester hours of credit (including internship and project). Normally a minimum of three consecutive academic years of full-time enrollment is required to complete the degree. A reduction may be approved for students who enter the program with substantial transfer credit.

Three major artistic projects in an area of study or specialization, including a final project.

Completion of the following core program of study (19)

THEA 501, Bibliography and Research Techniques in Theatre Arts (3)
THEA 570, Seminar: Theatre History (6)
THEA 570E, Seminar: Theatre History: Contemporary Theatre (3)
THEA 580, Theatrical Criticism (3)
Electives or area of study (9)
Satisfactory completion of a written comprehensive examination.
Satisfactory completion of a thesis (6)
The student will be required to present an oral defense of the thesis.

An internship (3-9 semester hours) or an equivalent experience prior to graduation.
Students in the specializations of acting and directing are required each semester to audition for and participate in school productions.

A final project (requiring enrollment in THEA 697), supported by a project paper, that is reviewed and approved by a committee of the faculty. The project may be done in conjunction with an internship.

The nature of the final examination will be determined by the student's advisory committee.

Completion of a minimum of 29 semester hours in consultation with the school in one of the following specializations.

**Specialization in Acting**

THEA 507A, Text Analysis for Acting: Poetic Realism (2)
THEA 507B, Text Analysis for Acting: Comic Techniques (2)
THEA 508, Acting Techniques (3)
THEA 509A, Advanced Voice and Diction: Freeing the Voice (1)
THEA 509B, Advanced Voice and Diction: Building the Voice (1)
THEA 509C, Advanced Voice and Diction: Voice Characterization (1)
THEA 509D, Advanced Voice and Diction: Musical Theatre Performance (1)
THEA 510A, Advanced Acting: The Actor's Inner Life (3)
THEA 510B, Advanced Acting: Clarity and Character (3)
THEA 510C, Advanced Acting: New Play Studio (3)
THEA 511A, Advanced Movement: Relaxation and Response (1)
THEA 511B, Advanced Movement: Expression and the Body (1)
THEA 511C, Advanced Movement: Specificity (1)
THEA 606, Audition and Interview Techniques (2)
THEA 608, Verse Drama (4)
THEA 610, Acting Studio: On-Camera (1-4)

**Electives by advisement**

**Specialization in Directing**

THEA 508, Acting Techniques (3)
THEA 512, Directing Techniques (3)
THEA 514, Directing Techniques II (3)
THEA 612, Directing Studio (1-12)
THEA 613, Directing Laboratory (1-3)

**Electives by advisement**

**Specialization in Design and Technology**

THEA 549, Design and Technology Laboratory (4)

Select by advisement course work from the student's designated area of study (25)

**Costume Design**

THEA 478, Period Style for the Theatre I (3)
THEA 479, Period Style for the Theatre II (3)
THEA 535, Advanced Costume Technology (9)
THEA 536, Advanced Costume Design I (3)
THEA 537, Advanced Costume Design II (3)
THEA 649, Design Studio (9)

**Lighting Design**

THEA 478, Period Style for the Theatre I (3)
THEA 479, Period Style for the Theatre II (3)
THEA 541, Advanced Lighting I (3)
THEA 542, Advanced Lighting II (3)
THEA 545, Advanced Scene Technology (3-9)
THEA 648, Technology Studio (3-12)
THEA 649, Design Studio (9)

**Scene Design**

THEA 478, Period Style for the Theatre I (3)
THEA 479, Period Style for the Theatre II (3)
THEA 545, Advanced Scene Technology (3-9)
THEA 546, Advanced Scene Design I (3)
THEA 547, Advanced Scene Design II (3)
THEA 644, Scene Design Craft (3)
THEA 649, Design Studio (9)

**Theatre Technology**

THEA 513, Advanced Stage Management (3)
THEA 535, Advanced Costume Technology (9), or
THEA 545, Advanced Scene Technology (9)
THEA 648, Technology Studio (12)

**Electives by advisement**

**Course List**

**Theatre (THEA)**

**404. STAGE COMBAT (2).** Introduction to the fundamental skills of effective stage violence. Exploration of hand-to-hand, rapier, and dagger usage on stage. Teaches a fundamental understanding of violence on stage which provides a basis for advanced application in the technique.

**414. PROBLEMS IN CREATIVE DRAMATICS (3).** A presentation of the theory of creative dramatics through a survey of research and methodological literature. Laboratory practice in creative dramatics and dramatic play with children will be required.

**415. READERS THEATER (3).** Dramatic literature and poetry for ensemble stage presentation. Emphasis will be on the compilation and direction of scripts.

**416. CHAMBER THEATRE (3).** The adaptation, direction, and presentation of narrative literature for group interpretation performances in the theatre. PRQ: THEA 912 or consent of school.

**419. PERFORMANCE (1-3).** An in-depth research and performance preparation in one significant area of the performing arts. Open to students who are prepared for advanced and specialized study. Topics to be announced in advance. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

**449. DESIGN AND TECHNOLOGY (1-3).** Seminar in special problems and topics in design and technology. Open to students who are prepared for advanced and specialized study. Topics to be announced in advance. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

**460. EDUCATIONAL THEATRE METHODS (3).** The place of the teacher of theatre in the secondary school. The organization, content, material and procedure for teaching theatre as a curricular subject and as an extracurricular program within the educational system.

**465. MANAGING THE PERFORMING ARTS (3).** Managing and working within performing arts organizations with special attention to areas of marketing, public relations, grants acquisition, audience development, box office procedures, budgeting, union relations, organizational structure, and board recruitment and participation. Study of the role of government in the funding of arts groups.

**476. THEATRE HISTORY (1-3).** Seminar in special periods of theatre history. Open to students who are prepared for advanced and specialized study. Topics to be announced in advance. May be repeated to a maximum of 6 semester hours.

**477. AFRICAN-AMERICAN THEATRE (3).** An exploration of the history of African-American theatre artists in the United States. Surveys of the contribution to theatre history by African-Americans from the minstrel era to the present. Emphasis on the development and evolution of playwrights, actors, and audiences. PRQ: THEA 200 or consent of school.

**478. PERIOD STYLE FOR THE THEATRE I (3).** An intensive investigation of period style from pre-Egyptian through the Renaissance as it relates to theatrical production. Exploration of period clothing, manners, decor, and architecture with projects from dramatic literature.

**479. PERIOD STYLE FOR THE THEATRE II (3).** An intensive investigation of period style from the Baroque through contemporary as it relates to theatrical production. Exploration of period clothing, manners, decor, and architecture.

**490. SUMMER REPETORY PRACTICUM (3).** Extensive and concentrated production experience in the preparation and performance of summer theatre repertory. Emphasis on the unique problems of repertory companies: performance, technology, and management. May be repeated to a maximum of 9 semester hours. PRQ: Consent of school.

**501. BIBLIOGRAPHY AND RESEARCH TECHNIQUES IN THEATRE ARTS (3).** Philosophy of and approach to graduate study. Review of historical, critical, and experimental methods as they apply to advanced degree programs; consideration of thesis and artistic project papers: preparation of bibliographies, prospectuses, and reports.

**507. TEXT ANALYSIS FOR ACTING (2).**

A. Poetic Realism
B. Comic Techniques

Exploration of text analysis methods as they apply to dramatic works by such authors as Ibsen, Strindberg, Wilde, Chekhov and Shaw, and to comic texts from Roman comedy through the Renaissance. PRQ: Admission to the M.F.A. specialization in acting or consent of school.
508. ACTING TECHNIQUES (3). Study in contact and truthful response, conversational reality, concentration, spontaneity, getting in touch with one's own behavior and that of others.

509. ADVANCED VOICE AND DICTIOON (1).
A. Freeing the Voice
B. Building the Voice
C. Voice Characterization
D. Musical Theatre Performance
In-depth voice study including voice production, voice characterization, IPA, verse, dialects, musical theatre performance, and specialized topics. PRQ: Admission to the M.F.A. specialization in acting or consent of school.

510. ADVANCED ACTING (3).
A. The Actor's Inner Life
B. Clarity and Character
C. New Play Studio
Studies in advanced acting. Each semester will be a further development of performance technique as it relates to the rehearsal process. Scene work used as a means of gauging the actor's ability to apply studio work to text. PRQ: THEA 508 or consent of school.

511. ADVANCED MOVEMENT (1).
A. Relaxation and Response
B. Expression and the Body
C. Specificity
In-depth stage movement studies including character work, combat, and specialized topics. PRQ: Admission to the M.F.A. specialization in acting or consent of school.

512. DIRECTING TECHNIQUES (3). Exploration of directing as an art form. Study of directorial processes: analysis, research, conceptualization, designer interaction, rehearsal processes, and performance study.

513. ADVANCED STAGE MANAGEMENT (2). Advanced study of the stage manager in theatrical production. Examination of the prompt script, coordination of production personnel, and the management responsibilities in the pre-rehearsal, rehearsal, and performance periods.

514. DIRECTING TECHNIQUES II (3). Working with the actor: casting, table work, and rehearsal. Practical applications of these techniques. PRQ: THEA 512 or consent of school.

530. SEMINAR: DESIGN AND TECHNOLOGY (3).
A. History of Costume
B. History of the Physical Theatre
C. Theatre Planning
The subject of this seminar will change from semester to semester. May be repeated to a maximum of 9 semester hours.

532. SEMINAR IN THEATRE EDUCATION (3). A problem-solution approach to the difficulties encountered in teaching theatre as an integral part of the curricular and/or extracurricular program in school systems. Both hypothetical and practical problems will be explored. Particular emphasis will be placed upon investigation and research. PRQ: THEA 460 or teaching experience.

535. ADVANCED COSTUME TECHNOLOGY (3).
A. Pattern Drafting
B. Millinery and Accessories
C. Dyeing and Painting
The subject will change from semester to semester. May be repeated to a maximum of 9 semester hours. PRQ: Admission to M.F.A. program or consent of school.

536. ADVANCED COSTUME DESIGN I (3). Advanced exploration of the costume design process from analysis to the execution of designs.

537. ADVANCED COSTUME DESIGN II (3). Continuation of THEA 536 with emphasis on complex problems in the performing arts. PRQ: Admission to M.F.A. program or consent of school.

541. ADVANCED LIGHTING I (3). Study of advanced lighting design and technology for the performing arts, including preparation of designs and practical experience.

542. ADVANCED LIGHTING II (3). Continuation of THEA 541. PRQ: Admission to M.F.A. program or consent of school.

545. ADVANCED SCENE TECHNOLOGY (3).
A. Scene Painting
B. New Developments
C. Projection Technology
The subject will change from semester to semester. May be repeated to a maximum of 9 semester hours. PRQ: Admission to M.F.A. program or consent of school.

546. ADVANCED SCENE DESIGN I (3). Exploration of advanced scene design processes from analysis to the execution of designs.

547. ADVANCED SCENE DESIGN II (3). Continuation of THEA 546 with emphasis on complex problems in the performing arts. PRQ: Admission to M.F.A. program or consent of school.

549. DESIGN AND TECHNOLOGY LABORATORY (1). The development of skills and creative tools necessary for specific fields in design and technology. May be repeated to a maximum of 6 semester hours. PRQ: Admission to M.F.A. program or consent of school.

566. THE BUSINESS OF THE THEATRE (1). Studies of contracts, taxes, unions, agencies, and other subjects relevant to the actor, director, designer, and technician.

570. SEMINAR: THEATRE HISTORY (3).
A. Greek and Roman Theatre
B. Medieval, Elizabethan, and Jacobean Theatre
C. 17th and 18th Century Theatre
D. 19th and 20th Century Theatre (until 1968)
E. Contemporary Theatre
G. Special Topics
The subject and materials of this seminar will change from semester to semester. May be repeated to a maximum of 18 semester hours.

576. SCRIPT LABORATORY (2). The study of theatre and drama in special periods and genres. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

577. SEMINAR IN THEATRE RESEARCH (3). An intensive investigation of a single significant dramatic form or theatrical phenomenon. The selection of each topic will be made on the basis of current research needs and will be announced prior to each semester. May be repeated to a maximum of 6 semester hours. PRQ: Consent of school.

580. THEATRICAL CRITICISM (3). The major contributors to the arts of dramatic and theatrical criticism from the Greeks to the present day as they have influenced dramatic and theatrical practices.


582. PLAYWRITING II (3). Advanced theory and practice of writing plays. Emphasis on the writing of long complete works. May be repeated to a maximum of 9 semester hours. PRQ: THEA 581 or consent of school.

595. INTERNSHIP IN THEATRE ARTS (1-9). Off-campus experience opportunities with selected organizations in theatre. Limited to qualified students. May be repeated to a maximum of 9 semester hours. S/U grading basis. PRQ: Consent of school.

599. THESIS (1-6). Open only to students writing a thesis in an M.A. program. May be repeated to a maximum of 6 semester hours. PRQ: Consent of the student's graduate adviser.

606. AUDITION AND INTERVIEW TECHNIQUES (2). The study and practice of audition and interviewing techniques used by the professional actor.

609. VERSE DRAMA (4). Integrated voice and performance work on scenes and monologues from Greek to Elizabethan drama. PRQ: Admission to the M.F.A. specialization in acting or consent of school.

610. ACTING STUDIO: ON-CAMERA (1-3). Artistic projects requiring acting for film and/or video. May be repeated to a maximum of 4 semester hours.

612. DIRECTING STUDIO (1-3). Development of skills in analysis, research, staging, and production; the study of directing styles and the directors who developed them. Practical application of techniques and research. May be repeated to a maximum of 12 semester hours.

613. DIRECTING LABORATORY (1). Individualized development of techniques of directing. May be repeated to a maximum of 3 semester hours.

616. ADVANCED ACTING LABORATORY (1-3). Individualized development of techniques of acting. May be repeated to a maximum of 6 semester hours.

644. SCENE DESIGN CRAFT (3). The development of proficiencies in the essential crafts associated with the process of designing for the scene. PRQ: M.F.A. candidacy.
648. TECHNOLOGY STUDIO (3). Individualized development of technical proficiency and creativity of fields of theatre technology. May be repeated to a maximum of 12 semester hours. PRQ: M.F.A. candidacy.

649. DESIGN STUDIO (3). Individualized development in technical proficiency and aesthetics in costume, scene, and lighting design. May be repeated to a maximum of 12 semester hours. PRQ: M.F.A. candidacy.

697. FINAL PROJECT (1-6). Artistic projects undertaken by M.F.A. candidates. Includes analysis, completion of the project, oral examination, final project documentation. PRQ: M.F.A. candidacy and consent of student's graduate adviser.

Dance Performance (TH-D)

All dance performance courses designated with the phrase "may be repeated" are repeatable to a maximum number of semester hours to be determined by the student's major adviser. Credit-hour limitations for other dance performance courses are cited in their descriptions.

405. BALLET IV (1-2). Concentration on complex ballet techniques for performance. May be repeated. Proficiency required for admission to this course.

406. MODERN DANCE IV (1-2). Concentration on complex modern dance techniques for performance. Emphasis on movement quality and interpretative performance elements. May be repeated. Proficiency required for admission to this course.

408. POINTE II (1). Advanced pointe techniques. May be repeated. Proficiency required for admission to this course. CRQ: TH-D 405 or consent of school.

409. PAS DE DEUX (1). Partnering techniques and principles in classical ballet. May be repeated. CRQ: TH-D 305 or TH-D 405, or consent of school.

420. SEMINAR IN DANCE (1). Practical application of studies to business, artistic, and academic development in the profession. PRQ: Consent of school.

464X. WORKSHOP IN THE FELDENKRAIS METHOD FOR THE PERFORMING ARTS (3). MUSC 464. Lectures, demonstrations, and related activities regarding the Feldenkrais Method as it applies to the training of performing artists. S/U grading basis. PRQ: Consent of the School of Music.

467. DANCE NOTATION I (3). A theoretical and practical introduction to notation. The analysis and recording of movement through the systems of Labanotation or Benesh Movement Notation. Equal emphasis is placed on reading and writing dance scores. Recommended: Knowledge of intermediate-level ballet vocabulary.

468. DANCE NOTATION II (3). Continuation of Dance Notation I, including floor work and group scoring. Special emphasis on reading of dance scores and recording movement in Labanotation or Benesh Movement Notation. PRQ: TH-D 467 or consent of school.

474. DANCE PHILOSOPHY AND AESTHETICS (3). The philosophy of dance including aesthetic principles and critical evaluations of varying dance forms and styles.

477. SPECIAL STUDIES IN DANCE (1-3).
A. Spanish
B. Mid-Eastern
C. Advanced Theatrical Jazz
D. Character
E. Female Classical Variations
J. Male Classical Variations
M. Tap Improvisation
N. Repertory
Q. Other

Studies in dance forms. Open to students who qualify for specialized study. May be repeated to a maximum of 6 semester hours.

488. CHOREOGRAPHY II (2). Continued analysis of the elements of choreographic forms, styles, and trends with the development of dance studies of extended length; consideration of the theory and technique of advanced group work. May be repeated to a maximum of 4 semester hours. PRQ: TH-D 388 or consent of school.

496. TUTORIAL IN DANCE (1-3). Directed individual study in special areas of dance. May be repeated to a maximum of 6 semester hours.
Interdisciplinary Academic Centers and Institute

Center for Biochemical and Biophysical Studies

Faculty Associates
Gordon C. Kresheck, director, professor of chemistry, Ph.D.
Mitchell Altschuler, associate professor of biological sciences, Ph.D.
Gary M. Baker, associate professor of chemistry, Ph.D.
Neil W. Blackstone, assistant professor of biological sciences, Ph.D.
W. Elwood Bries, adjunct professor of biological sciences, Ph.D.
Sanya B. Conway, associate professor of biological sciences, Ph.D.
Thomas P. Conway, associate professor of biological sciences, Ph.D.
Gary O. Coover, professor of psychology, Ph.D.
James V. Conwin, associate professor of psychology, Ph.D.
James E. Emman, professor of chemistry, Distinguished Research Professor, Ph.D.
William A. Falls, assistant professor of psychology, Ph.D.
Kenneth W. Gasser, associate professor of biological sciences, Ph.D.
T. Daniel Griffiths, professor of biological sciences, Ph.D.
Richard Hampl, professor of biological sciences, Ph.D.
Arnold E. Hampel, professor of biological sciences and chemistry, Distinguished Research Professor, Ph.D.
Gabriel P. Holbrook, associate professor of biological sciences, Ph.D.
Christopher Hubbard, associate professor of biological sciences, Ph.D.
Peter E. Jablonski, assistant professor of biological sciences, Ph.D.
Mitrick A. Johns, associate professor of biological sciences, Ph.D.
Barbara Johnson-Wint, associate professor of biological sciences, Ph.D.
Sondra L. King, associate professor of family, consumer, and nutrition sciences, Ph.D.
David P. Lotshaw, assistant professor of biological sciences, Ph.D.
Rangaswamy Meganathan, professor of biological sciences, Ph.D.
Sudha P. Wadhwa Mehta, associate professor of family, consumer, and nutrition sciences, Ph.D.
John L. A. Mitchell, professor of biological sciences and chemistry, Distinguished Research Professor, Ph.D.
Ellen Parham, professor of family, consumer, and nutrition sciences, Ph.D.
Neil O. Polans, associate professor of biological sciences, Ph.D.
Thomas L. Sims, associate professor of biological sciences, Ph.D.
Josephine Umoro, associate professor of family, consumer, and nutrition sciences, Ph.D.
Patricia S. Vary, professor of biological sciences, Distinguished Research Professor, Ph.D.
Lidia B. Vitello, adjunct assistant professor of chemistry, Ph.D.
James F. Willott, professor of psychology, Distinguished Research Professor, Ph.D.
Lincoln J. Yaculis, associate professor of biological sciences, Ph.D.
Jerrold H. Zar, professor of biological sciences, Ph.D.
Chong Zheng, associate professor of chemistry, Ph.D.

The Center for Biochemical and Biophysical Studies encourages and coordinates biochemical and biophysical research and studies within the university at the graduate level.

Concentration in Biochemistry or Biophysics
The center is not a degree-offering unit; consequently, all graduate degrees are obtained through the cooperating departments, whose special requirements must be met. A student earning a graduate degree may, with the consent of the department adviser and approval of the center director, also take a graduate concentration of courses in biochemistry or biophysics. Completion of the concentration will be noted on the student's transcript.

At the M.S. level, the student must successfully complete five graduate courses (excluding thesis credit) dealing with biochemistry or biophysics, to be selected from the center's listing of courses. The student must also complete an approved research program dealing with a biochemical or biophysical topic and incorporate the results into a dissertation, with the dissertation committee to include one member of the graduate faculty of the center who is outside the student's department.

At the Ph.D. level, the student must complete eight graduate courses (excluding dissertation credit) dealing with biochemistry or biophysics, to be selected from the center's listing of courses. The student must also complete an approved research program dealing with a biochemical or biophysical topic and incorporate the results into a dissertation, with the dissertation committee to include two members of the graduate faculty of the center who are outside the student's department.

The specific courses dealing with biochemistry or biophysics which the student uses to satisfy the concentration requirements depend upon the student's goals. Courses may be chosen from the list below with the approval of the student's departmental adviser and the director of the center, except that all students are required to earn credit for CHEM 470, General Biological Chemistry, or CHEM 472, Biological Chemistry I. Students may take crosslisted courses in the department of their choice.

Biochemistry and Biophysics Courses
BIOS 413, Microbial Physiology (3)
BIOS 440, Immunobiology (3)
BIOS 455, Comparative Physiology (3)
BIOS 461, Endocrinology (3)
BIOS 465, Cellular Physiology (3)
BIOS 467, Molecular Biology of Eukaryotes (3)
BIOS 525, Electron Microscopy (4)
BIOS 530, Radiation Biology (3)
BIOS 535, Molecular Genetics of Prokaryotes (4)
BIOS 536, Experiments in Molecular Genetics of Prokaryotes (3)
BIOS 540, Advanced Immunology (3)
BIOS 590, Molecular and Cellular Control Mechanisms (3)
CHEM 442, Principles of Physical Chemistry (4)
CHEM 470, General Biological Chemistry (3)
CHEM 471, Biological Chemistry Laboratory (3)
CHEM 472, Biological Chemistry I (3)
CHEM 473, Biological Chemistry II (3)
CHEM 474, Advanced Biochemical Techniques (3)
CHEM 570, Enzymes (3)
CHEM 575, Physical Chemistry of Macromolecules (3)
FCNS 545, Macronutrients (3)
FCNS 546, Micronutrients (3)
FCNS 553, Nutrition in Growth and Human Development (3)
A. Maternal and Child Nutrition, or
B. Nutrition and Physical Activity, or
C. Geriatric Nutrition
PSYC 503, Biopsychology (3)
PSYC 529, Neurophysiological Bases of Behavior (3)
PSYC 530, Neurochemical Bases of Behavior (3)
Center for Burma Studies

Faculty Associates
Richard M. Cooler, director, Center for Burma Studies, professor of art, Ph.D.
U Saw Tun, associate professor of foreign languages and literatures, M.A.
May Kyi Win, assistant professor of university libraries, curator, Donn V. Hart Southeast Asian Collection, Dip. Lib.

The Center for Burma Studies was established in 1987 as a repository for multivarious materials on Burma (Myanmar). The purpose of the Center for Burma Studies is to encourage and promote the scholarly study of Burma. The establishment of the center was made possible by the selection of NIU as the national repository for valuable Birmanica items and the appointment of a director to oversee the collections and to organize national and international gatherings.

Since its inauguration the bibliographic and art holdings have quadrupled with a bequest from the private collection of Jerry Paul Bennett. Among the over 12,000 items in various Burmese collections are an impressive map series, located in the Davis Hall Map Library and the Rare Book Room of Founders Memorial Library.

The Burma Gallery in the NIU Museum exhibits selections from the permanent collection on a continuous basis as well as hosting visiting exhibitions. The center publishes *The Journal of Burma Studies* and distributes other relevant material including the *Burma Studies Group Bulletin*. The biennial Burma Studies Colloquium brings international scholars and Burma watchers to NIU. The center also collaborates with the (national) Association for Asian Studies to hold conjunctive annual meetings.

The Southeast Asian Collection located in Founders Memorial Library contains published works, periodicals, microfilm, and microfiche concerning Burma. These volumes offer the researcher considerable intellectual challenge and opportunity from their broad base of subject matter, time span, and cultural perspective. The center works in coordination with the Center for Southeast Asian Studies in assisting those students who wish to include Burma Studies as part of a concentration in Southeast Asian studies which may then be listed on the student's transcript.

The center supports 25 courses at NIU which offer significant opportunity to understand more of the anthropology, art history, economics, history, linguistic origin, literature, music, political science, and cultural development of Burma. In addition, the center supports the acquisition of funds for graduate students including Fulbright, FLAS, Luce, and private foundation grants. A Burmese librarian and a Burmese linguist have recently been hired.

The work of the center and the significance of its bequests have brought international recognition to NIU.

Center for Governmental Studies

Faculty Associates
Charles E. Trott, director, professor of geography, Ph.D.
James M. Banovetz, professor of political science, Ph.D.
Paul Culhane, associate professor of political science, Ph.D.
Richard E. Dahlgren, professor of geography, Ph.D.
John D. Esseks, professor of political science, Ph.D.
Steven Nord, professor of economics, Ph.D.
Michael Peddle, associate professor of political science, Ph.D.
Irene Rubin, professor of political science, Ph.D.
Mark Skidmore, assistant professor of economics, Ph.D.
Judy Temple, assistant professor of economics, Ph.D.
Virginia Wilcox-Gök, assistant professor of economics, Ph.D.
Joseph P. Yaney, professor of management, Ph.D.

The Center for Governmental Studies is a multidisciplinary research and public service organization. It is charged with promoting, coordinating, and administering research programs concerned with public affairs and policy issues, and with providing public service to governments at all levels, private enterprises, and public-private partnerships.

The center is not a degree-granting unit, but cooperates closely with a number of academic departments throughout the university. Through its externally funded projects, the center provides graduate students from a wide variety of disciplines with unique opportunities to become involved with research and technical assistance programs.
Center for Plant Molecular Biology

Faculty Associates

Thomas L. Sims, director, associate professor of biological sciences, Ph.D.
Mitchell Altschuler, associate professor of biological sciences, Ph.D.
Gary M. Baker, associate professor of chemistry, Ph.D.
W. Elwood Briles, adjunct professor of biological sciences, Ph.D.
Jozef J. Bujarski, professor of biological sciences, Ph.D.
Thomas P. Conway, associate professor of biological sciences, Ph.D.
James E. Erman, professor of chemistry, Distinguished Research Professor, Ph.D.
T. Daniel Griffiths, professor of biological sciences, Ph.D.
Arnold E. Hampel, professor of biological sciences and chemistry, Distinguished Research Professor, Ph.D.
LaShawn S. Howard, professor of biological sciences, Distinguished Teaching Professor, Ph.D.
Gabriel P. Holbrook, associate professor of biological sciences, Ph.D.
Michael E. S. Hudspeth, associate professor of biological sciences, Ph.D.
Milrick A. Johns, associate professor of biological sciences, Ph.D.
Barbara Johnson-Wint, associate professor of biological sciences, Ph.D.
Gordon C. Kresheck, professor of chemistry, Ph.D.
Rangaswamy Meganathan, professor of biological sciences, Ph.D.
John L. A. Milchell, professor of biological sciences and chemistry, Distinguished Research Professor, Ph.D.
Neil O. Polans, associate professor of biological sciences, Ph.D.
Paul D. Sorensen, professor of biological sciences, Ph.D.
Joel P. Stafstrom, associate professor of biological sciences, Ph.D.
Marvin J. Starzyk, adjunct professor of biological sciences, Ph.D.
Drake Stenger, assistant professor of biological sciences, Ph.D.
Ronald Toth, professor of biological sciences, Ph.D.
Patricia S. Vary, professor of biological sciences, Distinguished Research Professor, Ph.D.
Linda S. Yasui, associate professor of biological sciences, Ph.D.
Jerrold H. Zar, professor of biological sciences, Ph.D.

The Center for Plant Molecular Biology promotes and coordinates graduate study and research in plant molecular biology. Interaction among faculty members enhances the development of interdisciplinary approaches to the solution of specific research objectives. Faculty in the center utilize state-of-the-art equipment in elucidating molecular mechanisms influencing gene expression in plants. Activities of the center link the university's biotechnology research to the needs of local and national businesses and industries. The transfer of technology from the laboratory into industrial and commercial applications constitutes the conclusion of the center's research process. An autonomous unit, the center is affiliated with the Departments of Biological Sciences and Chemistry; graduate degrees are obtained through the affiliated instructional departments.

Center for Southeast Asian Studies

Faculty Associates

Clark D. Neher, director, professor of political science, Ph.D.
Richard M. Cooler, professor of art, Ph.D.
Thecla Cooler, assistant director of International Student and Faculty Office, M.A.
Lee S. Dutton, Southeast Asia librarian, M.A.L.S.
Kuo-Huang Han, professor of music, Ph.D.
John F. Hartmann, professor of foreign languages and literatures, Ph.D.
George M. Henry, associate professor of computer science, Ed.D.
Patricia B. Henry, associate professor of foreign languages and literatures, Ph.D.
Dwight Y. King, associate professor of political science, Ph.D.
Judy Ledgerwood, assistant professor of anthropology, Ph.D.
Andrea Molnar, assistant professor of anthropology, Ph.D.
Linda S. Yasui, professor of political science, Ph.D.
Marvin J. Starzyk, adjunct professor of biological sciences, Ph.D.
T. Daniel Griffiths, professor of biological sciences, Ph.D.
Jerrold H. Zar, professor of biological sciences, Ph.D.

Founded in 1963, the center is charged with coordinating academic courses dealing with Southeast Asia and with developing and administering other programs in the university which are concerned with this area. These programs include sponsoring conferences and lectures involving visiting scholars; exchange programs with Southeast Asian universities; assisting in the expansion of the Southeast Asia Library Collection; obtaining and administering funds for graduate students (including FLAS fellowships) and faculty research; operating a publications program on Southeast Asia; and advising students interested in a Southeast Asia concentration.

Concentration in Southeast Asian Studies

Since the center is not a degree-offering unit, all graduate degrees are obtained through the departments, whose special requirements must be met. A student earning a graduate degree may, with the consent of the departmental adviser, also take a concentration of courses in Southeast Asian studies. Completion of the concentration will be noted on the student's transcript.

At the master's level, the concentration requirements are met by the successful completion of four graduate courses (excluding thesis credit) dealing with Southeast Asia, at least two of which must be offered by departments other than that in which the student is earning a degree; demonstrated competence in a Southeast Asian language (equivalent to one year's course work); and the satisfactory completion of a thesis, if required by the department, or a special paper in lieu thereof, on a Southeast Asian topic.
At the doctoral level, the concentration requirements are met by the successful completion of six graduate courses (excluding dissertation credit) dealing with Southeast Asia, at least three of which must be offered by departments other than that in which the student is earning a degree; demonstrated proficiency equivalent to two years course work) in a Southeast Asian language other than one's native language;* and the satisfactory completion of a doctoral dissertation on a Southeast Asian topic.

The specific Southeast Asian courses which the student is permitted to take as part of the concentration requirements are selected in consultation with his departmental adviser. Departments currently participating are anthropology, art, English (TESOL), foreign languages and literatures, geography, history, music, political science, and sociology. Students in the M.B.A. program may also pursue this concentration.

**Southeast Asian Courses**

- ANTH 401, Peoples and Cultures of Southeast Asia (3)
- ANTH 527, Southeast Asian Peasant Economy (3)
- ANTH 528, Religion and Cosmology in Southeast Asia (3)
- ANTH 590 A-J, Independent Study in Anthropology (1-3)
- ANTH 690 A-J, Seminar in Anthropology (3)
- ART 487, Southeast Asian Art (3)
- ART 598 C, Studies in Oriental Art: Indian and Southeast Asian Art (3)
- ART 603, Independent Study in the History of Art (3)
- FLIN 421, Introduction to Indonesian Literature (3)
- FLIS 481, Independent Study in a Foreign Language (Indonesian, Lao, Javanese, Malay, and Thai) (1-6)
- GEOG 558, Readings in Geography (1-3)
- GEOG 571 A-J, Independent Research (1-3)
- HIST 446, History of Thailand (3)
- HIST 447, History of Southeast Asia (3)
- HIST 448, History of Indonesia (3)
- HIST 449, History of Malaysia and Singapore (3)
- HIST 560, Reading Seminar in Asian History (3)
- HIST 635 J, Independent Study: Asian History (3)
- HIST 660, Research Seminar in Asian History (3)
- MUSC 421, Topic Studies in Ethnomusicology (3)
- MUSC 598 A, World Music Ensemble: Gamelan (1)
- POLS 532, Public Administration in Southeast Asia (3)
- POLS 552, Seminar in Political Culture (3)
- POLS 567, Seminar in Political Development (3)
- POLS 586, Seminar in the Political Economy of Developing Areas (3)
- POLS 570, Reading Seminar in Southeast Asian Politics (3)
- POLS 573 N, Foreign Area Politics: Thailand (3)
- POLS 573 R, Foreign Area Politics: Indonesia (3)
- POLS 587, Southeast Asia and International Politics (3)
- POLS 600 D, Research Seminar in Political Science: Comparative Politics (3)
- PSPA 572, Administrative Problems of Less Developed Countries (3)
- SOCI 457, Comparative Family Systems (3)
- SOCI 559, Social Structure and Development (3)

*To be decided on a case by case basis by the director of the Center for Southeast Asian Studies and the student's primary adviser.

**Social Science Research Institute**

**Faculty Associates**

J. Harvey Smith, director, Social Science Research Institute, and associate professor of history, Ph.D.
Richard E. Dahlberg, director, Laboratory of Cartography and Spatial Analysis, and professor of geography, Ph.D.
Charles E. Trott, director, Center for Governmental Studies, and professor of geography, Ph.D.
Jon D. Miller, director, Longitudinal Study of American Youth, and professor of political science, Ph.D.
William C. McCreary, director, Public Opinion Laboratory, and associate professor of sociology, Ph.D.
Paul J. Kleppner, director, Office for Social Policy Research, and professor, Distinguished Research Professor of history and political science, Ph.D.
Andrea Bonnicksen, professor of political science, Ph.D.
Charles Cappel, associate professor of sociology, Ph.D.
Paul Cullane, associate professor of political science, Ph.D.
John D. Esseks, professor of political science, Ph.D.
Ronald C. Fimmel, professor of geology, Ph.D.
Richard Greene, assistant professor of geography, Ph.D.
Andrew J. Krmeneck, associate professor of geography, Ph.D.
David Marcotte, research associate, Social Science Research Institute, Ph.D.
Janet McConeghy, assistant director, Public Opinion Laboratory, Ed.D.
Jeffrey Mirel, associate professor of leadership and educational policy studies, Ph.D.
Stephen Nord, professor of economics, Ph.D.
Michael Peddle, associate professor of political science, Ph.D.
Sherilynn F. Spear, associate professor of allied health professions, Ph.D.
Robert W. Suchner, associate professor of sociology, Ph.D.
Martin Williams, professor of economics, Ph.D.
Joseph Yaney, professor of management, Ph.D.

The Social Science Research Institute (SSRI) is a multidisciplinary research organization charged with developing and administering social science research and public service programs, and with securing external funding to support them. The institute itself is a central support office that supervises and coordinates a number of programs and centers. These include the Center for Governmental Studies, the Public Opinion Laboratory, and other externally funded social science research projects.

While oriented towards external research and public service, the institute cooperates closely with the university's academic departments, awarding research assistantships and offering instruction in methodology and computer skills to students and to faculty. The institute offers unique opportunities to broaden and enhance learning, training, and employment opportunities.

Projects in the institute contribute substantially to the university's mission in both applied and basic research and in public service. SSRI projects are the largest single recipients of external funding in the university. As part of its activities, the institute maintains extensive social science data archives service and codebooks, and offers access to the holdings of major data collections such as the Inter-university Consortium for Political and Social Research and the Roper Center.
Other Academic Units

International Programs

Manfred Thullen, Ph.D., executive director

The Division of International Programs supervises and coordinates the international activities of the university.

Study Abroad Programs

The university provides varied opportunities for graduate students to study and to conduct thesis research abroad. During the summer the Division of International Programs, in association with various university departments and colleges, sponsors specialized study abroad (overseas) programs for academic credit. In the past these opportunities have been offered in a wide range of areas of study in various countries. New programs are developed regularly. Summer programs are mainly in English. During the regular academic year, the Division of International Programs also conducts on behalf of the university a wide range of study abroad (overseas) programs including graduate student exchange arrangements with foreign universities. In addition, it participates in several associations of universities which jointly conduct such programs in different parts of the world. All programs are designed to add to and supplement study and research opportunities available on campus.

Information is also provided on grants for research abroad as well as overseas teaching opportunities. Moreover, the Division of International Programs supervises graduate student applications for Fulbright-Hays Doctoral Dissertation Research Abroad Program grants (administered by the U.S. Department of Education), the Fulbright Graduate Study and Research Program grants (administered by the Institute of International Education), and the National Security Education Program grants (administered by the Academy for Educational Development). The office conducts the screening processes for these programs on behalf of the university.

Further details can be obtained through the International Programs office. Depending upon knowledge of a foreign language, opportunities for study abroad may involve a variety of courses in the humanities, sciences, social sciences, visual and performing arts, education, and business. All provide regular academic credit. Overseas internship opportunities also exist.

IDSP 401. STUDY ABROAD PROGRAMS (1-9). Course work undertaken as part of an approved university study abroad program. May be repeated to a maximum of 9 semester hours.

Office of International Training and Development

Director: Jaya Gajanayake, Ed.D.

The Office of International Training and Development (OITD) acts as a liaison between the resources of NIU and the needs of clients' international professionals and organizations, specifically from developing and newly independent countries. OITD plans and implements both regular and customized training and certificate programs for various international audiences, utilizing NIU faculty members and community or regional resource people and organizations, and provides in-country technical assistance upon the requests of clients' organizations. OITD also works with NIU academic units and faculty who want to develop appropriate international training programs. In addition, OITD provides undergraduate and graduate students as well as professionals with the opportunity to enhance their international career options in a developing country through intensive language training and hands-on experience in a field of their choice.

International Student and Faculty Office

Director: Mark D. Thackaberry, M.B.A.
Assistant Director: Thecla Cooler, M.A.

The International Student and Faculty Office currently advises some 1000 international (foreign) students and faculty from approximately 85 countries. It provides information about NIU programs to prospective international students, admits international undergraduate students, and works with the Graduate School in the admission of international graduate students. A full orientation program is offered with additional advising on registration, financial, and immigration requirements. Regular monitoring of student progress and linkage with faculty assists in the student's adjustment to the university and cultural change. The office also provides some assistance in securing housing and advises foreign student organizations with their activities and programs. In addition, the office staff assists international faculty members at NIU with their visa and immigration requirements and responsibilities and prepares documentation to assist them in receiving visas or in changing status. It also maintains contact with federal personnel to assist in the timely adjudication of documents and effective implementation of the frequent modifications to federal law.
University Libraries

Faculty

Arthur P. Young, director, professor, M.S., Syracuse University, Ph.D., University of Illinois
Doris A. Miller, interim associate director, assistant professor, M.L.S., University of Pittsburgh
Elizabeth A. Titus, assistant to the director, associate professor, M.U.P., Wayne State University, A.M.L.S., University of Michigan
Thomas A. Peters, associate director, associate professor, M.A., University of Missouri, Kansas City, M.A., University of Iowa
Byron Anderson, associate professor, M.L.S. & M.A., University of Wisconsin, Milwaukee
Mary C. Anderson, assistant professor, M.A., Northern Illinois University
William Baker, professor, M.L.S., University of Loughborough, M.Phil. & Ph.D., University of London
Lee S. Dutton, Jr., assistant professor, A.M.L.S., University of Michigan, M.A., University of Hawaii
Michael Gabriel, associate professor, Library Science Specialist, University of Wisconsin, M.S.L.S., University of Illinois
Mary Frances Grosch, assistant professor, M.S.L.S. & M.B.A., Northern Illinois University
Lorraine Haricombe, assistant professor, M.S. & Ph.D., University of Illinois
Deanne Holzberlein, associate professor, M.L.S., Oklahoma University, Ph.D., University of Michigan
Karen Hood, assistant professor, M.A., Northern Illinois University
Samuel T. Huang, professor, M.A. & M.S., Northern Illinois University
Jitka Hurych, associate professor, M.A., Northern Illinois University, M.A., Purkyne (formerly Masaryk) University, Czechoslovakia
Dorothy Jones, associate professor, M.L.S., University of California, Berkeley, M.R.E., Union Theological Seminary
Kwan-Yau Lam, assistant professor, M.L.S. & M.S.E., Indiana University
Charles Larry, assistant professor, M.A. & M.F.A., Northern Illinois University
David F. Lonergan, associate professor, M.A., Western Washington University, M.S.L.S., University of North Carolina, Ph.D., Pennsylvania State University, T. J. Lusher, assistant professor, M.A., University of Iowa
Chalermsee Olson, assistant professor, M.A., Northern Illinois University, M.A., University of Pittsburgh
Nestor L. Osorio, associate professor, M.A. & M.L.S., State University of New York, Geneseo
Joseph J. Parot, professor, M.A., DePaul University, Ph.D., Northern Illinois University
Kenneth J. Potts, assistant professor, M.A., Vanderbilt University, A.M.L.S., University of Michigan
Elaine C. Rast, professor, M.A.L.S., Rosary College
Marita M. Renshaw, assistant professor, M.A., University of Michigan
Robert B. Marks Ridinger, associate professor, M.S., University of Pittsburgh, M.A., Case Western Reserve University
David Shavit, professor, D.L.S., Columbia University
Earl R. Shumaker, associate professor, M.S., Louisiana State University
William E. Studwell, professor, M.S.L.S., Catholic University, M.A., University of Connecticut
Norman Vogt, associate professor, M.S.L.S., University of Wisconsin
May Kyi Win, assistant professor, Dip. Lib., University of Rangoon
H. Stephen Wright, associate professor, M.L.S. & M.M., Indiana University

The Northern Illinois University Libraries system consists of Founders Memorial Library, branch libraries which include the Faraday Library, the Hoffman Estates Education Center Library, the Lorado Taft Instructional Materials Center, the Map Library, and the Music Library. In addition the Regional History Center houses historical material on the northern Illinois region. The University Libraries collections contain nearly 1.5 million volumes as well as periodicals, government publications, microforms, maps, recordings, and audiovisual materials.

NIU Libraries are participants in the Illinet Online (I/O) System, a network involving 40 academic institutions throughout Illinois. Using computer terminals, library users immediately determine which libraries own desired research materials. Books not owned by NIU can be obtained quickly from other I/O members.

Founders Memorial Library, the main library, has five levels with 290,000 square feet of space and seating capacity for 2,200 students. The first floor houses key library services including the circulation desk, the first floor reference desk, the information desk, microforms, government publications, government publications, the reserve reading room, and an area containing specialized equipment and research collections for the physically impaired. Microforms and government publications are located on the second floor; rare books and special collections are on the fourth floor. Each of the upper three floors houses circulating books and nonprint materials, and reference services sites for the social sciences (floor two), humanities and behavioral sciences (floor three), and sciences (floor four).

The Faraday Library serves faculty and students in the disciplines of chemistry and physics. Similarly, the Music Library serves the music curriculum; the Map Library contains maps and atlases vital to research in geography; and the Instructional Materials Resources Center complements the Outdoor Education Program at Lorado Taft Field Campus. The NIU Hoffman Estates Education Center Library, an extended campus facility, services the information needs of library users at that site. Regular, interim, and holiday hours are posted near the entrance to each library.

NIU libraries provide self-help user's guides including printed self-guided tours, floor plans, and selected subject brochures. These materials are available at the information desk and at service sites throughout the building. Instruction in the use of the library is given to university classes by librarians as part of the University Libraries Library Instruction Program. Library instruction covers both basic library orientation and, for upper-level classes, in-depth instruction in subject disciplines.
College of Law

James J. Alfini, J.D., dean
Mark W. Cordes, J.D., associate dean
Leonard B. Mandell, J.D., assistant dean

The College of Law offers a three-year, full-time day program and limited enrollment, part-time study leading to the J.D. degree or J.D.-M.B.A. Student enrollment is approximately 300. The College of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

The College of Law is housed in Swen Parson Hall, an impressive Gothic structure. The facilities as well as the student/faculty ratio promote a community atmosphere in which law faculty and students work and study in close proximity. In addition to academics, law students are involved with a wide variety of scholarly activities such as Law Review, several moot court teams, and a foreign study program in France.

Application for admission is made through the College of Law, not through the Graduate School. Information regarding degree programs, academic requirements, application procedures, and tuition and fees is available in the College of Law Bulletin, which may be obtained from the College of Law Office of Admissions and Financial Aid.
Administration

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Lynne M. Waldeland, Ph.D., assistant provost for academic planning
Nicholas N. Noe, Ph.D., assistant provost for resource planning
Donald R. Buckner, Ed.D., associate vice president for student services
Gary D. Gresholtz, Ed.D., assistant vice president for student services
Jerrold H. Zar, Ph.D., dean, Graduate School
Carla W. Montgomery, Ph.D., associate dean, Graduate School
David K. Graf, Ph.D., dean, College of Business
Lynn Neeley, Ph.D., associate dean, College of Business
Alfonzo Thurman, Ph.D., dean, College of Education
Elliott Lessen, Ph.D., associate dean, College of Education
Corenna C. Cummings, Ph.D., assistant dean, College of Education
Romualdas Kasuba, Ph.D., P.E., dean, College of Engineering and Engineering Technology
Dennis Stoia, M.B.A., P.E., acting associate dean, College of Engineering and Engineering Technology
James E. Lankford, Ph.D., dean, College of Health and Human Sciences
Sharon M. Miller, Ph.D., associate dean, College of Health and Human Sciences
Tommy J. Alfini, J.D., dean, College of Law
Mark W. Cordes, J.D., associate dean, College of Law
Leonard B. Mandell, J.D., assistant dean, College of Law

Frederick L. Kitterle, Ph.D., dean, College of Liberal Arts and Sciences
Joseph E. Grush, Ph.D., associate dean, College of Liberal Arts and Sciences
Donald A. Cress, Ph.D., associate dean, College of Liberal Arts and Sciences
Sue Warrick Dosderlein, Ph.D., assistant dean, College of Liberal Arts and Sciences
Harold A. Kafer, Ph.D., dean, College of Visual and Performing Arts
G. Allan O'Connor, M.M., associate dean, College of Visual and Performing Arts

Administrative Services
Anne C. Kaplan, Ph.D., vice president for administration
Steven Cunningham, A.M., assistant vice president for administration and human resource services
John E. Tuecke, M.S., associate vice president for systems
Marilyn Monteiro, Ed.D., director, affirmative action
Tim Griffin, Ph.D., Ombudsman

Development and University Relations
Thomas J. Mitchell, M.S., vice president for development and university relations
Susan H. Peirce, B.S., assistant vice president for development
Michael P. Malone, M.F.A., associate vice president for university relations

Finance and Facilities
Eddie R. Williams, Ph.D., senior vice president of finance and facilities
James E. Harder, Ed.D., vice president for business services
J. Daniel House, Ph.D., director, Institutional Research
The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes take precedence over catalog statements. While reasonable effort is made to publicize such changes, the student should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student.

Although the university attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Nothing in this catalog may be construed to promise or guarantee registration in any course or course of study (whether required or elective) nor may anything be construed to promise or guarantee the completion of an academic program within a specified length of time.

**Student Responsibility**

See "General Regulations" section of this catalog.

**Human Rights Statement**

Northern Illinois University is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, status as a disabled veteran or Vietnam-era veteran, or any other factor unrelated to professional qualifications, in employment or in admission to, treatment in, or operation of its educational programs and activities. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Acts of 1974 and 1975, the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, and other federal and state statutes and regulations. Inquiries concerning application of Title IX, Section 504, and other statutes and regulations may be referred to the affirmative action director, Lowden Hall 302, telephone (815) 753-1118, or to the director of the Office of Civil Rights, U.S. Department of Education, Washington, D.C., 20024. The Constitution and Bylaws of Northern Illinois University afford equal treatment regardless of political views or affiliation, sexual orientation, or other factor unrelated to scholarly or professional performance (Constitution Article 9, Section 9.2; Bylaws Article 5, Section 5.211; Bylaws Article 7, Section 7.25 and Section 7.252; Bylaws Article 10; and Bylaws Article 18).

**Language of Instruction at NIU**

Northern Illinois University recognizes the richness that students of diverse cultures bring to the university community, and likewise hopes to instill in its students an appreciation of such diversity. The university also recognizes the importance of assuring all of its students access to its educational benefits, and of fair and equitable treatment in the delivery of its academic programs, as well as its obligation to employers and other institutions that may assume competence in communication in English on the part of NIU graduates. English is the language of instruction at Northern Illinois University and the only common language of the university's faculty and students. Therefore, academic activities relating to graduate degree requirements or course credit, including presentations, examinations, and theses and dissertations, are to be in English. Appropriate exceptions include classes, examinations, theses, and other academic activities within the Department of Foreign Languages and Literatures, which may be wholly or partially in another language as applicable; other examinations designed specifically to evaluate students' proficiency in languages other than English; any courses for which competency in a foreign language has been established as a prerequisite; foreign-language citations and quotations; and multicultural activities designed to expose students to the experience of other languages and cultures, when relevant to the nature of particular courses.

**Immigration Reform and Control Act Regulations Affecting Employment by the University**

The 1986 Immigration Reform and Control Act mandates that any person employed by Northern Illinois University after November 6, 1986, must be either a U.S. citizen or possess current employment authorization from the U.S. Immigration and Naturalization Service. All such employees, including graduate assistants, must be prepared to present original documentation to the employing department/cost center within three days of the start date of their employment contract or risk cancellation of the contract.

**Conflict of Interest Policy for All University Employees**

All employees of the university must conform with the ethics policies as set forth in the university's "Conflict of Interest Document" available in department offices and at the Graduate School located in Altgeld Hall 206. This document requires that all employees of the university, including students employed on a part-time basis or as graduate assistants, report on specified forms all real, potential, and apparent conflicts of interest.

**University Policy Under the Drug-Free Schools and Communities Act**

In compliance with the Drug-Free Schools and Communities Act of 1989, as amended, Northern Illinois University prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on its property, or as part of any university activity.

The illegal use of controlled substances and abuse of alcohol may seriously injure health, impair performance, and endanger the safety and well being of students, faculty, staff, and members of the general public.

Because it is readily available and its use is not necessarily illegal, the drug which has the greatest potential for harm to the most people is alcohol. Negative health and social consequences which are most likely to occur as a result of the use of alcohol include but are not limited to the following: accidents, assaults (racial, sexual, verbal, etc.), and problems related to sex and health. The use of alcohol by pregnant women, alcoholics, and people who are ill or on medication is dangerous.
Local, state, and federal laws make illegal the unlawful possession, use, or distribution of drugs or alcohol. The courts may impose strict legal sanctions upon an individual who is found to have violated any legal prohibition against the possession, use, or distribution of drugs and alcohol. The available legal sanctions include, but are not limited to, the imposition of fines, imprisonment, forfeiture of property, non-voluntary community service, probation, required attendance at or residence in a facility established for the instruction or residence of defendants on probation, required medical or psychiatric treatment, rehabilitation or treatment as approved by the Illinois Department of Substance Abuse, and restitution, where applicable. An individual’s status as a university student or employee in no way prevents a court from imposing any of the above sanctions.

The university encourages those students and employees who have a problem with the illegal use of drugs or alcohol to seek professional advice and treatment. The university provides or can assist in arranging education, assessment, counseling, intervention, treatment, rehabilitation, and aftercare. Some of these services may be without charge and the cost of others may be partially paid by student or employee health insurance. Further information on any of these support services may be obtained from Health Enhancement Services at the University Health Service (753-9755), the Counseling and Student Development Center (753-1206), the Personnel Office (for Operating Staff—call 753-0457), the Assistant Provost for Personnel (for Faculty and Professional Staff—call 753-1898), or the director of the Employee Assistance Program.

In addition, there are numerous community agencies including Alcoholics Anonymous (756-8386), the Chemical Dependency Treatment Center at Kishwaukee Community Hospital (756-2722), the Ben Gordon Community Mental Health Center (756-4875), and various private clinics and counselors listed in the “yellow pages” under “Alcohol” and “Drug Abuse.”

Northern Illinois University may impose disciplinary sanctions upon any student or employee who is found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs and alcohol. For employees, such sanctions may include, without limitation, the following: (a) referral for criminal prosecution, (b) employee discipline (including suspension or dismissal) pursuant to the protection of the NIU Constitution and By-Laws, personnel policies, or the State University Civil Service System, (c) referral for action under any other applicable university policy; and/or (d) referral to an educational or rehabilitation program.

Students are subject to the sanctions listed in the preceding paragraph, and, in addition and without limitation, the following: (a) referral for action under the Student Judicial Code (including the possibility of expulsion or suspension) and/or (b) referral for action under policies relating to residence halls.

Storage in University Buildings

Students electing to utilize university buildings and/or facilities for the storage of personal property owned by them, thereby accept the responsibility for such storage and waive any and all responsibility and liability on the part of the university and its employees for loss of or damage to such personal property by any cause whatsoever including, but not limited to fire, water, windstorm, or other casualty, theft, or improper or inadequate humidity control.

Conduct and Discipline Regulations

It is expected that all enrolled students intend to engage in serious educational pursuits. When students accept admission to Northern Illinois University, the university assumes that they thereby agree to conduct themselves in accordance with its standards.

The university expects all of its students, both on and off the campus, to conduct themselves in accordance with the usual standards of society and the law. Every organization affiliated with the university or using its name is expected to conduct all its affairs in a manner creditable to the university.

While enrolled, students are subject to university authority. The university has the prerogative, in the interest of all of its students, to suspend or require the withdrawal of a student or group of students for acting in such a manner as to make it appear that the student or group of students are not desirable members of the university. See also “Disruption of Instruction.” Copies of the most current Judicial Code may be obtained at the university’s Judicial Office.

General Regulations

Students at Northern Illinois University are expected to abide by the university regulations set forth below as well as by applicable federal, state, and local laws. While the university will normally apply disciplinary sanctions only for violations of its regulations, a student is subject to public laws at all times, including the Illinois Compiled Statutes which contain provisions specifically directed at maintaining the orderly operation of state colleges and universities. It is the responsibility of the student to be particularly aware of the provisions of the Criminal Code in the Illinois Compiled Statutes and to be aware of the penalties therein provided for Criminal Damage to State Supported Property, Criminal Trespass to State Supported Land, Unauthorized Possession or Storage of Weapons, and Interference with a Public Institution of Higher Education. Conviction for offenses enumerated in the Criminal Code additionally makes almost certain the loss of federal- and state-supported scholarships, loans, or other grants.

Failure to abide by the following regulations may result, after hearing by one of the University Judicial Boards or a representative of the Judicial office, in disciplinary sanctions including, but not limited to warning, disciplinary probation, suspension, and dismissal from the university.

Sanctions may result from

- academic dishonesty. Plagiarism, cheating, knowingly supplying false or misleading information to university officials or on official university records, forgery, and alteration or misuse of university documents, records, or identification cards all are prohibited.
- obstruction or disruption of university activities. A student or students may not knowingly or willfully interfere with the normal educational activities of the university including teaching, research, administration, disciplinary procedures, or other university activities, including its public service functions. Disruption of university activities includes but is not limited to obstruction of access to the facilities of the university including corridors and doorways; interference with classroom activities or other scheduled events; interference with the performance of the duties of any institutional employee. Picketing may be restricted, but only under the following conditions: Students who picket on university premises must do so in peaceful and orderly fashion. Picketing should not involve invasion of the rights of others, interference with the operations of the university, or jeopardy to public order and safety. Specifically, the following conditions must be met.

- In addition, the Criminal Code in the Illinois Compiled Statutes contains provisions relating to disorderly conduct, theft, inflicting bodily harm, arson, property damage, gambling, the use of drugs, mob action, and sex offenses.

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Automobile, bicycle, and pedestrian traffic must not be obstructed.

Entrances to buildings and driveways must not be blocked or traffic interfered with.

Picketing inside university buildings is prohibited. There will be no disturbing of classes by noise or by other means.

There will be no harassment of passers-by or other interference with their activities.

There will be no damage to property, including lawns and shrubs, nor littering of premises with signs, leaflets, or other materials.

Failure to abide by regulations governing the use of university premises and facilities. No student shall remain alone or with others in a university building beyond its normal closing hours unless duly authorized by a university official or shall an individual remain in a university building after being notified to depart therefrom by an authorized university official. Unauthorized entry to or use of university facilities is also prohibited.

Theft or damage. A student or students may take no action or actions which damages or which as a probable consequence could damage property of the university or private property.

Physical abuse of persons. A student or students may take no action or actions which disrupts or which as a probable consequence could disrupt the public peace or which endangers the safety, health, physical or mental well being, or life of any person.

Dangerous and narcotic drugs. A student may not use, possess, sell, or distribute any of the narcotic, dangerous, or hallucinogenic drugs in any form except under the direction of a licensed physician or as expressly permitted by law.

Firearms. Students may not have or keep any firearm on their persons, in their quarters, or in their motor vehicles at any time while on university property except with the permission of the chief security officer of the university.

Alcoholic beverages. Delivery and sale of alcoholic beverages on university property is prohibited. Possession and use of alcoholic beverages on university property is restricted by the laws of the state of Illinois as to age and by the regulations of the university as to physical location.

Instructions from university officials. A student must follow the oral or written instructions regarding university regulations or state law given by any university official whom the Board of Trustees or the President has vested with the authority to give such instructions.

University regulations. Students are responsible for knowing and abiding by university regulations and policies, including those not specifically enumerated in these general regulations, concerning such matters as the meeting of financial obligations to the university, university motor vehicle and parking regulations, registration of student organizations, as well as specific rules governing the use of particular facilities such as the residence halls, the libraries, and the Holmes Student Center.

Disruption of Instruction

Graduate education is a privilege accorded to those students deemed able to profit from the associated intellectual experiences. When a student's behavior within a classroom, laboratory, or other formal instructional setting is such that the rights of other students to an effective learning environment are being violated, that student may lose the privilege of attending the class or receiving credit for the course in that term.

In any case of the disruption of instruction by a graduate student or student-at-large, the instructor may require that student to leave the class for the balance of that class session. Whether or not the student is immediately removed from the class, the instructor may file a statement of the incident with the department chair, providing the student with a copy, and may ask that the chair suspend that student from further participation in the course. The chair of the department may, upon recommendation of the instructor and after investigating the incident, suspend that student from class attendance and recommend to the dean of the Graduate School that the student be permanently barred from the class for the remainder of that academic term. The student must be notified in writing of such action and may appeal the department's recommendation to the dean within one week of the notification. Upon such written appeal, the dean or dean's designee shall conduct a hearing, providing for a presentation of the facts relative to the disturbance. The decision of the dean's office shall be final. Repetition of disruptive behavior constitutes grounds for dismissal from the university.

Student Information and Records

Documents submitted in support of an application for admission to the Graduate School or for student-at-large status become the property of Northern Illinois University and will not be returned to the applicant or transmitted to another institution. Such documents will be retained by the Graduate School for a minimum period of one year; retention beyond that minimum cannot be assured.

Information and data concerning individual students are collected, maintained, and used by the university only as needed in relation to its basic educational purposes and requirements. Presently, relevant policy and procedures are designed and operated to be in compliance with federal legislation, specifically, the Family Educational Rights and Privacy Act of 1974 as amended by Senate Joint Resolution 40, signed into law by the President of the United States on December 31, 1974. The official university procedures and a directory of educational materials maintained by Northern Illinois University are available for review in the Office of Registration and Records. All questions about interpretations or clarifications involving university policy and procedures regarding students' records are to be directed to the university legal counsel.

There are four basic types of student record: academic, financial, medical, and placement. The official academic record is established and kept current by the Office of Registration and Records. It is a cumulative history of the student's enrollment and academic performance. Maintained in connection with the academic record is certain biographical and personal identification information as needed for enrollment purposes. In addition to certain elements of this record, the Graduate School maintains the student's graduate admissions record and a record of progress toward meeting requirements (Graduate School as well as departmental) of the student's graduate program(s). The Graduate School also maintains records relating to the academic progress of students-at-large. Some or all of these student data are provided by the Office of Registration and Records and the Graduate School as needed to the university's academic offices, colleges, schools, and departments for academic administration and advisement, and to other university administrative units as necessary for the functioning of various student and support services.

Student financial records are the responsibility of the Office of the Bursar, with respect to the billing, payment, and accounting of tuition and fees; the Student Financial Aid Office for operation of the university's student financial assistance program; and the Graduate School for graduate fellowships and assistantships. The Bursar keeps a complete record of the student's financial transactions relative to payment of the university charges accrued.

For those students who require medical assistance and care from the University Health Service, at the time of their first contact with the service a medical history record is created and maintained by the Health Service staff. Only information pertinent to the health of the individual is included therein. Health Service medical records will be destroyed ten years after the last date medical services were provided.

The Office of Career Planning and Placement, with the student's voluntary participation, creates and distributes to potential
employers a copy of a file which consists of a self-completed resume and various personal references.

Certain records within the university community are exempt from the above-cited federal legislation: records of instructional, supervisory, and administrative personnel which are the possession only of the maker and not accessible nor revealed to any other person except a substitute; files within the university's Department of Public Safety (University Police); and medical records used in connection with the provision of treatment for a student. Access to these is strictly limited to the university staff immediately involved with their creation and maintenance except for certain specific qualifications.

Further, the university is not required to make available to the student the financial records of his or her parents or confidential letters and statements of recommendation which were placed in the student's files prior to January 1, 1975, if such are used only for the purpose specifically intended.

Access to or release of each of the above types of records or their respective parts, or of any personally identifiable information, with the previous exceptions noted, is restricted to the following: the student or former student; parents of a legally defined dependent student (reference Section 152 of the Internal Revenue Code); faculty and staff who have a legitimate educational interest in the information; those persons specified in state and federal codes as having a legitimate educational interest in the information; and appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other person. In all other instances, access or release may be granted only with the student's written consent.

The student may waive the right of access to confidential statements submitted with respect to application for admission to the Graduate School or to another educational institution, an application for employment, or receipt of an honor or honorary recognition. However, the student is not required to do so. Further, the student who does waive right of access will be provided, upon request, with the names of all persons making confidential recommendations.

Directory information pertaining to students, as defined below, may be released by the university at any time provided that it is published in the campus student newspaper and the individual student is given a reasonable period of time to inform the university that such information is not to be released without her or his prior consent. Such information is never knowingly provided any requester for a commercial purpose.

Directory information includes the student's name, address, telephone listing, e-mail address and photographic or electronic picture or image, date and place of birth, major field of study, classification, gender, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The student has the right to personally review his or her records in the presence of a university representative at an appropriate convenient campus location. This right pertains separately to each status to which the student has been in attendance at the university (i.e., undergraduate, student-at-large, law, graduate). Requests for review must conform with established university procedures and the right of review will be granted within a reasonable time following the request. Where necessary, interpretation of the record shall be provided by qualified university personnel. Original records cannot be removed from university premises. A copy may be provided where failure to provide such copy would effectively prevent a student from exercising the right to inspect and review the educational records. While a charge may be made to cover costs of reproduction, in most instances this is not done. However, normal operational fees exist with respect to record reproduction within the Office of Career Planning and Placement, dependent upon the number of copies requested, and the Office of Registration and Records.

A student has the right to challenge the content of a record on the grounds that it is inaccurate, misleading, or otherwise in violation of privacy or other rights and to have inserted in the record his or her written explanation of its contents. (Academic grade review procedures are covered elsewhere.) To initiate such a challenge, the student shall, within 60 days after he or she has inspected and reviewed the record in question for the first time, file with the university office responsible for maintaining such records a written request for a hearing, in a form specified by the university. Within 30 days following receipt of such request the head of such office, or a designated representative, shall review the record in question with the student and either order the correction or amendment of such alleged inaccurate, misleading, or otherwise inappropriate portions of the record as specified in the request or notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the portions of the record specified in the request are inaccurate, misleading, or otherwise inappropriate. The student shall be given written notice of the time and place of such hearing no fewer than 10 working days in advance. The hearing will be conducted by a university representative who does not have a direct interest in the outcome. The student shall have the right to attend the hearing, to be represented and advised by other persons, and to call witnesses in his or her behalf. The student shall be notified in writing of the decision within 10 working days following the hearing or within 10 working days of a decision without a hearing. Such decision is final.

The student who does waive right of access will be provided, upon request, with the names of all persons making confidential recommendations.
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