

1982

1982-1983 Southern Illinois University Bulletin Carbondale Campus (Graduate Catalog)

Southern Illinois University Carbondale

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Southern Illinois University at Carbondale

Bulletin

1982-1983 Graduate Catalog



R41

Southern Illinois University at Carbondale is an Equal Opportunity/Affirmative Action institution in accordance with civil rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factors prohibited by law in any of its educational programs, activities, admissions, or employment practices. Concerns regarding this policy should be referred to the Affirmative Action Office, Southern Illinois University at Carbondale, Anthony Hall, Room 104, telephone 618-536-6618.

This publication provides information about Southern Illinois University at Carbondale. Primary attention is given to its academic programs, rules and regulations, and procedures. Students will be subject to the published requirements in effect when they are admitted to the Graduate School. Students beginning graduate work during the period of time from the start of summer semester 1982 through spring semester 1983 are subject to the academic requirements of the Graduate School as specified in this publication. These requirements may be superseded by future publications of the Graduate School Catalog or Graduate School General Information Brochure. If the requirements are subsequently changed, students may elect either to meet the requirements in force in their particular degree programs immediately prior to the change, or to meet the new requirements. If they elect the former option they shall be guaranteed a minimum period of time from the date that the program requirements were changed within which minimum period they will be permitted to complete the old degree requirements.

This minimum period shall be determined by the department or other degree-program unit, subject to the following two constraints. First, the minimum period prescribed by the department may not exceed the standard Graduate School limitation that credit applied toward fulfillment of requirements for the master's degree must have been earned within a six-year period preceding the completion of the degree, and that doctoral students must complete degree requirements within five years after admission to candidacy. Second, the minimum period shall encompass no less than two years for master's degree students and three years for doctoral students, with the exception that students in the last stage of their degree work when requirements change (a master's student who has completed all requirements except the thesis or research report and the final examination or a doctoral student who has been admitted to Ph.D. candidacy) shall not be subject to the new requirements but may complete their degrees within the standard Graduate School limitations stated above. Students who elect to follow old requirements, but do not complete their work within the minimum period prescribed by the department, shall, unless they were in the last stage of their degree work when requirements changed, be subject to requirements in force at the time they complete their degrees, and shall be subject to the standard Graduate School limitations described above. The University reserves the right to change information contained herein on matters other than curricular requirements without notice when circumstances warrant such action.



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This Catalog

The Graduate Catalog covers in detail questions concerning the graduate program of Southern Illinois University at Carbondale for the period from summer, 1982, through spring, 1983. It supersedes Volume 21, Number 6, of the *Southern Illinois University Bulletin* and the Graduate School General Information brochure dated 1981-1982.

The following publications may be obtained free from University Graphics, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Graduate Catalog

Undergraduate Catalog

School of Law Catalog

Schedule of Classes. Please specify term (fall, spring, or summer).

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Board of Trustees and Officers of Administration

Board of Trustees of Southern Illinois University

	Term Expires
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Development and Administration

University Calendar

Summer Session, 1982

Eight-Week Session Begins	Monday, June 14, 7:30 A.M.
Independence Day Holiday . . .	Monday, July 5
Final Examinations	Thursday and Friday, August 5-6
Commencement	Saturday, August 7

Fall Semester, 1982

Semester Classes Begin	Monday, August 23, 8:00 A.M.
Labor Day Holiday	Monday, September 6
Thanksgiving Vacation	Saturday, November 20, 12:00 NOON —Monday, November 29, 8:00 A.M.
Final Examinations	Monday, December 13—Friday, December 17

Spring Semester, 1983

Semester Classes Begin	Monday, January 17, 8:00 A.M.
Lincoln's Birthday Holiday . . .	Friday, February 11
Spring Vacation	Saturday, March 12, 12:00 NOON —Monday, March 21, 8:00 A.M.
Final Examinations	Monday, May 9—Friday, May 13
Commencement	Saturday, May 14

Summer Session, 1983 (Tentative)

Eight-Week Session Begins	Monday, June 13, 7:30 A.M.
Independence Day Holiday . . .	Monday, July 4
Final Examinations	Thursday and Friday, August 4-5
Commencement	Saturday, August 6

Fall Semester, 1983 (Tentative)

Semester Classes Begin	Monday, August 22, 8:00 A.M.
Labor Day Holiday	Monday, September 5
Thanksgiving Vacation	Saturday, November 19, 12:00 NOON —Monday, November 28, 8:00 A.M.
Final Examinations	Monday, December 12—Friday, December 16

Spring Semester, 1984 (Tentative)

Semester Classes Begin	Monday, January 16, 8:00 A.M.
Lincoln's Birthday Holiday . . .	Friday, February 13
Spring Vacation	Saturday, March 10, 12:00 NOON —Monday, March 19, 8:00 A.M.
Final Examinations	Monday, May 7—Friday, May 11
Commencement	Saturday, May 12

Summer Session, 1984 (Tentative)

Eight-Week Session Begins	Monday, June 11, 7:30 A.M.
Independence Day Holiday . . .	Monday, July 4
Final Examinations	Thursday and Friday, August 2-3
Commencement	Saturday, August 4

Excused Absences for Religious Holidays. Students absent from classes because of required observances of major religious holidays will be excused. It is the student's responsibility to notify the instructor of each class that will be missed in advance of the absence. Students must also take the responsibility for making up work missed.

1 The Graduate School

The Southern Illinois University System

Southern Illinois University is one of four senior, public university systems in the State of Illinois. A multi-campus institution serving approximately 33,000 students, SIU was chartered in 1869 as Southern Illinois Normal University located only in Carbondale. In 1947, the name of the institution was changed by legislative action to Southern Illinois University. In 1949, Southern Illinois University began offering off-campus academic courses in the metropolitan East St. Louis area. This initiative led to the eventual development in 1965 of a separate campus in Edwardsville.

The mission and scope of The Southern Illinois University System is highly complex and emphasizes a commitment to quality education. As the Southern Illinois University System has grown and flourished, its constituent Universities have developed programs of instruction, research, and public service which have attracted and served students, faculty, and staff not only from the region but from throughout the State of Illinois and the nation, and from overseas as well.

The Southern Illinois University System is governed by a nine-member Board of Trustees which sets policy that enables the institutions to carry out established missions and goals. The chancellor of the Southern Illinois University System is the chief executive officer of the system and is the primary link between the Universities and the Board of Trustees. The University presidents report directly to the chancellor and are responsible for the internal operations of the respective institutions.

The University

History

Chartered in 1869 with instruction initiated in 1874, Southern Illinois University at Carbondale has entered its second hundred years in operation. Established in 1869 as Southern Illinois Normal University, the school acquired the name, Southern Illinois University, in 1947 by legislative action. At the outset of the 1970's, Southern Illinois University became a single state system with two universities: Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville. Southern Illinois University at Carbondale also has a medical school campus at Springfield. The institution first operated as a two-year normal school but in 1907 became a four-year, degree-granting institution although continuing its two-year course into the 1930's. It was in 1943 that the school was transformed from a teacher-training institution into a university, thus giving official recognition to the area's demand for diversified

training and service. Graduate work was instituted in 1943, with the first Ph.D. degrees granted in 1955. There has been diversification and expansion of graduate programs across the University through the Colleges of Communications and Fine Arts, Education, Business and Administration, Human Resources, Liberal Arts, Science, Engineering and Technology, and the School of Agriculture. In addition to expansion of programs within the Graduate School, professional schools have been established in medicine and law.

In keeping with the state's master plan, the University's objective is to provide a comprehensive educational program meeting as many individual student needs as possible. While providing excellent instruction in a broad range of traditional programs, it also helps individual students design special programs when their interests are directed toward more individualized curricula. The university comprises a faculty and the facilities to offer general and professional training ranging from two-year associate degrees to doctoral programs, as well as certificate and non-degree programs meeting the needs of persons not interested in degree education.

Location

The city of Carbondale is approximately 100 miles southeast of Saint Louis, Missouri, in Jackson County, the western border of which is the Mississippi River. Immediately south of Carbondale begins some of the most rugged and picturesque terrain in Illinois. Sixty miles to the south is the historic confluence of the Ohio and Mississippi rivers, the two forming the border of the southern tip of Little Egypt, the fourteen southernmost counties in Illinois. The region immediately surrounding Carbondale is noted for its large peach and apple orchards. Within ten miles of the campus are located two state parks and four lakes and much of the area is a part of the Shawnee National Forest.

Campus

Immediately south of the city of Carbondale, the University campus, comprising more than 3,290 acres, has developed a 981 acre portion with woods and a lake as a site for its academic buildings and residence halls. The buildings are located in wooded tracts along two circular shaped campus drives, named for Lincoln and Douglas. Two beautiful features that are located near the center of the campus complex are a wooded tract, preserved in the tradition of the native forests of Southern Illinois, and several buildings surrounding the site which formed the original campus a century ago. Approximately seventy large permanent buildings and several hundred small temporary buildings are located on the campus.

In addition to the numerous recreational facilities in the area, the University's own Lake-on-the-Campus offers facilities for swimming, boating, fishing, and picnicking within the confines of the campus. The Touch of Nature Environmental Center, a 6,500-acre complex on the shores of picturesque Little Grassy Lake, provides opportunity for outdoor learning experiences. The center serves as a field site for the Departments of Botany, Recreation, Special Education, Zoology, and Forestry. Its newly remodeled facilities have enabled the center to host conferences for business groups and educational organizations.

The Graduate School

The primary concern of the Graduate School is graduate instruction and research at Southern Illinois University at Carbondale. The Graduate School therefore plays an essential role in development of instructional and research

programs, in acquisition of funds, and in procurement of facilities necessary to encourage and support research by members of its scholarly community. Through students who meet the Graduate School's high standards of achievement by completing advanced courses of study and through students and faculty members who achieve significant results in their research, the Graduate School makes its contribution to the public welfare of the region, the state, the nation, and a number of other countries.

The Graduate School offers master's degrees through sixty-five programs, the specialist degree in four areas, and the doctoral degree through twenty-one programs. All programs are fully accredited. More than 3,400 graduate students pursue advanced study and research under the leadership of a graduate faculty of over 900 members. In addition, the Schools of Law and Medicine provide graduate students with excellent opportunities to work with faculty members and students in those professions.

The Graduate School, as a part of Southern Illinois University at Carbondale, is fully accredited by the North Central Association of Colleges and Secondary Schools. Other accreditations and affiliations include:

Accrediting Council of the American Assembly of Collegiate Schools of Business (undergraduate and master's level programs)

American Association for Accreditation of Laboratory Animal Care

American Chemical Society

American Council on Education for Journalism

American Psychological Association

American Speech and Hearing Association by American Board of Examiners in Speech and Hearing

Council on Rehabilitation Education

Illinois Office of Education

Superintendent of Education

State Board of Education

National Council for Accreditation of Teacher Education

National Association of Schools of Music

Society of American Foresters

Office of Research Development and Administration

The Office of Research Development and Administration is the University administrative unit primarily responsible for research administration and development. The functions of the office divide into two major categories. One is concerned with activities that are funded by federal, state, and local governments as well as by foundations, private industry, and other external funding sources. The second major category is the internal research program which is supported with state funds.

The Office of Research Development and Administration provides a number of services for faculty and for students who desire to submit research proposals to funding agencies. These include providing a resource library containing guidelines and application forms for applying for grants. General consultation is provided in proposal and budget preparation.

RESEARCH SHOPS AND SERVICES

To further assist faculty researchers, the Office of Research Development and Administration operates ten support service units for their use. The *Central Research Shop* is a facility which designs, repairs, and constructs special equipment required by researchers. The *Scientific Photography and Illustrations Unit* offers consultation and technical assistance to all researchers in need of scientific photography as an integral part of their research endeavors. For those researchers who use animals, a central animal facility or *Vivarium*

is maintained under the direction of a veterinarian to insure proper and humane care and management of animals as is necessary and legally required. The *Center for Electron Microscopy* houses two scanning and two transmission scopes, as well as other related equipment for the use of faculty researchers. The *Fine Instruments Research Shop* has two components: *electrical* and *mechanical*. This shop provides consultation, design, and fabrication of sophisticated electronic and mechanical instruments. The *Glassblowing Research Shop* provides design and fabrication of glass apparatus for research use. The *Electronics Research Shop* provides a repair capability for electronics equipment. The *Machine Research Shop* provides design and fabrication of materials demanding medium and large machining capabilities. The *Amino Acid Analyzer* provides amino-acid analyses of samples of both physiological and hydrolysate nature. Other research facilities are available throughout the campus and in the region relating to the various master's degree and doctoral programs of the Graduate School.

Facilities and Services

Morris Library

Morris Library, one of the larger open-shelf, subject division academic libraries under one roof in the country, contains over 1,500,000 volumes and subscribes to over 16,000 current periodicals. In addition to books and journals, the library has extensive collections of maps, manuscripts, rare books, government documents, phonograph records and over 1,700,00 units of microform materials. The collection is arranged into four subject divisions (education/psychology, humanities, science, and social studies) as well as a separate Undergraduate Library. Special Collections consists of rare books, historical archives, and University archives. Among the many collections are important research collections in American and British expatriate literature, twentieth century philosophy, proletariat theatre, the Irish literary renaissance, and press freedom. Morris Library serves as a depository of federal, state, and U.N. documents. A major source for research in the behavioral and social sciences is the Human Relations Area files, consisting of copies of documents, books, articles, and manuscripts covering many world cultures. Supplementing the resources of Morris Library is the Center for Research Libraries (Chicago), in which the University holds membership. Preparations are underway for Morris Library to connect with the Illinois Library Computer System (LCS), a state-wide automated circulation system. A computer-based interlibrary loan system serves to identify material in other libraries and to transmit requests for items. On-line computer-based bibliographic search capabilities using over 100 data bases are available. Graduate students and faculty may obtain state-wide borrower's cards in order to use and borrow library materials from the other state-supported universities in Illinois. A wide range of instructional development, research, and evaluation services, graphics materials, films, and related equipment are provided by Learning Resources Service. A separately housed law library may be used by the University community as well.

Computing Affairs

The Office of Computing Affairs supports the academic, administrative, and research needs of the University. The academic and research needs of faculty and students are supported through a wide variety of program languages such as FORTRAN, COBOL, PL/1, Assembler, Basic, and Pascal, through statistical packages like SAS and SPSS, through consultation on computer-related problems, and through a program of periodic, non-credit instruction in com-

puting topics. Administrative functions of the University are heavily automated under a centrally developed network of application systems. Administrative systems are developed using the COBOL and MARK IV languages, usually utilizing IMS DB/DC database technology. The major hardware components of the center are IBM System 370, Model 158 and Model 158AP computer systems, and a Prime 750 computer system. Special facilities of the Computing Center are instructional laboratories equipped with on-line terminals for interactive computing. There are also peripheral devices for special applications such as high-speed plotting and microfiche generation.

Placement Services of the Career Planning and Placement Center

Career Planning and Placement Services assists students and alumni seeking career employment. Maximum benefit from the services is assured for students who file their resumes approximately one semester prior to graduation. Alumni should periodically update their resumes which are placed on permanent file. All inquiries concerning this service should be made to the Career Planning and Placement Center office.

Housing

On-Campus Housing. On-campus housing is available in residence halls for single graduate students. All contracts will be for room and board.

University-owned housing for married students includes 304 unfurnished two- or three-bedroom air-conditioned apartments and 272 furnished efficiency, one- or two-bedroom apartments. Because the demand for university housing for married students exceeds the supply, information should be requested early from University Housing, Building B, Washington Square.

Off-Campus Housing. The Off-Campus Housing Office, Building B, Washington Square, maintains current information on off-campus rooms, apartments, houses for rent, or for sale, and trailer parks. Experience has shown that satisfactory arrangements cannot be made by mail. A personal visit is usually required. Prices vary widely, ranging from \$90 a month for trailer spaces to \$350 a month or more for houses and apartments. All arrangements for off-campus housing and all business transactions in the matter of this type of housing are the sole responsibility of the student and the owner of the facility.

Student Health Program

The Student Medical Benefit (SMB) Fee provides funding for a comprehensive health program including prevention programs, on campus out-patient care, infirmary care on campus, emergency services, hospitalization, specialty care, emergency dental care, and out-of-the-area benefits. The program also offers laboratory services, x-rays, and a pharmacy to fee-paying students.

Student Health Program is located in Beimfohr Hall and is open from 8:00 A.M. to 5:00 P.M. Monday through Friday and from 8:00 A.M. to 1:00 P.M. on Saturday. Students in need of emergency care when the Health Service is closed should go to the Memorial Hospital of Carbondale emergency room. If an ambulance is required, students should call the Jackson County ambulance, 529-2121.

Students with questions on coverage, exclusions, refunds, etc., should contact the fiscal affairs department of the Student Health Program, Kesnar Hall (112 Small Group Housing).

Specialized Student Services

The University maintains a commitment to make appropriate services, programs, and facilities available to students with disabilities. Numerous services

are provided to handicapped students through the Specialized Student Services Office and other departments in order that this student population may obtain the maximum academic, social, and cultural benefits within the University community. Available services and programs within the University include preadmission planning, orientation and mobility training, adapted van transportation, wheelchair repair, attendant recruitment and referral, adapted recreation, interpreters and notetakers for hearing impaired students, specialized materials and equipment for visually handicapped students, reader recruitment and referral, proctoring academic examinations, consultation with faculty, liaison with academic departments and other University offices, and liaison with agencies such as the Illinois Department of Rehabilitation Services. The campus is quite accessible and usable by students using wheelchairs, visually impaired, hearing impaired, learning disabled, and other permanently disabled students. The University Housing office also provides modified housing facilities in the Thompson Point Residence Halls and in the family housing areas. The University Housing office and Specialized Student Services office work with the student to ensure the acquisition of appropriate housing.

Women's Programs

Women's Programs, an office of Student Services, was designed to meet the special needs of women students. The office provides information and support for women making educational, vocational, and personal decisions; referral to services helpful to women; information and resources about women and changing sex roles; workshops, seminars, and discussions focusing on women's interests and needs; speakers for groups on topics related to women, and a listing of women's studies courses.

University Ombudsman, Office of the

The office of the University Ombudsman provides service to members of the University community who seek assistance with conflict resolution and management. Fair and equitable settlements are sought through explanation, investigation, negotiation, and mediation between parties. In its operation, the Ombudsman's office is independent of academic, administrative, and business units of the University.

The office has established simple, orderly procedures for receiving requests for assistance and grievances by students, members of the faculty and staff. The Ombudsman and staff advise complainants whether their complaints lack merit or whether they should seek resolution before another office or body of the University. When appropriate, the Ombudsman may assist the complaining individual in obtaining an informal settlement of the problem.

The Ombudsman has broad investigatory powers and access to all University records except medical files, as well as having direct access to all University officials including those at the presidential and vice-presidential levels.

Beyond assisting with individual problems, the Ombudsman works toward change of those policies and procedures which have inequitably affected individuals, particularly when inequities have been noted in numerous cases.

All inquiries and records are kept confidential.

Financial Assistance

Financial assistance is available to qualified students in all fields of study in the form of (1) graduate assistantships where one serves as a classroom teacher or assistant, as a research worker, or as an administrative assistant, (2) fellowships or traineeships, (3) scholarships, (4) college work-study pro-

grams, and (5) loans. There are basic regulations that relate to these awards. Students should make application for the graduate assistantships, fellowships, or traineeships through the department to which they have been admitted. Information and application forms for the scholarship program may be obtained from the Graduate School Office. Information regarding the student work program and loans may be had by contacting the Student Work and Financial Assistance Office.

Students should be sure that their applications for admission are complete including the submission of required transcripts to the Graduate School to assure consideration for an award. Unclassified graduate students (those not working for a degree) are eligible only for the student work program.

Graduate assistant appointments, graduate fellowships, and most traineeships include remission of tuition, but fees must be paid. A student may receive no more than two calendar years of graduate-student support while a master's level student. A student may receive no more than four calendar years of graduate-student support while a doctoral-level student. These time limits apply to assistantships, fellowships, traineeships, and other similar awards and appointments administered by the University, regardless of source of funds. Students who are awarded graduate assistantships, fellowships, or traineeships, but who have not furnished official proof of their most recent degree to the Graduate School shall be considered to be on term appointment for one semester only. No one will be appointed to a second term until an official transcript indicating receipt of the degree is received in the Graduate School.

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer.

Graduate Assistant Appointments

Graduate assistant appointments are available in a number of departments, research agencies, and administrative units. This type of appointment comprises the largest number of awards offered by the University. For these appointments, students apply directly to the chairperson of the department to which they have been admitted, who may in turn refer the students to a research agency or administrative unit that may have need for a student with the skills indicated. Only those students who have been admitted to degree programs are eligible to be appointed as graduate assistants. Unclassified students are not eligible for graduate assistant appointments.

A graduate student who holds a graduate assistant appointment of at least one-quarter of full time and who is appointed for the full length of an academic term (semester or full-length summer session) is eligible for a waiver of tuition each academic term the appointment is held. If a student is appointed for less than a full academic term on a fiscal pay basis, the student is not eligible for a tuition waiver for that academic term. A student who holds an appointment for the full academic term but resigns before the end of that term, and who continues to be registered for courses, shall be liable for the full tuition for the term.

A graduate student who has held an appointment requiring service to the University of at least 25 per cent of full time, for the full length of each of two consecutive semesters, will be eligible for a waiver of graduate tuition for the summer session immediately following the two consecutive semesters of service. In no case shall the additional term of tuition waiver be granted before the two consecutive semesters of service have been completed. This additional term of tuition waiver shall not apply to nonservice appointments or to graduate fellowships, or graduate dean's fellowships.

Service of 20 hours per week, or a corresponding load in teaching, is required for a half-time appointment. Graduate assistantship appointments pay stipends of at least \$440 per month for master's students for half-time duties; stipends increase at the Ph.D. level to a minimum of \$510 per month. Appointments are normally made for the nine-month academic year. There are a limited number of appointments for the summer session. Information about the specific conditions of the appointment should be directed to the department or office making the award.

Graduate Fellowships and Traineeships

The Graduate School and specific departments offer a number of graduate fellowships and traineeships. The number varies depending upon the funds available for these awards each year. All awards of this type are highly competitive based upon scholarship and potential for success in graduate study. Application for these awards should be made by February 1 preceding the academic year for which the award is desired. Application forms and information about the award may be obtained by contacting the department to which one has been admitted or is seeking admission.

The stipend for a fellowship is \$450 per month, or \$4,950 for eleven months for master's degree students; for doctoral degree students the stipend is \$484 per month, or \$5,324 for eleven months. Graduate School fellowships include waiver of tuition. While on fellowships, students shall not hold other appointments in the University, nor shall they hold jobs outside the University, since the purpose of the fellowship is to provide students with a source of income which will enable them to work full time at graduate studies rather than work part time at a job and part time at studies. There may be a training assignment if this has been outlined at the time of the appointment.

Individual departments often are able to provide traineeships. The Graduate School administers a limited number of such traineeships and plans to increase the number if possible. Information about these awards should be directed to the department to which one has been admitted or is seeking admission.

Dissertation Research Awards

Dissertation research awards are designed for superior students who are in the dissertation preparation stage of their graduate education. Selection is based upon a competition primarily considering the students academic research and quality of the dissertation prospectus. Students who will have started their dissertations by the end of the fall semester (advanced to candidacy, completed preliminary examinations, and completed most of their coursework and research tools) may apply for the award during the preceding spring semester. The application should be submitted by February 1. The award is for a maximum of 11 months at a monthly rate of \$548 or \$6,028, plus waiver of tuition.

Students holding a dissertation research award are expected to devote full-time to the approved research project as determined by their department. The student should be enrolled for dissertation hours. The student holding such an

award is expected to resign the award at the time the dissertation is submitted to the Graduate School if this comes prior to three weeks before the end of the time period for the award.

Graduate Dean's Fellowships

Several special graduate dean's fellowships are offered annually to students who, although not selected for a regular fellowship, in the judgment of the Graduate Dean show unusual promise for success in graduate studies. Students will be considered for these awards who have overcome social, cultural or economic disadvantages in attaining their educational objectives. Application should be made through the chairperson of the department in which the student is enrolled.

Stipend rates and related regulations are the same as for the regular graduate fellowships. There is no service requirement other than those activities which are required by departments of all students regardless of the source of their support.

Tuition Scholarships

A limited number of tuition scholarships are awarded to graduate students on the basis of scholarship. The award is for remission of tuition; fees must be paid. The tuition scholarship is normally awarded for two consecutive semesters (one academic year).

To be eligible the student must be admitted to the Graduate School and to a department, and the student may not hold another University appointment which provides a tuition waiver. Tuition scholarship recipients must enroll for a minimum of eight hours each semester. There is no service requirement other than the duties required by a department of all students regardless of their source of support.

Application forms are available in the Graduate School Office. Completed application forms should be in the Graduate School Office no later than April 1 preceding the year for which the tuition scholarship is requested.

Student Work and Financial Assistance

Other forms of financial assistance available through the Student Work and Financial Assistance Office include part-time employment on and off campus, cooperative work-study programs, summer employment, and student loan funds.

External Support for Graduate Study

Fellowships, grants-in-aid, scholarships, and other similar awards for the support of graduate students are available from many sources outside the University. Students are encouraged to apply for such awards. Information concerning appropriate external sources of support may be obtained from the Graduate School or from department chairpersons or directors of graduate studies of the student's major department.

Faculty Appointments

No student in a graduate degree program shall be appointed to any full-time faculty position in the department (or equivalent unit) while enrolled in the unit as a student, with the sole exception that a student who has already been admitted to candidacy for the doctoral degree may be granted a term appointment as an instructor in the unit while so enrolled. Such a term appointment shall not be renewable beyond a period of one year.

Tuition and Fees

Tuition and fees charged students are established by the Board of Trustees and are subject to change whenever conditions necessitate. All assessments are on a per-hour basis, with 12 hours considered full time. Students will be assessed the following tuition and fees each term:

Graduate Student Tuition and Fee Schedule

Semester Hours Enrolled	Illinois Residents			Non-Illinois Residents		
	Tuition	Student Fees	Total	Tuition	Student Fees	Total
1	\$ 33.75	\$ 74.06	\$107.81	\$101.25	\$ 74.06	\$175.31
2	67.50	83.12	150.62	202.50	83.12	285.62
3	101.25	94.44	195.69	303.75	94.44	398.19
4	135.00	105.92	240.92	405.00	105.92	510.92
5	168.75	117.39	286.14	506.25	117.39	623.64
6	202.50	128.88	331.38	607.50	128.88	736.38
7	236.25	140.36	376.61	708.75	140.36	849.11
8	270.00	151.83	421.83	810.00	151.83	961.83
9	303.75	163.31	467.06	911.25	163.31	1074.56
10	337.50	174.79	512.29	1012.50	174.79	1187.29
11	371.25	186.27	557.52	1113.75	186.27	1300.02
12 or more	405.00	197.75	602.75	1215.00	197.75	1412.75

The fees which have been established by the Board of Trustees are payable by all students unless they are specifically exempted by the Board of Trustees. All fees are considered to be institutional in nature and require payment regardless of whether or not the student receives direct benefits or is in a location which permits access to such benefits.

Student fees include: student center fee, student activity fee, athletic fee, revenue bond fee, and student medical benefit fee. A microfilming fee of \$36 is required of all doctoral students at the time the dissertation is submitted for approval. If copyright is desired, an additional fee of \$20 is required. (Additional fee information is available in the schedule of classes.) Student fees include:

Student Center Fee. Provides funds for the operation of the Student Center.

Student Activity Fee. Provides funding for student organizations and activities on campus.

Athletic Fee. Provides partial funding for the university intercollegiate athletic program.

Revenue Bond Fee. Replaces funds which were previously obtained from tuition payments and used to under-write the funded debt operations of the Student Center and university housing.

Student Medical Benefit Fee. Provides funding for a comprehensive student health program including emergency service; hospitalization; specialty, primary, intermediate, or infirmary care; and prevention program. A student who pays this \$45.00 fee is entitled to full medical benefits at the Health Service. One who has comparable coverage may seek a refund within the first three weeks of each semester by contacting the administrative director of the Health Service. Similarly, a refund is authorized for those students precluded from use of the student health program by unusual or extreme geographic considerations.

Additional Fee Information

1. Students should refer to the Schedule of Classes for specific fee information.
2. Permanent full-time or permanent part-time employees may be eligible for waiver of tuition and waiver of a portion of the student fees. (Graduate assistants are not eligible for a waiver of student fees.) Approval by the department head and the director of the Personnel Office must be given prior to enrolling for courses. Employees who are approved pay only the Students Center fee and the Students' Attorney Program Fee.
3. Students taking courses in extension or at approved residence centers are required to pay tuition as listed in the table above but do not pay student fees.
4. Graduate students who have registered for the minimum number of credit hours required for their degree may be required to pay a graduate clerical registration fee. Refer to the section titled "Continuing Registration Requirement" later in this chapter for the regulations governing this fee.
5. In addition to the above fees, there is a graduation fee. For further information contact the Office of Admissions and Records. When submitting their dissertations, doctoral students are required to pay a \$36.00 fee to cover the cost of publication of the dissertation abstract and micro-filming the dissertation. If copyright is desired, an additional fee of \$20.00 is required.
6. Students holding valid state scholarships are exempt from the above tuition and fees to the extent provided by the terms of the specific scholarship held. Honorary scholarships, which have no monetary value, may be awarded. An Illinois State Teacher Education Scholarship, an Illinois Military Scholarship, or an Illinois General Assembly Scholarship exempts the student from paying tuition, the student activity fee, and the graduation fee. The Illinois Scholarship for Dependents of Prisoners of War and the Illinois Bilingual Scholarship exempt the student from paying tuition and all mandatory non-refundable fees.
7. Adult education course fees are computed on the basis of approximately sixty cents per contact hour.
8. Other charges which students may incur are those for departmental field trips, library fines, and excess breakage. Also, students taking a course involving use of materials, as distinct from equipment, will ordinarily pay for such materials.
9. Students registering for courses on an audit basis pay the same tuition and fees as though they were registering for the courses for credit.
10. Out-of-state students will find the official University regulations governing determination of residency status for assessment of tuition later in this chapter.

11. Students enrolled in public service courses only pay tuition and a \$3.00 per semester hour fee divided equally between the Student Center and the Student Medical Benefit fund.

Payment and Refunding of Tuition and Fees

Tuition and fees are payable each semester during the academic year. Students who register in advance receive a Statement of Account in the mail and may pay either by mail or in person at the Bursar's Office, by the deadline date, in accordance with instructions accompanying the statement. Otherwise their advance registration is cancelled and they must register again later. Students who register at the start of a semester must pay tuition and fees according to the schedule which is in effect at that time. Students should read the *Schedule of Classes* for specific information on payment of tuition and fees.

Students who process a program change which places them in a different tuition and fee category than the one for which they originally registered will be billed additional tuition and fees when appropriate. If the change places them in a smaller tuition and fee category and if they have processed the program change within the first three weeks of the semester, they will receive an automatic credit to their account.

A credit for tuition and fees will be made to student accounts for students who officially withdraw from school by the withdrawal deadlines listed later in this chapter. They will receive a refund check in approximately four weeks after the withdrawal has been received by the Office of Admissions and Records. No credit for tuition and fees is made for withdrawal occurring after the deadlines, except as described in the next paragraph.

Special consideration is extended to individuals who leave school for extended military service (6 months or longer). Students will be refunded full tuition and fees paid if they enter military service during the first five weeks of school. If students withdraw during the sixth through tenth weeks of school, they will be refunded half of the paid tuition and fees, and they will receive one-half credit without letter grades for the courses in which they were receiving a passing grade at the time of withdrawal. When the withdrawal occurs after the tenth week, students will receive no refund, but will receive both grades and credit hours for the courses in which they are passing. In all instances, a copy of the military orders or a letter from the commanding officer is required for verification of impending military service. To be eligible for these benefits students must remain in school to within ten days of their military reporting date.

DEFERMENT OF TUITION AND FEES

Students who are experiencing a delay in the receipt of verified financial assistance through the Student Work and Financial Assistance Office or the Graduate School may be eligible for a cancellation waiver. If granted, a cancellation waiver prevents a student's registration from being cancelled even though tuition and fees have not been paid by the publicized cancellation date.

Information concerning cancellation waiver procedures is available from the Office of Student Work and Financial Assistance and the office of the Graduate School. This information is also published in the "Daily Egyptian" each term. Guidelines may vary from term to term and year to year so students are advised to seek out accurate information rather than assume they qualify.

Determination of Residency Status

The following is a direct quotation from the Board of Trustees' "Regulations Governing the Determination of Residency Status for Admission and Assessment of Student Tuition."

For the purpose of these regulations an *adult* is considered to be a student

eighteen years of age or over; a *minor* student is a student under eighteen years of age. The words *he* or *his* also apply to a female unless otherwise stated or clearly indicated. The term *the State* means the State of Illinois. Except for those exceptions clearly indicated in these regulations, in all cases where records establish that the person does not meet the requirements for Resident status as defined in these regulations the nonresident status shall be assigned. (See section on students from Kentucky and Missouri below.)

Evidence for determination of residence status of each applicant for admission to the University shall be submitted to the Director of Admissions at the time of application for admission. A student may be reclassified at any time by the University upon the basis of additional or changed information. However, if the University has erroneously classified the student as a Resident, the change in tuition shall be applicable beginning with the term following the reclassification; if the University has erroneously classified the student as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for review in accordance with these regulations. If the University has classified a student as a Resident based on false or falsified documents, the reclassification to nonresident status shall be retroactive to the first term during which residency status was based on the false or falsified documents.

Adult Student. An adult, to be considered a Resident, must have been a bona fide resident of the State for a period of at least three consecutive months immediately preceding the beginning of any term for which he registers at the University, and must continue to maintain a bona fide residency in the State, except that an adult student whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a Resident student.

Minor Student. The residence of a minor shall be considered to be, and to change with and follow:

- a. That of his parents, if they are living together, or the living parent, if one is dead; or
- b. If the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of court decree or order, that of the parent with which the person has continuously resided for a period of at least three consecutive months immediately preceding his registration at the University; or
- c. That of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
- d. That of the legally appointed guardian of the person; or
- e. That of the *natural* guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult relative with whom the person has resided and by whom he has been supported for a period of at least three consecutive months immediately preceding his registration at the University for any term, if the person's parents are dead or have abandoned him and if no legal guardian of the person has been appointed and qualified.

Parent or Guardian. No parent or legal or natural guardian will be considered a resident of the State unless he (a) maintains a bona fide and permanent place of abode within the State, and (b) lives, except when temporarily absent

from the State with no intention of changing his legal residence to some other State or country, within the State.

Emancipated Minor. If a minor has been emancipated, is completely self-supporting, and actually resides in the State, he shall be considered to be a Resident even though his parents or guardian may reside outside the State. An emancipated minor who is completely self-supporting shall be considered to *actually reside in the State of Illinois* if he has maintained a dwelling place within the State uninterrupted for a period of at least three consecutive months immediately preceding the beginning of any term for which he registers at the University. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a Resident student.

Married Student. A nonresident student, whether male or female, or a minor or adult, or a citizen or noncitizen of the United States, who is married to a resident of the State, may be classified as a Resident so long as he continues to reside in the State; however, a spouse through which a student claims residency must demonstrate his or her own residency in compliance with the requirements applicable to students seeking Resident status.

Persons without United States Citizenship. A person who is not a citizen of the United States of America, to be considered a Resident, must have permanent resident status with the United States Immigration and Naturalization Service and must also meet and comply with all of the other applicable requirements of these regulations to establish Resident status.

Armed Forces Personnel. A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the State in connection with that service and submits evidence of such service and station, shall be treated as a Resident as long as the person remains stationed and present in Illinois. If the spouse or dependent children of such member of the Armed Forces also live in the State, similar treatment shall be granted to them.

A person who is actively serving in one of the Armed Forces of the United States and who is stationed outside the State may be considered a Resident only if he was a resident of the State at the time he entered military service.

A person who is separated from active military service will be considered a Resident of Illinois immediately upon separation providing he: (a) was a resident of the State at the time he entered military service, (b) became treated as a Resident while in the military by attending school at Southern Illinois University while stationed within the State, or (c) has resided within the State for a period of three months after his separation.

State and Federal Penitentiary. A person who is incarcerated in a State or Federal place of detention within the State of Illinois will be treated as a Resident for tuition assessment purposes as long as he remains in that place of detention. If bona fide residence is established in Illinois upon release from detention, the duration of residence shall be deemed to include the prior period of detention.

Minor Children of Parents Transferred Outside the United States. The minor children of persons who have resided in the State for at least three consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered Residents. However, this shall apply only when the minor children of such parents enroll in the University within five years from the time their parents are transferred by their employer to some location outside the United States.

Dependents of University Employees. The spouses and dependent children of all staff members (academic, administrative, non-academic) on appointment with the University shall be considered as Resident students for purposes of tuition assessments.

Definition of Terminology. To the extent that the terms *bona fide residence*, *independent*, *dependent*, and *emancipation* are not defined in these regulations, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the State of Illinois.

A bona fide residence is a domicile of an individual which is his true, fixed, and permanent home and place of habitation. It is the place to which, whenever he is absent, he has the intention of returning. Criteria to determine this intention include but are not limited to year around residence, voter registration, place of filing tax returns (home state indicated on federal tax return for purposes of revenue sharing), property ownership, driver's license, car registration, vacations, and employment.

Procedure for Review of Residency Status or Tuition Assessment. A student who takes exception to the residency status assigned or tuition assessed shall pay the tuition assessed but may file a claim in writing to the appropriate official for a reconsideration of residency status and an adjustment of the tuition assessed. The written claim must be filed within 30 school days from the date of assessment of tuition or the date designated in the official University calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and adjustment of the tuition assessed for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, he may appeal the ruling to the Legal Counsel by filing with the appropriate official within twenty days of the notice of the ruling a written request.

Kentucky, Missouri Residents. Graduate students in the 14 westernmost counties of Kentucky may be charged in-state tuition rates. Students from the state of Missouri may be charged in-state tuition rates for the first 6 hours registered in a semester. For the number of hours above 6, the student pays out-of-state tuition.

Graduate Degrees Offered

The Graduate School offers a variety of master's degrees, the specialist degree, the Doctor of Philosophy degree, the Doctor of Rehabilitation degree and the Doctor of Business Administration degree. In several of the programs listed below, one or more concentrations are available.

Master's Degrees

Master's degrees are available in the approved programs listed below:

Abbreviations: Master of Accountancy, MAcc; Master of Arts, MA; Master of Business Administration, MBA; Master of Fine Arts, MFA; Master of Music, MM; Master of Music Education, MMED; Master of Public Affairs, MPA; Master of Science, MS; Master of Science in Education, MS in Ed.

Accountancy	MAcc	German	MA
Administration of Justice	MS	Spanish	MA
Agribusiness Economics	MS	Forestry	MS
Agribusiness Economics		Forest Resource Management	
Agricultural Services		Outdoor Recreation Resource	
Agricultural Education and		Management	
Mechanization	MS	Wood Science and Technology	
Agricultural Education		Geography	MA, MS
Agricultural Mechanization		Physical Environmental Systems	
Agricultural Services		Resource Management Systems	
Animal Industries	MS	Urban and Regional Planning	
Anthropology	MA	Geology	MS
Conservation Archaeology		Guidance and Educational	
Art	MFA	Psychology	MS in Ed
Behavior Modification	MA, MS	Guidance and Counseling	
Biological Sciences	MS	Educational Psychology	
Botany	MA, MS	Health Education	MS in Ed
Business Administration	MBA	School Health Education	
Business Education	MS in Ed	Community Health Education	
Chemistry	MS	Safety Education	
Cinema and Photography	MFA	Higher Education	MS in Ed
Communications Disorders and		Academic Administration	
Sciences	MS	College and University Business	
Community Development	MS	Affairs	
Computer Science	MS	College Student Personnel	
Early Childhood Education	MS in Ed	Community College Teaching	
Economics	MA, MS	Adult Education	
Educational Administration	MS in Ed	History	MA
Adult Education		American	
Educational Administration		Latin American	
Instructional Supervision		European	
Educational Media	MS in Ed	Home Economics Education	MS in Ed
Elementary Education	MS in Ed	Human Development	MS
Language Arts		Child and Family	
Mathematics		Family Economics and Management	
Reading		Food and Nutrition	
Science		Journalism	MA, MS
Social Studies		Latin American Studies	MA
Curriculum		Linguistics	MA
Supervision		Mathematics	MA, MS
Engineering	MS	Microbiology	MA
Electrical Sciences and Systems		Mining Engineering	MS
Engineering		Music	MM, MMED
Engineering Mechanics and Materials		Music History and Literature	
Thermal and Environmental		Music Theory and Composition	
Engineering		Performance	
Engineering Biophysics	MS	Opera-Music Theater	
English	MA	Occupational Education	MS, MS in Ed
English as a Foreign Language	MA	Philosophy	MA
Environmental Design	MS	Physical Education	MS in Ed
Clothing and Textiles		Experimental Physical Education	
Design		Professional Physical Education	
Interior Design		Applied Physical Education	
Foreign Languages and Literatures		Physics	MA, MS
French	MA	Physiology	MS

Plant and Soil Science MS	Outdoor Recreation
Crop Science	Commercial Recreation
Soil Science	Rehabilitation Administration and
Horticultural Science	Services MA, MS
Political Science MA	Adjustment Services
Psychology MA, MS	Vocational Evaluation
Experimental	Job Development and Placement
Clinical	Rehabilitation Administration
Counseling	Rehabilitation Counseling MA, MS
Public Affairs MPA	Alcohol Specialist
Public Visual Communications MA	Secondary Education MS in Ed
Cinema	Sociology MA
Television	Special Education MS in Ed
Still Photography	Speech Communication MA, MS
Recreation MS in Ed	Statistics MS
Park and Community Recreation	Theater MA, MFA
Recreation for Special Populations	Zoology MA, MS

Specialist Degree-Spec. Ed.

Specialist degree programs are available in the fields listed below.

- | | |
|----------------------------|-------------------------------------|
| Educational Administration | Guidance and Educational Psychology |
| Elementary Education | Secondary Education |

Doctor's Degrees

Doctor of Philosophy degree programs are available in the fields listed below along with the approved concentrations:

- | | |
|--------------------------------------|--------------------------------|
| Anthropology | English |
| Botany | Geography |
| Chemistry | Physical Environmental Systems |
| Communication Disorders and Sciences | Resource Management Systems |
| Economics | Historical Studies |
| Education | Journalism |
| Cultural Foundations | Mathematics |
| Educational Administration | Microbiology |
| Educational Media | Molecular Science |
| Educational Psychology | Philosophy |
| Elementary Education | Physiology |
| Guidance and Counseling | Political Science |
| Health Education | Psychology |
| Higher Education | Experimental |
| Measurement and Statistics | Clinical |
| Occupational Education | Counseling |
| Physical Education | Sociology |
| Secondary Education | Speech Communication |
| Special Education | Zoology |

The Doctor of Rehabilitation degree is offered in rehabilitation.

The Doctor of Business Administration degree is offered in the area of business administration.

Degree Requirements

The following section describes Graduate School regulations unique to the master's, the specialist, and the doctoral degrees. For Graduate School procedures and regulations applicable to all graduate students, regardless of

degree program, the student should consult the section titled General Regulations and Procedures. For information about specific degree programs, the student should consult the departmental degree program description.

MASTER'S DEGREE PROGRAM

Requirements and admission policies for applicants to a master's degree program are elaborated in the following paragraphs.

Admission

In order to be admitted to a degree program, an applicant must meet Graduate School admission requirements and be approved by the department or degree program concerned.

The Graduate School requires that the applicant hold a bachelor's degree from an accredited institution or have completed all undergraduate degree requirements prior to the beginning of classes for the term for which admission is sought. The applicant must have earned a grade point average (GPA) of 2.40 or better ($A = 4.00$) on all undergraduate work completed prior to receipt of the bachelor's degree. Applicants to master's degree level study may begin the admissions process when they need no more than 32 semester hours beyond the credit shown on their transcript at the time of application to complete all requirements for the bachelor's degree.

The applicant may be admitted as an unclassified student, and later apply to a degree program when 12 or more semester hours of graduate work at SIU at Carbondale have been completed with a grade point average of 3.00 or better in courses for which grades of *A*, *B*, *C*, *D*, *F*, have been assigned. If the applicant has completed 12 or more semester hours of graduate work, a GPA of 3.00 or better must have been earned on all graduate work completed in order to qualify for admission to a degree program, regardless of the undergraduate GPA. An applicant may not be admitted to a degree program with a graduate GPA of less than 3.00.

The faculty of a degree-program unit may add its own grade-point average requirements and other requirements for admission to that particular program. The student should consult the description of the appropriate program for specific requirements.

An applicant who meets Graduate School requirements but is disapproved by the degree program to which application was made may be admitted as an unclassified student or may apply to another degree program.

General Requirements

Graduate credit earned in graduate courses for which the student has received grades of *A*, *B*, *C*, or *S*, and only such credit, is acceptable for master's degree programs. At least 21 semester hours of graduate credit with grades of *A*, *B*, or *C* must be earned in courses graded *A* through *F*. An overall grade point average of at least 3.00 in all graduate work included in the master's degree program is required before that degree can be awarded.

The Graduate School requires a minimum of 30 semester hours of acceptable graduate credit for the master's degree. Since certain degree programs require more than 30 hours, the student should consult the description of the appropriate program for specific requirements. No more than half of the credit applied toward fulfillment of the master's degree requirements may be earned at other universities and transferred to SIUC, and at least nine hours of coursework must be earned in courses taught on the Carbondale campus or in an approved residency center. Approved courses taught off-campus in other locations will not satisfy this requirement. Fifteen or more hours must be earned in

courses numbered 500 or above. At least 9 hours must be earned at SIU at Carbondale after admission to the degree program recommending the awarding of the degree.

Candidates for a master's degree are required to pass a comprehensive examination covering all of their graduate work, including the thesis. This examination may be written or oral, or both, as determined by the student's advisory committee.

Time Limits

Only credit earned within a six-year period preceding completion of requirements for the degree, whether at Southern Illinois University or elsewhere, will be counted toward the degree.

Thesis

Each candidate for a master's degree shall write a thesis except where a graduate program has been approved to provide some other arrangement, such as a research paper. The thesis shall be supervised by a committee of at least three members of the graduate faculty and may be counted for not more than six nor less than three semester hours of credit.

Students who have completed all coursework and have registered for the minimum number of thesis or research hours required for the degree are subject to the continuing registration requirement described in the section titled "General Regulations and Procedures."

Two copies of the approved thesis must be presented to the Graduate School at least three weeks prior to the date of graduation, to be bound and shelved in the library. For nonthesis programs, a research paper should show evidence of the student's knowledge of research techniques and should be based on a special project or specific courses as may be recommended by the advisory committee. One copy of the research paper must be filed in the Graduate School at least three weeks prior to the date of graduation.

Double Major for a Master's Degree

A student may earn a double major for a master's degree if such a program of graduate study is commensurate with the student's vocational and professional goals.

A student interested in pursuing a double major for a master's degree must submit to the graduate dean a written statement of justification for the proposed program and a program of study endorsed by the chairman of both of the cooperating units. The forms for submitting a double major program of study are available in the Graduate School office.

Requirements.

1. The student must have been admitted to one master's degree program.
2. Each unit in which the student wishes to earn a major must have an approved master's degree program.
3. The chairman of each unit must endorse the proposed program.
4. The proposed program must specify the title of the degree which is to be awarded.
5. The proposed program must be approved by the graduate dean.
6. At least 18 semester hours must be earned for each major, and one-half of the coursework for each major must be in courses numbered 500 or above.
7. The minimum number of hours required for the double major must total 60 per cent of the sum of the total required for the two majors individually.
8. The thesis may be counted for not more than a combined total of 6 nor less than 3 semester hours of credit.

Second Master's Degree

A student may earn a second master's degree if the second degree is offered by an academic unit different from that of the first master's degree. None of the hours used towards any previous degree will be allowed to count as a part of the total number of hours toward a second master's, and all regulations shall apply to the second master's degree exactly as they would if this were a first master's degree.

Summary of Master's Degree Requirements

At least 30 hours of graduate credit, or the minimum number of hours required by the specific degree program.

Grade point average of at least 3.00.

At least 15 hours in courses numbered 500 or above.

At least 9 hours after admission to the degree program.

At least 21 hours of graduate course work graded *A*, *B*, or *C*.

At least one-half of the required number of hours earned at SIU at Carbondale.

Courses to be applied to the degree taken within six years of conferring the degree.

Transfer credit taken at another institution or as an unclassified student approved by the dean of the Graduate School.

Two copies of an approved thesis or one copy of an approved research paper turned in to the Graduate School (not applicable for MBA program).

Comprehensive or oral examination.

Submission of departmental clearance form.

SIXTH-YEAR SPECIALIST DEGREE PROGRAM

The sixth-year specialist degree program is for qualified students who wish to pursue a specialization in an educational field. The student must hold a master's degree or its equivalent as determined by the specific department. Sixth-year courses of study are offered in the professional education areas of educational administration, elementary education, guidance, and secondary education.

Admission

Students seeking admission to the sixth-year specialist degree program follow the same procedures that apply for admission to other graduate programs. Admission to the sixth-year specialist degree program requires a grade point average of 3.25 (*A* = 4.00) for all previous graduate work. Departments may establish a higher scholastic requirement for admission and may use other selective criteria appropriate to the field of specialization. The student's previous work shall have provided a proper base of general and special preparation for the sixth-year studies; if this is lacking, additional work must be taken to establish this base. Two years of experience relevant to the specialized field are required.

General Requirements

A minimum of 30 semester hours of work beyond the master's degree or its equivalent must be completed with a minimum grade point average of 3.25. An advisory committee of three members for each candidate shall be appointed by the dean of the Graduate School upon the recommendation of the chairman of the respective department. The student's work must be planned early by the

student with the advisory committee and must clearly lead toward the specialization sought. No more than 15 hours earned for work done on campus at another university (for this purpose Southern Illinois University at Edwardsville is considered to be another university) or in extension from Southern Illinois University at Carbondale, or any combination of the two, may be counted toward the degree.

A field study is required of each candidate for the specialist degree. A written report of the field study is to be submitted to the student's advisory committee before a final oral examination. After the advisory committee approves the field study report, one copy will be forwarded to the Graduate School to be placed in Morris Library.

All credit must have been earned within seven years prior to completion of the program.

The residency requirement is fulfilled by enrollment for at least eight semester hours in a single semester or at least six semester hours in each of two terms (semesters or summer session of at least eight weeks duration). Credit earned in an educational specialist's degree program may, upon the approval of the student's doctoral committee and college, count toward a Ph.D. degree in education but it can not be considered as part of the residency requirement.

It should be noted that the admissions process is slightly different for unclassified (non-degree) and international students and such students should note the paragraphs at the end of this section.

DOCTORAL DEGREE PROGRAM

All Graduate School requirements for the Doctor of Philosophy degree also apply to other doctoral degree programs under the jurisdiction of the Graduate School.

Admission

Admission to a doctoral program in the Graduate School requires a master's degree or its equivalent, a grade point average in graduate work of at least 3.25, and acceptance by the academic unit offering the doctoral program. An applicant to doctoral level study may begin the admission process when the applicant needs no more than 16 additional semester hours (24 quarter hours) beyond the credits shown on the transcript at the time of application to complete all requirements for the master's degree. The graduate dean informs each student of any conditions for admission imposed by the Graduate School or by the academic unit.

Accelerated Entry into a Doctoral Program

Applicants with exceptional research potential or outstanding academic preparation may have the option to enter a doctoral program after one semester as a master's level student. Not all departments participate in the accelerated entry option; therefore, the interested applicant should contact the appropriate department.

The student initially must be admitted into a master's level program. After at least one semester and evidence that the applicant is prepared to begin research at the doctoral level and meets other departmental criteria for accelerated entry, the department may recommend admission directly into the doctoral program. The student must also meet the doctoral admission requirements including the minimum 3.25 grade point average for all graduate work.

It should be noted that coursework to be applied toward residency does not begin until after admission into the doctoral program.

General Requirements

The doctoral degree is awarded for high accomplishment in a particular discipline or a recognized interdisciplinary area, as measured by the student's ability to pass the preliminary examination for admission to candidacy, meet the research tool requirement of the program, perform a piece of original research, present the results in proper form in a dissertation, and defend the dissertation before a faculty committee. Except for the hours required to meet residency, there is no Graduate School requirement that a certain number of semester hours be taken for the doctorate although some degree programs do require a certain number of semester hours. Graduate work completed at another institution may be eligible for transfer to the student's doctoral program, subject to Graduate School regulations regarding transfer of credit and acceptance by the student's major department.

No doctoral level residence-credit program may be established off campus, although coursework involved in a doctoral program may be taken at an off-campus residence center provided that the full, normal requirement of residence on campus at Southern Illinois University at Carbondale is met under the usual Graduate School standards for doctoral programs.

Preliminary Examination

The student will generally prepare for this examination through independent study and coursework, as advised by the faculty of the doctoral program. The examination is given to determine the breadth and depth of the student's knowledge within the discipline. The particular form and content of the examination are determined by the faculty of each of the doctoral programs. The student will be permitted to take the preliminary examination at the discretion of the department, after having completed two years of full-time study or its equivalent beyond the baccalaureate.

Research Tool Requirement

The doctorate at Southern Illinois University at Carbondale is a research-oriented degree. The research tool requirement is intended to be an integral part of the student's program. Since research materials, problems, and techniques vary from discipline to discipline, the details of the research tool requirement are determined by the faculty of each of the doctoral programs.

Residency

The residency requirement for the doctorate must be fulfilled after admission to the doctoral program and before formal admission to doctoral candidacy. The residency requirement is satisfied by completion of 24 semester hours of credit on campus as a doctoral student within a period not to exceed four calendar years. No more than six hours of deferred dissertation credit may be applied toward fulfillment of the 24 semester hours residency requirement. Credit earned in concentrated courses or workshops may apply toward fulfillment of the residency requirements if the student is concurrently registered for a course spanning the full term. No more than six semester hours of short course or workshop credit may be applied to the 24 semester hours residency requirement.

Admission to Candidacy

Admission to candidacy is granted by the dean of the Graduate School upon recommendation of the faculty responsible for the student's program, after the student has fulfilled the residency requirement for the doctoral degree, passed the preliminary examination, and met the research tool requirement of the program. The doctoral degree may not be conferred less than six months after

admission to candidacy, except upon approval of the dean of the Graduate School. The candidate must fulfill all requirements for the degree within a five-year period after admission to candidacy. If completion of requirements is delayed beyond five years, a student may be required to take another preliminary examination and be admitted to candidacy a second time.

Dissertation

After being admitted to candidacy, the student must complete a dissertation showing that the student is capable of independent research or other creative effort. The dissertation shall be supervised by a faculty committee which has been approved by the dean of the Graduate School. Unless the graduate dean has approved an exception requested by the student's academic unit this committee shall consist of five graduate faculty members, at least one of whom shall be from a graduate program outside the student's academic unit.

While working on the dissertation, the student must register for the course numbered 600. The student is to devote at least one academic year of full-time work to complete the dissertation and will register for 24 semester hours of dissertation credit, for example, 12 hours for each of two terms.

Students who have registered for 24 semester hours of dissertation credit and have not completed the doctoral dissertation are subject to the continuing registration requirement described in the section titled "General Regulations and Procedures."

Publication of the doctoral dissertation to insure its availability to the scholarly community is considered an integral part of the process of doctoral education. Students are encouraged to have their dissertations microfilmed by University Microfilms. Alternate methods of publication may be approved by the graduate dean if the dissertation is to be published within a reasonable period of time. Such publication must be in a relatively permanent form, without substantial alterations, and be available to the scholarly community. In either case, an abstract of the dissertation will be published in *Dissertation Abstracts International*.

The student must submit two copies of the dissertation acceptable to the Graduate School, along with an abstract of 600 words or less. Unless prior approval is granted for another form of publication, all dissertations will be microfilmed. There is a fee of \$36.00 to cover the cost of publication of the abstract and microfilming of the dissertation. If an alternate form of publication has been approved the fee is \$20 to cover the cost of publication of the abstract. If copyright is desired, an additional fee of \$20.00 will be required. The microfilming agreement form and the survey form of earned doctorates are completed in the office of the Graduate School at the time the dissertation is submitted.

The abstract will be published in the current *Dissertation Abstracts International* and the dissertation will be cited in *American Doctoral Dissertations and Comprehensive Dissertation Index*. A copy of the microfilmed dissertation will be placed in the Library of Congress archives. This service assures the student that the dissertation will be available to other researchers at no further personal expense to the student.

If the student elects to use the copyright service, copyright will be obtained in the student's name. Publication rights, other than for reproduction in microform or from microform, are the student's to assign to any publisher at any time. In addition, arrangements can sometimes be made for University microfilms to publish a small edition of the dissertation.

Final Examination

There will be a final oral examination administered by the student's doctoral dissertation committee. The examination will cover the subject of the disserta-

tion and other matters related to the discipline. Any member of the graduate faculty may attend the final oral examination and may participate in questioning and discussion, subject to reasonable limitations imposed by the chairperson of the committee, but only members of the committee may vote or make recommendations concerning acceptance of the dissertation and final examination. A student will be recommended for the degree only if the members of the committee, with at most one exception, judge both the dissertation and the performance at the final oral examination to be satisfactory.

Interdisciplinary Doctor of Philosophy Programs

These guidelines provide for interdisciplinary doctoral programs for a limited number of students whose educational requirements can be met by existing resources, but not exclusively by any one of the University's constituent units. Interdisciplinary doctoral programs will be instituted in response to the particular academic interest of individual students, not as programs of a permanent nature. The procedures and criteria given below govern the authorization and control of interdisciplinary doctoral programs.

1. After admission to an established doctoral program at Southern Illinois University at Carbondale and upon the recommendation of the chairperson or adviser of that program, a student may apply for an interdisciplinary doctoral program to the dean of the Graduate School.
2. The dean of the Graduate School will apply the following criteria in deciding whether a program committee should be established to consider the proposed interdisciplinary doctoral program.
 - a. The requisite staff must be available.
 - b. The library holdings must be adequate without unreasonable additions.
 - c. The program must lie within the recognized disciplines or fields of study, at least one of which offers the doctoral program.
3. If the dean of the Graduate School is satisfied that the proposed program satisfies these criteria, the dean shall form a special program committee of five members, at least three of whom shall be from units offering the doctorate.
4. If the committee approves the proposed program, a plan of study shall be developed that includes the following elements:
 - a. Fields or areas of study
 - b. Required courses
 - c. Languages or other research tool requirements
 - d. Dissertation subject
5. The program as approved by the committee and accepted for principal sponsorship by a unit with an approved doctoral program shall be submitted to the dean of the Graduate School. Upon final approval the student's program shall have the same binding effect upon the Graduate School as programs printed in the graduate catalog. The degree earned shall carry the title of the doctoral unit that has assumed principal sponsorship. The commencement program shall give specific indication that the degree is interdisciplinary and include a listing of those units that are substantively involved in addition to the principal sponsoring unit, as determined by the graduate dean.
6. When the committee has certified all the required performances, including the results of examinations, the committee shall be dissolved.

Summary of Doctoral Degree Requirements

Achievement of a grade point average of at least 3.00.

Completion of any specific courses required by the doctoral program.

- Fulfillment of the residency requirement.
- Completion of the research tool required by the doctoral program.
- Passing of the preliminary examination.
- Admission to candidacy.
- Completion of an approved dissertation with 24 hours of dissertation credit.
- Oral defense of dissertation.
- Submission of two approved copies of the dissertation to the Graduate School.
- Payment of \$36.00 microfilming fee.
- Completion of microfilm agreement and survey of earned doctorates at the Graduate School office.
- Degree conferred not less than six months nor more than five years after admission to candidacy.
- Submission of departmental clearance form.

OTHER TYPES OF REGISTRATION IN GRADUATE COURSES

The following discussion concerns students who are either unclassified for various reasons or are undergraduates wanting to take graduate-level courses.

Unclassified Students-Non-Degree

A person may apply for admission to the Graduate School as an unclassified student when the applicant does not seek a graduate degree or has applied too late to be admitted to a degree program for the term for which admission is sought.

If an unclassified student is admitted to a degree program at a later time, the director of that program may petition the graduate dean that graduate courses completed while the student was unclassified be applied toward fulfillment of degree requirements. The student will be subject to the rules and regulations of the Graduate School and the department concerned including the completion of at least 9 hours after being admitted to a master's degree program from unclassified status.

Unclassified students are not eligible for fellowships, assistantships, or tuition scholarships.

REGULAR UNCLASSIFIED

A person who seeks admission as a regular unclassified graduate student must have been awarded a bachelor's or higher degree. A student admitted as a regular unclassified student may enroll in graduate courses as long as the student meets retention standards of the Graduate School.

LATE-ENTRY UNCLASSIFIED

An applicant to a degree program who meets Graduate School admission standards but whose materials are received too late for processing may be granted late-entry, unclassified status for the term for which admission was originally sought. The application papers will continue to be processed for admission to a degree program for the term following the one originally applied for. Whether or not work taken by a student who is unclassified because of late application will later count toward a degree will be decided by the Graduate School and the department concerned.

TEMPORARY UNCLASSIFIED

An applicant who wishes to enroll for one term only or who has applied for admission too late to furnish official transcripts required by the Graduate School may be admitted as a temporary unclassified student. The applicant

must sign a special registration form affirming possession of a bachelor's degree. No transcript is required.

A student may register as a temporary unclassified student for one semester only. If the student wishes to enroll in graduate courses after this time period, the student must apply for and be admitted, either to a degree program or to regular unclassified status.

Undergraduate Student Registration in Graduate Courses

GRADUATE CREDIT

An undergraduate student who wishes to register for a graduate course (400- or 500-level course) for graduate credit must file the standard application for admission to the Graduate School and submit to the graduate dean a request for graduate credit. (Appropriate forms are available in the Graduate School office.) If the student is academically eligible for admission to a degree program, the student will be allowed to register as an undergraduate for graduate courses for graduate credit when within 12 semester hours of completing requirements for the bachelor's degree.

An undergraduate student who meets these qualifications will be allowed to take graduate courses for graduate credit for one semester or one summer term. If, at the end of the term, the student has not received the bachelor's degree, permission to enroll in graduate courses for graduate credit will be withdrawn until after the bachelor's degree has been conferred.

UNDERGRADUATE CREDIT

Undergraduate students are permitted to register for 500-level courses for undergraduate credit only by special permission of the graduate dean. Such permission will be granted only to properly qualified students. The procedure for obtaining such permission is as follows: the chairperson of the department offering the course, in collaboration with the instructor who is teaching the section of the course in which the student desires to enroll, and in consultation also with other appropriate persons such as the director of graduate studies for the department, should write a letter to the graduate dean indicating their approval for the student to take a particular 500-level course for undergraduate credit.

Such a request should be made only for a truly superior student, and there should be a clear expectation that the student would perform above the median of graduate students in the course. The letter should therefore include some information on the student's academic work with particular attention to advanced and relevant courses in the major area. Appropriate grade point averages should be included. If the petition is granted, a letter will be sent from the graduate dean to the registrar, asking that the specified credit be accepted in the student's undergraduate program.

General Regulations and Procedures

The following section includes Graduate School procedures and regulations applicable to all graduate students regardless of degree classification. Requirements unique to the master's, specialist, and doctoral degrees, are stated in the section titled Degree Requirements. For information about specific degree programs the student should consult the appropriate degree program description. Requirements unique to the non-degree classifications are stated in the section in this chapter titled Unclassified Students (Non-degree).

APPLICATION FOR GRADUATE STUDY

A student should obtain application forms from the Graduate School and submit the application directly to the Graduate School where it will be evaluated for compliance with Graduate School admission requirements. Some departments require a separate departmental application in addition to the Graduate School application. The applicant should consult the particular program description to determine if a separate departmental application is required. In such cases, the student should contact the department directly.

Transcripts

A student applying to a degree program must have the registrar of each college previously attended (except Southern Illinois University at Carbondale) send an official transcript of the student record to the Graduate School. Students applying for unclassified (nondegree status) must have the registrar of the degree-granting institution send one official transcript indicating the receipt of the bachelor's (or higher) degree to the Graduate School. Students applying for a degree program must have the registrar of each institution attended (other than Southern Illinois University at Carbondale) send one official transcript to the Graduate School. Transcripts need not be sent from institutions from which the student received neither a degree nor more than 12 semester hours of undergraduate credit, provided that the grades obtained at such institutions are recorded upon the transcript of a college which has granted the student a degree. Transcripts required by the Graduate School must be sent directly to the Graduate School. Copies submitted directly by the student or sent to a department are not acceptable. No transcripts or other admission credentials will be returned or forwarded to other institutions. Only if these steps are taken and if the student applies for a degree program will the application be forwarded to the academic unit in which the student indicates a desired major.

In accord with the Family Education Rights and Privacy Act of 1974, no non-Southern Illinois University person, firm, or agency may have access to an applicant's or a student's credentials without written consent of the individual concerned. Graduate students shall be permitted to examine their own records upon request. Such requests should be made by the student to the dean of the Graduate School.

Test Scores

All applicants to graduate degree programs must submit Graduate Record Examination Aptitude scores to the Graduate School. With the approval of the degree program, scores from a comparable test such as the Miller Analogies Test, Graduate Management Admissions Test, or Law School Admissions Test, may be substituted for the Graduate Record Examination. The test must have been taken within 5 years of the date of application to the Graduate School. Many departments require such test scores prior to admitting the student to a degree program. In those instances where a student is admitted and test scores are not available prior to admission, the student will be required to take the Graduate Record Examination Aptitude tests prior to the second term of registration. Unclassified graduate students are exempt from the Graduate Record Examination requirement, although they must submit Graduate Record Examination Aptitude test scores if they do later apply to a degree program.

Deadlines

In order to be fully admitted to a degree program at the beginning of the

academic term, an applicant should see to it that all required admissions materials are submitted to the Graduate School no later than 30 days prior to the beginning of the term for which the applicant is seeking admission.

Admission is for the term indicated, and a student who does not enroll in courses for that term will be required to update the application by notifying the Graduate School before being allowed to enroll in courses.

If the term for which the applicant is applying is more than two years after the term of original admission, a student applying to a degree program must have the registrar of all institutions previously attended furnish official transcripts to the Graduate School. An unclassified, non-degree student must have the registrar of the bachelor's degree-granting institution furnish one official transcript. If a student is applying to a degree program and has taken any course work at another institution between the first admission and the first registration, the applicant must have the registrar of the appropriate institution(s) furnish official transcripts of this work regardless of the amount of time elapsed.

Requirements

The admission requirements of the Graduate School and the department must both be met before the student is admitted to a degree program, and both the Graduate School and the department may specify conditions. Most departments require additional materials such as letters of recommendation. These supporting materials should be sent directly to the applicant's major department. The student will be informed by the Graduate School of the resultant admission status after this process has been completed.

Admission of Faculty Members

No one who holds a faculty appointment at any of the academic ranks—lecturer, instructor, assistant professor, associate professor, and professor—shall be admitted to a graduate degree program at any level, or be eligible to register for courses to be taken for graduate credit, in the graduate degree program in which the faculty member holds the appointment. If a faculty member has been admitted to a graduate degree program in some unit other than the one in which such appointment exists, no member of the faculty of the unit in which the appointment is held may be a member of that colleague's thesis committee, graduate program committee, dissertation committee, or any other examining committee. (See also faculty appointments in the section titled Financial Assistance.)

Admission of International Students

This school is authorized under Federal law to enroll non-immigrant alien students. A student from abroad is subject to all requirements for admission established by the Graduate School. In addition, the applicant must complete special forms pertaining to the admission of international students. For these admission forms and for other information concerning international students, inquiries should be sent to the Graduate School, Southern Illinois University, Carbondale, Illinois 62901.

To allow ample time for visa and other departure procedures, the applicant should have an application and all supporting documents on file with the University no less than four months prior to the proposed entry date.

International students must be enrolled in a program leading to a graduate degree. They cannot be admitted as unclassified students.

If the above requirements are satisfactorily met and the student is admitted to a degree program, the applicant will be required to certify that personally adequate financial resources will be available to undertake and continue in a program of study.

Test of English as a Foreign Language (TOEFL). All foreign-born applicants not admitted under paragraph one under Academic Requirements listed below whose primary spoken language is not English must achieve a TOEFL score of 550. For some degree programs this minimum has been lowered to 500. This test must have been taken no more than 12 months prior to the term for which the applicant is seeking admission.

Academic Requirements. If a foreign-born applicant has completed a four-year bachelor's degree program at an accredited institution in the United States of America, the applicant may be given the same consideration for admission to a graduate degree program as a United States citizen, in regard to both academic requirements and the use of English as a foreign language.

If a foreign-born applicant has completed the equivalent of a four-year baccalaureate degree in any other country, or at an unaccredited institution, such applicant must have an academic record equivalent to a 2.70 grade point average ($A=4.00$) for admission to a master's degree program.

The determination of the applicant's grade point average shall be the responsibility of the Graduate School.

Applicants for doctoral programs must meet the regular academic requirements for admission to a doctoral program.

Qualification for Assistantship with Teaching Duties. Every international student assigned a graduate assistantship with teaching duties must pass an oral examination conducted by the Center for English as a Second Language before undertaking classroom duties. A representative of the appointing department and of the Graduate School must participate in the examination.

ADVISEMENT

Each student admitted to a degree program must consult a graduate adviser in the designated major department before going to the graduate desk of the Office of Admissions and Records for registration. This adviser will assist the student in planning the total program and in choosing courses each term.

Unclassified nondegree students begin registration immediately at the graduate desk in the Office of Admissions and Records.

Responsibility for errors in program or in interpretation of regulations of the Graduate School and the University rests entirely upon the student. Students who have questions regarding admission, registration, or degree requirements should consult their major department or the Graduate School. It is the students' responsibility to see that their records in the Graduate School office, in the Office of Admissions and Records, and with their respective major advisers are up-to-date and brought together well in advance of the time of graduation. The student cannot be approved for graduation unless these records are available at least six weeks in advance of the time of graduation.

REGISTRATION

Only those students who have been officially admitted by the Graduate School will be permitted to register.

The schedule of classes for a particular semester or for the summer session is available from the Registration Center in the Office of Admissions and Records.

After approval by the graduate adviser, course request forms and program change forms are processed at the graduate desk in the Office of Admissions and Records.

Students are strongly encouraged to complete their registration before the

beginning of classes. After the beginning of the term, the student must have the approval of the Graduate School to register late and may be required to pay a late registration fee. Program changes after registration must be approved by the student's adviser and the dean of the Graduate School and may involve payment of a program change fee. In addition, after the first week of classes, registration or program changes involving adding a course must have the approval of the instructor of each course.

Information concerning registration dates and deadlines for the first time the student attends the University will be sent when the student is admitted to the Graduate School. Continuing students should consult the Schedule of Classes for each semester to find deadlines and dates for registration.

Graduate Mail Registration

During the advance registration period for a term (see registration calendar for dates in the Schedule of Classes) graduate students admitted to a degree program, and admitted unclassified graduate students have the opportunity to register by mail. Graduate students admitted into a degree program should contact their graduate adviser to have the adviser sign their Course Request Form as a prerequisite to the process. Unclassified graduate students need not obtain an adviser's signature.

Late Registration

Effective spring semester, 1981, a late registration fee of \$15 shall be assessed to all students taking on-campus classes who register after the designated registration period. This fee shall be non-refundable and non-waiverable, except when it is clearly shown that the late registration was caused by faculty or administrative action. Off-campus classes and registration in 599, 600, and 601 shall be exempt from such fee.

Withdrawal from Courses and from the University

Students who officially register for courses may not withdraw merely by the stopping of attendance. They must process an official withdrawal form. Outlined below are the procedures to be followed by graduate students when withdrawing from courses and when withdrawing from the University (all courses for which registered).

DEADLINES FOR WITHDRAWING FROM THE UNIVERSITY OR FROM A COURSE

If Classes Meet for	Deadline for Withdrawal to Receive Refund	Deadline to Withdraw*
13-16 weeks	3rd week	8th week
9-12 weeks	2nd week	6th week
7 or 8 weeks	2nd week	4th week
4-6 weeks	1st week	3rd week
2 or 3 weeks	1st week	1st week
less than 2 weeks	2nd day	2nd day

COURSE WITHDRAWALS

Students officially withdraw from courses through the program change process. This process starts with the academic adviser and is completed at the Registration Center. Graduate Students may withdraw from a course through the 8th week of the fall and spring semesters. Withdrawal deadlines for shorter sessions are correspondingly earlier (see schedule above). Official withdrawals

during the first three weeks of the semester result in no entry being made on the student's record. Official withdrawals after the third week but prior to the 8th week of classes will result in the course listed on the student's record with the symbol *W* and the week of withdrawal. No withdrawals from a course will be authorized after the 8th week of classes. It is the student's responsibility to insure that the withdrawal process is officially completed.

WITHDRAWAL FROM THE UNIVERSITY

A complete withdrawal from the University may be authorized by the graduate dean at any time during the semester prior to the assignment of grades. Students who withdraw from all classes will have a statement of withdrawal from the University and the week of withdrawal entered on their records. Students who find it necessary to withdraw from the University after school has started and who are on campus should contact the Graduate School in person to initiate the withdrawal process. If they are unable to come to campus, they may write the Graduate School asking that it process a withdrawal.

Students who advance register, including the paying of tuition and fees, and then find they cannot attend school must process an official withdrawal the same as do those who withdraw after school starts. In this case the process is the same as outlined in the paragraph above. Students who advance register but do not clear tuition and fees by the announced deadline date have their registrations cancelled by the University. Students who have deferred payment of tuition and fees must officially withdraw if they stop attending classes; the failure to pay deferred fees by the deadline date does not cancel one's registration nor remove the obligation to pay the deferred fees.

Refer to the section "Payment and Refunding of Tuition and Fees" in this chapter for information about the refunding of tuition and fees when withdrawing from the University. Refer to that section, also, relative to special considerations extended to students withdrawing from school for extended military service.

Student Course Loads

Maximum coursework for graduate students is 16 hours each semester; 12 hours is considered a normal load.

The maximum and minimum loads for graduate students under various types of financial support are summarized in the following table:

Type of Financial Support	16-Week Semester		8-Week Session	
	Max.	Min.	Max.	Min.
No financial support	16		8	
Graduate Assistantships				
½ time appointment	12	6	6	3
¼ time appointment	14	6	7	3
More than ½ time appointment	8	3	4	2
Full-time University employees*	6		3	
Graduate Fellowships	16	12	8	6
Full Veteran's Benefits	16	10	8	5
Guaranteed Loans	16	8	8	6
SIU Scholarships	16	8	8	4

*Civil Service staff must have approval from the Personnel Office to register for courses.

A graduate student must enroll in 400- and 500-level credit work to meet the above minima. Audit work will not qualify to meet the minimum load. However, audit work is calculated in determining a student's maximum course load.

Exceptions to these maxima and minima are possible only with the written permission of the graduate dean.

Continuing Registration Requirement

Students who have not completed all degree requirements but who have registered for the minimum number of research, thesis, or dissertation credit hours required of the degree, must register every semester until all degree requirements have been completed. Summer sessions are exempted from the continuous registration requirement. The two alternatives listed below are available for students who do not register for some other appropriate course. Any graduate student who must continuously register as described above and who subsequently completes degree requirements without having registered continuously each intervening semester must have the permission of the graduate dean to graduate. Such permission will be contingent upon payment of the fees that would have been paid if the student had registered continuously each semester under graduate clerical registration described below.

Continuing Research-601. Continuing Research-601 is a graduate credit course offered by each graduate degree program for students who have previously registered for the minimum number of research, thesis, or dissertation credit required of the degree. Registration in 601 is required of all graduate students who are making a demand upon University resources, whether in residence or not, and who are not otherwise registered. Credit hours in 601 are 1 to 12 per semester. The specific number is to be determined by the major professor in consultation with the student. The number of hours will be dependent upon the nature and quantity of work to be done that semester. Tuition for 601 is the regular rate per semester hour, but those registering for 601 will be exempt from student fees except for the Student Center fee.

Graduate Clerical Registration. A graduate clerical registration is available for those students required to continuously register but who are not making a demand on University resources. The cost to the student is a flat fee to be determined by the Graduate School each semester. This fee is established to help defray the costs of maintaining the student's graduate school file. For the 1982-83 academic year, this fee will be \$15.00 per semester. There is no graduate credit for such registration. This alternative is not available to students who have not completed registration for a minimum number of 600 or 599 credit hours. Nor is this alternative available to students who are making a demand on University resources during the semester of registration.

School of Law Courses

A graduate student may enroll for graduate credit in law courses designated by the symbol *G* (e.g. Law 501G) if the student has permission of the dean of the School of Law and the dean of the Graduate School. Registration must be processed through the Graduate School and the grades will be reported on the Graduate School letter-grade system (*A, B, C, etc.*).

A graduate student may enroll in law courses for law credit only if the student has been duly admitted to the School of Law.

A law student may register for law credit in graduate courses with approval of the dean of the School of Law and the graduate dean. Registration must be

processed on School of Law forms and the grades will be reported on the Graduate School letter-grade system.

A law student may not register for graduate courses for graduate credit unless the student has been admitted to the Graduate School.

Residence-Center Credit

Credit earned at approved graduate residence centers and credit earned in off-campus courses for which graduate credit has been approved will be entered on a student's record as on-campus credit earned at Southern Illinois University at Carbondale.

Students enrolled for credit in approved residence-center master's degree programs or in specific residence-credit courses must have been officially admitted (either in a degree program or unclassified) to the Graduate School at Southern Illinois University at Carbondale.

For information about specific programs and courses, the student should consult the appropriate department.

TRANSFER CREDIT

All graduate credits earned by a student in good standing at an accredited university, which have not been applied toward fulfillment of requirements for another degree, are eligible for transfer to that student's degree program at Carbondale, subject to general limitations of Graduate School regulations, to residency requirements for Doctor of Philosophy degree programs, and to acceptance by the student's major department. All transfer credits are subject to final review by the graduate dean. No transfer credit will be given for work bearing a grade below *B* without express permission of the graduate dean in response to written petition from the student's department. No credit toward a degree may be earned by correspondence nor in extension courses at another university. In the case of a master's degree, the student must earn at least half of the credit applied toward fulfillment of degree requirements in courses offered by Southern Illinois University at Carbondale.

Students who have been admitted to the Graduate School and who have completed satisfactorily the nine-month agro-industrial and industrial development management program at the graduate school of the United States Department of Agriculture will receive credit from Southern Illinois University at Carbondale for 12 semester hours of graduate work which may be applied toward requirements of a Master of Science degree in agribusiness economics.

The department recommending the graduate degree shall administer all required general and final examinations, and a member of the graduate faculty at Southern Illinois University at Carbondale shall direct the student's master's thesis, required research paper, or doctoral dissertation.

GRADUATE GRADING SYSTEM

- A** Excellent. 4 grade points.
- B** Good. 3 grade points.
- C** Conditional, not fully satisfactory. 2 grade points.
- D** Poor, not satisfactory. 1 grade point.
- F** Failure. 0 grade points.
- S** Satisfactory. Used for thesis and dissertation credit and certain designated and approved 500-level research, internship, and practicum courses. Is not counted in calculating grade-point average.

U Unsatisfactory. Used for thesis and dissertation credit and certain designated and approved 500-level research, internship, and practicum courses. Is not counted in calculating grade-point average.

W Authorized withdrawal made through a program change. Work may not be completed. Refer to grade explanation below.

INC Incomplete. Has permission of the instructor to be completed within a period of time designated by the instructor. Refer to grade explanation below.

DEF Deferred. Used only for certain designated and approved 500-level courses of an individual continuing nature such as research, thesis, or dissertation. Refer to grade explanation below.

AU Audit. No grade or credit earned. Refer to grade explanation below.

GRADING SYSTEM EXPLANATION

Only courses for which the grades of *A*, *B*, *C*, or *S* have been received are acceptable in fulfillment of graduate degree requirements. The letter grades *A*, *B*, *C*, *D*, and *F* are included in computing the grade-point averages for academic retention. If a graduate student repeats a course with the permission of the graduate dean, both grades will be counted in the grade-point average. Graduate students will not receive graduate credit for Pass/Fail grades. They may not receive a grade of Pass/Fail in a 400-level course graded Pass/Fail on an elective basis.

400-level courses. Most 400-level courses may be taken for graduate credit. The graduate catalog will indicate those 400-level courses which may not be taken for graduate credit. No grades of Pass/Fail may be given for a 400-level course for graduate credit. The instructor in a 400-level course which can be taken for graduate credit has the discretion to decide whether to require additional work for graduate credit.

Withdrawal. A *W* indicates authorized withdrawal from a course prior to the date indicated in the schedule of classes for the term in which the course was taken. The student's record will reflect the courses from which the student had withdrawn with the symbol *W* and the week of withdrawal. Program changes to drop a course during the first three weeks of classes result in no entry being made on the student's record (consult the section entitled "Withdrawal from courses and from the University" for additional information on withdrawal procedures and deadlines).

Incomplete. An *INC* is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor. *INC* is not included in grade-point computation.

To complete the work from the original registration, a student should not register for the course again, but should complete the work for the original registration if the original registration is within the normal time limits established for the degree.

Deferred. When the work is completed in a course for which *DEF* has been assigned, the grade is changed to a letter grade by the instructor, except in the case of theses and dissertations. When a thesis or dissertation has been submitted to the Graduate School as approved, the grade is automatically changed to *S*. If a thesis or dissertation is found unacceptable and the student is dismissed from the program, the grade of *U* is automatically assigned upon receipt by the Graduate School of the action dismissing the student.

Audit. A student registering for a course on an audit basis receives no letter grade and no credit hours. The student's registration must indicate audit registration and the same fees are paid as when registering for credit. During the first three weeks of a regular semester a student registered for a course for credit may change to audit status or vice versa through the official program change process. Thereafter, the change may not be made.

Changing of grades. At the completion of a course the final grade assigned to a student is the responsibility of the instructor of the course. Grades given at the end of the course are final and may not be changed by additional work or by submitting additional materials; however, clerical errors in recording grades can be corrected. To correct a clerical error, the assigned instructor(s) should submit a grade change card together with an explanation and justification of the grade change for the approval or disapproval of the department chairperson, the appropriate college dean, and the dean of the Graduate School. In cases of theses and dissertations, for which DEF grades are given, the Graduate School changes the DEF grades upon presentation and acceptance of the thesis and dissertation and receipt of the departmental approval papers. In courses for which INC and DEF grades have been given, the assigned instructor(s) has the responsibility of determining the final grade to be assigned and notifying the Office of Admissions and Records of the final grade by means of the Grade Change Card.

ACADEMIC GRIEVANCES

Academic Grievance Procedure

Graduate students at Southern Illinois University at Carbondale, shall have the right to appeal for redress of grievance through established channels. Access to these channels is restricted to graduate students who were officially enrolled at the time when the incident that has resulted in the filing of a grievance occurred.

In general, it is preferable that problems be solved within the University at the level at which they arise. The Graduate School should not be asked to rule on any grievance until prior channels are exhausted. In addition, any question of the character or professional competence of any individual faculty member at Southern Illinois University will be considered to be outside of the competence of the academic grievance committee to judge.

An academic grievance committee shall consist of five members. The members of the committee shall be appointed from those colleges/schools having a graduate program. Of those five members, three shall be appointed from the graduate faculty and two shall be appointed from the graduate student body. The dean of the Graduate School will seek nominations from the graduate student council for the graduate student members of a committee. The dean will designate which colleges/schools will have graduate faculty members appointed and which will have graduate school members appointed. The committee will be demographically representative of the University insofar as possible. The academic unit from which the grievance arose will not have a member appointed to the grievance committee. An academic grievance committee shall meet and elect its own chairperson from among its graduate faculty membership.

A graduate student desiring a hearing before an academic grievance committee will submit a written request to the dean of the Graduate School within 30 calendar days after the aggrieved had received the final decision of the

person(s) who heard the complaint at the administrative or academic level at which the complaint had arisen. The request must state the following: (1) name of the aggrieved; (2) program in which aggrieved is enrolled; (3) name of the aggrieved's major adviser; (4) name and title of the person(s) against whom the complaint is lodged; (5) a means of reaching the aggrieved; (6) a statement of the grievance including descriptions of the incident(s) involved and date(s) of the occurrence.

Upon receiving the complaint, the dean of the Graduate School, in consultation with the graduate student council and the graduate council, shall select the grievance committee. The academic grievance committee will then conduct an investigation and produce a preliminary report within 30 days after the grievance has been filed if at all possible. The preliminary report will contain the following: (1) the initial request document as submitted by the aggrieved; (2) a statement of the grievance as determined by the Committee; (3) a statement of the specific alleged violations that are to be decided by a grievance hearing; (4) evidence relating to the grievance. The committee will review the preliminary report and present it to all parties to the grievance for their response. After responses are received, the academic grievance committee will decide within 72 hours, if at all possible, whether to conduct a formal grievance hearing, or dismiss the complaint as not being a valid complaint or within the academic grievance committee's jurisdiction or competence to decide. If the grievance is to be heard, the hearing must begin within 30 days if at all possible. If the academic grievance committee denies a hearing the grievant may appeal directly to the dean of the Graduate School.

All persons named as parties to the grievance by the preliminary report shall be in attendance at the grievance hearing unless this is physically impossible. All parties will have an equal opportunity to present their case and answer allegations of other parties. In brief, as nearly as possible, a hearing will proceed as follows: (1) all parties to the grievance will agree to the rules for the hearing; (2) opening statements will be presented by each party to the grievance. The grievants shall present their cases first; (3) each party to the grievance will present evidence or testimony. The grievants shall present evidence first; (4) questions will be asked by members of the academic grievance committee; (5) summary statements can be made by all parties to the grievance.

Upon completion of the open portion of the grievance hearing, the academic grievance committee may meet in executive session. It will write, approve by majority vote and sign a statement of its findings, and deliver them to the graduate dean and all other parties to the grievance within 72 hours after the hearing has ended. The report can also include minority statements which will then be appended to the majority report. In any case, the academic grievance committee's majority report will contain the following: (1) a statement of the time, date, where, and under what authority the hearing was held; (2) names of all persons present; (3) names of all persons presenting evidence or testimony; (4) a statement of the specific scope of the hearing; (5) a description of the substantive evidence which influenced the decision reached; (6) conclusions; (7) recommendations; (8) signatures of those academic grievance committee members judging the hearing.

RETENTION

Any student whose grade point average falls below 3.00 will be placed on academic probation. All 400- and 500-level courses taken after a student is admitted to the Graduate School are considered graduate level, unless the course is specifically designated, "Not for graduate credit," for all students.

Grade point averages for doctoral students are based on graduate credit work completed at Southern Illinois University at Carbondale after admission to the doctoral program. Grade point averages for master's degree students and unclassified graduate students are based on all graduate credit work completed at Southern Illinois University at Carbondale.

An unclassified student who has accumulated six or more semester hours (or the equivalent) of *C* unbalanced by *A* in all graduate courses taken at SIU at Carbondale will be suspended by the Graduate School.

A degree student who is on academic probation and has been on academic probation for at least one academic term, and who has accumulated six or more semester hours (or the equivalent) of *C* unbalanced by *A* in graduate-level courses taken at SIU at Carbondale, will be suspended from the Graduate School.

For the purpose of calculating hours of *C* or the equivalent, each hour of *D* is equivalent to 2 hours of *C* and each hour of *F* is equal to three hours of *C*. A student who is suspended from the Graduate School under these conditions will not again be eligible for admission to the Graduate School unless a special exception is granted by the graduate dean upon petition by the department the student wishes to enter.

GRADUATION

Graduation ceremonies are held each year at the end of the spring semester and the summer session. Degree candidates must apply for graduation with the Office of Admissions and Records by no later than the end of the first week of the spring semester or summer session in which the student plans to graduate. Candidates who plan to complete requirements at the end of the fall semester should apply for graduation during the first week of the fall semester. Although there is no ceremony at that time, degree candidates who complete requirements will have the fact that they have completed all requirements for the degree indicated on their academic records. The diploma will be issued at the time of the spring commencement.

Graduation application forms are available in the Office of Admissions and Records and may be obtained by mail by writing that office.

A \$10 graduation fee is established for all persons receiving degrees. The fee is payable at the time of application. The fee does not cover the rental fee for the cap, gown, and hood, or the cost of the invitations. These items are ordered through the University Book Store in the Student Center and questions regarding them should be referred to the University Book Store. Doctoral students are also required to pay a fee of \$36.00 to cover the cost of publication of the abstract and microfilming of the dissertation.

Final, approved copies of research reports, theses, field studies, special project reports, and dissertations are due in the Graduate School office not later than three weeks before graduation. Doctoral students must also submit the microfilming agreement form and the survey form of earned doctorates at the time the dissertation is submitted.

Although attendance at commencement is not compulsory, students who wish to graduate in absentia must notify the graduate dean in advance. This information is needed for seating arrangements and for mailing purposes.

POSTHUMOUS DEGREES

A graduate degree may be awarded posthumously if, before the student's death, work for the degree had substantially been completed. This determina-

tion shall be the responsibility of the graduate dean in consultation with the administrative officers and faculty of the degree program in which the student had been enrolled.

RELEASE OF STUDENT INFORMATION AND ISSUANCE OF TRANSCRIPTS

The University follows a policy for release of student information in compliance with federal regulations. More specific information may be obtained from the Office of Admissions and Records or from the Graduate School.

A transcript of the student's official educational record is issued by the Office of Admissions and Records under the following conditions: a transcript is sent, issued, or released only upon a student's request or explicit permission, except that such permission is not required when the University faculty and administrative officials or other educational institutions request transcripts for official purposes.

In addition, requests will be honored from a philanthropic organization financially supporting a student and from a recognized research organization conducting educational research provided the confidentiality of the transcript is protected. One transcript will be issued directly to a student upon request. The transcript will have the statement, *Issued to the Student*, stamped on its face. Transcripts will be sent without charge to recipients other than the student as requested by the student. A transcript will not be sent, issued, or released if a student owes money to the University as verified by the Bursar's Office or the Housing Business Services Office.

Graduate Advisers

The faculty members listed below have been designated by their departments to be responsible for formally approving admission of graduate students to the degree program, certifying completion of degree requirements, and serving as liaison with the Graduate School office regarding graduate student problems.

Accountancy: R. Clifton Andersen, Roland Wright

Administration of Justice: Dennis B. Anderson, Mark Riedel

Agribusiness Economics: William Herr, Lyle Solverson

Agricultural Education and Mechanization: James Legacy

Animal Industries: Carl Hausler, A. W. Young

Anthropology: Lionel Bender, Carroll L. Riley

Art: L. Brent Kington, Michael O. Onken

Behavior Modification: Jerome Lorenz, John Lutzker

Biological Sciences: William Dyer, Edwin Galbreath

Botany, Walter E. Schmid, Donald R. Tindall

Business Administration: R. Clifton Andersen, Hussein Elsaid

Business Education: William G. Gooch, Roger L. Luft

Chemistry and Biochemistry: James Cox, James Tyrrell

Cinema and Photography: Timothy J. Lyons

Communication Disorders and Sciences: I. P. Brackett

Community Development: David Fauri, Richard Thomas

Computer Science: Kenneth Danhof, Yaakov Varol

Early Childhood Education: Billy Dixon, Margaret Matthias

Economics: Robert Ellis, Paul Trescott

Education (Ph.D.): Donald L. Beggs

Educational Leadership: James Parker, Dean Stuck

Educational Media: Doris Dale, Billy Dixon

Elementary Education: Billy Dixon, Morris Lamb, Fred Sloan, Audrey Tomera
Engineering:
Electrical Sciences and Systems Engr.: Vernold Feiste
Engineering Mechanics and Materials: Philip K. Davis
Thermal and Environmental Engineering: J. W. Chen
Engineering Biophysics: Harold M. Kaplan
English: Hans Rudnick, William E. Simeone
English as a Foreign Language: Paul J. Angelis
Environmental Design: David C. Clarke, Wayne St. John
Foreign Languages:
French: James Kilker, Helmut Liedloff
German: Frederick Betz
Spanish: Arnold Ulner
Forestry: George Weaver
Geography: David G. Arey, David M. Sharpe
Geology: John Crelling, Russell Dutcher
Guidance and Educational Psychology: Ernest L. Lewis
Health Education: Donald N. Boydston
Higher Education: Arthur Casebeer, Jack Graham, Roland Keene, John E. King, Donald Tolle
History: Howard W. Allen, David Conrad
Historical Studies: Howard W. Allen, David Conrad
Home Economics Education: Anna Carol Fults, Dorothy Keenan, Rose Mary Carter
Human Development: Thomas M. Brooks
Journalism: Sharon M. Murphy, Vernon A. Stone
Latin American Studies: David P. Werlich
Linguistics: Paul J. Angelis
Mathematics: Alphonse Baartmans, S. Dharmadikari
Microbiology: Meir Lev, Jack Parker
Mining Engineering: Rodney Caudle, Kenneth Tempelmeyer
Molecular Science: Gerald V. Smith
Music: Robert E. Mueller, Phillip Olsson
Occupational Education: William G. Gooch, John Huck
Philosophy: James Diefenbeck, Matthew Kelly
Physical Education: Joel Thirer, Michael G. Wade
Physics: F. Bary Malik, Frank Sanders
Physiology: T. T. Dunagan, Donald M. Miller
Plant and Soil Science: Gerald D. Coorts
Political Science: John Foster, William Garner
Psychology: James McHose
Public Affairs: Osbin Ervin, John Foster
Public Visual Communications: Timothy Lyons, Sam Swan
Recreation: Douglas McEwen, William O'Brien
Rehabilitation Administrator and Services: Richard Baker, Jerome Lorenz
Rehabilitation Counseling: Jerome Lorenz, Brockman Schumacher
Rehabilitation (Rh.D.): Jerome Lorenz, Stanford E. Rubin
Secondary Education: Arthur Aikman, Billy Dixon, Michael Jackson, Fred A. Sloan
Sociology: Lewellyn Hendrix, Charles Snyder
Special Education: Paul Bates, David Sabatino, Robert Sedlak
Speech Communication: Marvin Kleinau, Thomas J. Pace
Theater: Christian H. Moe, Darwin R. Payne
Zoology: Ronald Brandon, W. D. Klimstra

2

Academic Programs

The official descriptions of programs leading to approved graduate degrees are outlined in this chapter. Admission and degree requirements which are listed in Chapter 1 are minimum standards only, and the student should consult the program description in the selected major area for additional standards imposed by the department.

The titles of the programs are summarized below in alphabetical order. The full descriptions, however, are arranged so that in cases where a department offers more than one program the various programs are grouped together under that department. All programs are cross-listed to aid in locating the official description.

Several departments offer one or more concentrations as noted in Chapter 1 within the major, the requirements for these concentrations may be found in the program description.

- | | |
|--|-------------------------------------|
| Accountancy | Elementary Education |
| Administration of Justice | Engineering |
| Agribusiness Economics | Engineering Biophysics |
| Agricultural Education and
Mechanization | English |
| Animal Industries | English as a Foreign Language |
| Anthropology | Environmental Design |
| Art | Foreign Languages and Literatures |
| Behavior Modification | French |
| Biological Sciences | German |
| Botany | Spanish |
| Business Administration | Forestry |
| Business Education | Geography |
| Chemistry | Geology |
| Cinema and Photography | Guidance and Educational Psychology |
| Community Development | Health Education |
| Communication Disorders and
Sciences | Higher Education |
| Comprehensive Planning and Design | History |
| Computer Science | Historical Studies (Ph.D.) |
| Curriculum, Instruction, and Media
Design | Home Economics Education |
| Early Childhood Education | Human Development |
| Economics | Instructional Materials |
| Education (Ph.D.) | Journalism |
| Educational Administration | Latin American Studies |
| Educational Leadership | Linguistics |
| Educational Media | Mathematics |
| | Microbiology |
| | Mining Engineering |
| | Molecular Science |

Music	Recreation
Occupational Education	Rehabilitation Administration
Philosophy	Rehabilitation Counseling
Physical Education	Secondary Education
Physics and Astronomy	Sociology
Physiology	Special Education
Plant and Soil Science	Speech Communication
Political Science	Statistics
Psychology	Theater
Public Affairs	Zoology
Public Visual Communications	

Accountancy

The objective of the Master of Accountancy program is to provide an opportunity for students to obtain greater breadth and depth in accounting education than is possible in baccalaureate or masters in business administration programs in preparation for careers as professional accountants in financial institutions, government, industry, nonprofit organizations, and public practice.

Admission

Applicants for admission to the program are required to:

1. Complete all requirements for admission to graduate study as specified by the Graduate School.
2. Complete the Graduate Management Admissions Test (GMAT). Information regarding the GMAT is available through: Graduate Management Admission Test, Educational Testing Service, Box 966, Princeton, NJ 08540.

The results of the test must be mailed directly to the associate dean for academic programs, College of Business and Administration.

Admission to the program will be based on an undergraduate grade point average of 2.5 (4.0 = A) and an acceptable score on the GMAT. The minimum admission total of these two factors will conform to that maintained in the M.B.A. program.

Applicants also must be interviewed by the associate dean for academic programs and by a designated graduate adviser of the Department of Accountancy. This interview may be delayed in cases where a trip to Carbonale would require travel in excess of one hundred miles.

Students whose native language is not English will be required to obtain an acceptable score (presently 550) on the Test of English as a Foreign Language (TOEFL) examination before being admitted to the Master of Accountancy program.

Notification of admission to the Master of Accountancy program is by letter from the associate dean for academic programs; this letter must be presented by the student prior to enrollment and registration in the program.

A student admitted to the program must maintain a B average; a B average is required for graduation.

Degree Requirements

The Master of Accountancy program consists of at least 30 hours in the study of accountancy beyond principles of financial and management accounting of which at least 15 hours must be at the graduate level. A student's program will be designed to insure coverage in the five basic areas of accountancy, i.e.,

financial accounting and accounting theory, management accounting, management information and computer systems, financial and operational auditing, and taxation. A specific program will vary depending upon the students background upon entry into the program.

A student who has an undergraduate major in accountancy will more than likely have coverage in more than one of the five basic areas of accountancy and thus will have to complete coverage in the remaining areas in addition to completing 15 additional hours in advanced graduate accounting courses. The 15 hours of advanced graduate accounting courses may be selected to form a concentration in an area of interest such as taxation, information systems, auditing, not-for-profit, management advisory services, controllership, etc.

The five core courses in accountancy at the graduate level which must be completed by all students are:

- 521 Financial Accounting Concepts
- 531 Management Accounting and Control Concepts
- 541 Tax Concepts
- 551 Accounting Information Systems Concept
- 561 Auditing Concepts and Methods

A student who has two or more courses in an area at the undergraduate level will be considered to have adequate coverage in that area.

A student who does not have any undergraduate work in accounting will be required to take the five basic core courses plus an additional fifteen advanced graduate hours in accountancy to complete the 30 hours required in the Master of Accountancy program.

A student must also complete the common body of knowledge requirements specified by the AACSB. A student who has graduated from an undergraduate accredited (AACSB) business school should have met this requirement. A student who has any deficiencies in any areas required by the AACSB will be required to make up these deficiencies before receiving the Master of Accountancy degree.

Graduate accountancy courses from which a student may select to complete the fifteen hours beyond the accountancy core requirements are:

- 522 Accounting Theory
- 529 Seminar in Financial Accounting
- 532 Controllership
- 542 Tax Research and Procedure
- 543 Corporate Taxation
- 544 Partnership Taxation
- 545 Estate Planning
- 546 Seminar: Selected Tax Topics
- 552 Accounting Information Systems II
- 562 Advanced Auditing Topics
- 571 Not-For-Profit Accounting
- 590 Seminar In Accounting
- 591 Independent Study
- 599 Thesis
- 601 Continuing Research

After students have completed the accountancy hour requirements, they will select their remaining hours with the advice and consent of their advisers. Such courses will normally be selected from other graduate offerings in the College of Business and Administration.

The full-time student who qualifies for the minimum program in terms of course work requirements normally may expect to complete the Master of Accountancy degree in one calendar year (two semesters and one summer session). The professional nature of this program requires that the courses,

writing requirements, special lectures, colloquia, independent study, and research activities be presented in an integrated manner which stresses the program aspects at all times. This requires serious and extensive personal commitment to the program on the part of all candidates.

In order to meet the graduation requirements the student must obtain a 3.0 grade point average (4.0 = A) and obtain a B or better in eighty percent of all graduate level courses.

Concentrations

A student who has an undergraduate degree in accounting or one who has satisfied the accounting common body of knowledge may arrange the hours in accounting to form a specific concentration. For example, a student interested in taxation might elect five or more tax courses. Similarly a student interested in management advisory services, auditing, controllership, information systems, or not-for-profit accounting might form a concentration in such areas. Concentrations are developed with the advice and consent of the student's adviser.

3-2 Program

A 3-2 program within the College of Business and Administration and the Department of Accountancy is available to qualified students within the college, transfer students, and students majoring in areas other than business. The program permits a student to devote a part of the last two years of undergraduate study to fulfilling the foundation course requirements for business and accounting required for the Master of Accountancy degree. Upon completion of the requirements for the bachelor's degree, the student may apply for admission to the Graduate School and the Master of Accountancy program. Students who successfully complete the program would thus have a five year program required for certification in some states.

Concurrent J.D. and M.Acc. Program

A student who has been admitted separately to the School of Law and to the M.Acc. program may apply for permission to study concurrently for both the Juris Doctor and Master of Accountancy degrees. This permission must be requested from both the School of Law and the Department of Accountancy, ordinarily prior to entry into the second year curriculum of the School of Law.

During the first academic year of concurrent work on the two degrees, the student enrolls only in the first-year law curriculum. In any subsequent academic term, the student may enroll for courses either in the School of Law or in the Master of Accountancy program. A student registered for both law and graduate courses in the same term must enroll for a minimum of ten hours in law, and twelve semester hours in total, in order to meet A.B.A. residence requirements and the academic requirements of the School of Law.

Completion of the concurrent programs requires that the student successfully complete 78 semester hours of law courses and 30 semester hours of courses that meet M.Acc. requirements. Nine hours of the thirty hours required for the M.Acc. program may be selected from courses offered by the School of Law with the consent of the student's adviser.

Other Graduate Degrees Offered by the College.

The College of Business and Administration also offers the Master of Business Administration (M.B.A.) and Doctor of Business Administration (D.B.A.) degrees. Information relative to these degrees may be obtained from the associate dean for graduate programs, College of Business and Administration.

Administration of Justice

The Center for the Study of Crime, Delinquency, and Corrections enjoys a national reputation for quality research and an outstanding educational offering. Along this line the center was awarded a special grant to develop a national model for a graduate program in the area of criminal justice planning, research, and evaluation. With the many relationships with operating agencies, students are afforded unique opportunities to gain practical experience as an integrated part of their academic work.

A number of opportunities for financial support are offered through the special programs and the research projects conducted by the center. In addition there are a number of fellowships offered, one of particular importance is the Celia M. Howard Fellowship award for women residents of Illinois pursuing the Master of Science degree in administration of justice. This fellowship covers tuition costs and is sponsored by the Illinois Federation of Business and Professional Women's Clubs. Application information will be furnished by the center.

The Center for the Study of Crime, Delinquency, and Corrections offers the Master of Science degree in the administration of justice. This curriculum—a multidisciplinary study of crime, its causes and settings, and systematic means of reacting to it—prepares students for careers in law enforcement, correctional services, and administration; teaching in criminal justice career programs; and criminal justice research and planning.

Augmenting the academic program, the research unit provides opportunity for graduate students to work with faculty members conducting research related to the administration of justice and in designing innovative projects in the field. Internship placement is included as an integral part of most areas of specialization to insure a blending of practical experience with the academic training received by the student.

Admission

Full admission to the graduate program requires at least a 2.7 overall undergraduate average and acceptance by the faculty. Scores on the Graduate Record Examination (aptitude portion only) are also required.

While a major in the administration of justice is the desired undergraduate preparation for graduate study in the field, a variety of other areas of emphasis are acceptable. A minimum of twelve units in sociology, psychology, or other social sciences is recommended. Other undergraduate majors may be appropriate, depending upon the specialization chosen. In individual cases, additional selected undergraduate courses may be required for acceptance in this program.

Requirements

Required Core Courses for Law Enforcement or Corrections Specialization.

AJ 500-3 History and Philosophy of Criminal Justice System

AJ 504-3 Criminological Theory

AJ 416-3 Methods of Criminal Justice Research

AJ 417-3 Research Practicum in Administration of Justice

AJ 587-3* Seminar in Law Enforcement, or

AJ 571-3* Correctional Systems in Criminal Justice

*AJ 587 is required of those whose specialization is in law enforcement whereas AJ 571 is required of those whose specialization is in corrections.

Required Core Courses for Criminal Justice Research Specialization.

- AJ 500-3 History and Philosophy of Criminal Justice System
- AJ 504-3 Criminological Theory
- AJ 516a-3 Seminar in Advanced Criminal Justice Research, Design
- AJ 516b-3 Seminar in Advanced Criminal Justice Research, Analysis
- AJ 587-3 Seminar in Law Enforcement
- AJ 562-3 Fundamental Legal Systems in Criminal Justice, or
- AJ 571-3 Correctional Systems in Criminal Justice

*Supervised Field Work (Internship) Required for all areas of specialization.**

- AJ 595a-3 Supervised Field Work (Internship) Graded S/U
- AJ 595B-3 Supervised Field Work (Internship) Letter Graded

*Students may take a total of 12 hours internship and are encouraged do so; however, only 6 hours may be counted toward the 36 hours required for the Master's degree.

Area of Specialization. The area of specialization will be composed of 12 units in addition to the introductory courses, 9 of which shall be selected from among the administration of justice offerings or concurrent to the area of specialization with the approval of the student's adviser.

- Thesis or Field Project Reports.** AJ 599-3 Thesis
AJ 591-3 Individual Research (Field Project Report)

*Students may take a total of 6 hours thesis or individual research and are encouraged to do so; however, only 3 hours may be counted toward the 36 hours required for the master's degree.

Required Credit Hours. The administration of justice master's degree program requires the completion of 36 semester hours within which the requirements stated must be met.

After the completion of 12 to 20 units and prior to the submission of the thesis or project proposal, the student must take a written preliminary examination covering the history and philosophy of criminal justice, basic research concepts, and an integrated approach to problem solving involving information from coursework in the area of emphasis. A supplementary reading list will be available. The examination will be held twice a year: in the Fall Semester and in the Spring Semester. Grading marks will be Pass, Fail, Honors. An oral examination will be given to students who fail the written examination.

The program offers flexibility in the development of an individualized program geared to the student's occupational objectives.

Application forms for both the Graduate School and the Department of Administration of Justice must be separately submitted. Upon request to the center, application forms from the Graduate School and the center will be sent. Acceptance in the program is contingent on the final approval of the administration of justice graduate affairs committee after admission to the Graduate School.

More detailed descriptions of the graduate program, as well as information on graduate assistantships and fellowships, may be obtained by writing: Academic Secretary, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University at Carbondale, Carbondale, IL 62901.

Agribusiness Economics

The Department of Agribusiness Economics offers graduate work leading to the Master of Science degree in agribusiness economics.

Students interested in agricultural economics at the doctoral level can be admitted to a program of study leading to the Ph.D. in economics.

Application forms for admission to the Graduate School may be obtained from the Graduate School. For entering graduate students to be acceptable on an unconditional basis in the agribusiness economics Master of Science degree program, a minimal undergraduate grade point average of 2.7 is required. Students may be accepted on a conditional basis if the GPA is below 2.7.

A thesis or research paper is required for the Master of Science degree. In some cases, particularly for students holding assistantships, two academic semesters and a summer may not be sufficient time in which to complete degree requirements.

The School of Agriculture offers courses in agribusiness economics as part of residence-center program at Western Illinois University.

Inquiries for financial assistance and additional information would be directed to the chairman of the Department of Agribusiness Economics, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Thesis Option. Specialization may be attained in farm management, agricultural marketing, agricultural prices, agricultural policy, resource economics, and agribusiness management with emphasis on application to agricultural environmental studies available in each specialization.

Undergraduate competence in economics and agricultural economics must be demonstrated. Students with an insufficient background in economics or agricultural economics may be admitted if remedial courses are taken.

A minimum of 30 hours of graduate credit, including thesis or research hours, is required for the Master of Science degree in agribusiness economics with a concentration in agricultural economics. At least 15 hours must be at the 500 level.

Twelve hours of agricultural economics courses are required. This includes Agribusiness Economics 500a, 500b, 551, 552, and 581. In addition, the student's program is oriented toward either economics or business. The emphasis in economics is accomplished by completing six hours of graduate level economics and Economics 467 or equivalent. The emphasis in business is accomplished by completing six hours of graduate level business courses and Business Administration 410 or equivalent. Such work completed as part of an undergraduate degree may be accepted in meeting the economics or business program requirements. This enables students with strong backgrounds in economics or business to take additional agricultural economics courses or courses in their area of specialization and interest to meet the 30 hour M.S. degree requirement. M.S. degree students usually take 3-5 hours of research or thesis (a maximum of 5 hours permitted) and complete additional hours by taking courses in agricultural economics, economics, or business.

Non-Thesis Option (Agricultural Services). The agricultural services concentration is designed to permit students who are engaged in agriculture as extension workers, as soil conservation employees, in mechanization related industries, agricultural environmental service, etc., to expand their educational experiences in light of current and prospective employment goals and opportunities.

A minimum of 30 hours of graduate credit, including thesis or research hours, is required for an M.S. degree in agribusiness economics with a concentration in agricultural services. At least 15 hours must be at the 500 level. Fifteen hours must be agricultural courses. Students usually take 4-6 hours of research or thesis and complete the additional hours by taking courses in their area of specialization.

Agricultural Education and Mechanization

The Department of Agricultural Education and Mechanization offers graduate work leading to the Master of Science degree with concentrations in agricultural education, agricultural mechanization, and agricultural services.

Students interested in agricultural education at the doctoral level can be admitted to a program of study leading to the Ph.D. in education.

Application forms for admission to the Graduate School may be obtained from the Graduate School. For entering graduate students to be acceptable on an unconditional basis in the agricultural education and mechanization concentrations for the Master of Science degree program, a minimal undergraduate grade point average of 2.7 is required. Students may be accepted on a conditional basis if the GPA is below 2.7.

The School of Agriculture offers courses in agricultural education and mechanization as part of a residence-center program at Western Illinois University.

Inquiries for financial assistance and additional information should be directed to the chairperson of the Department of Agricultural Education and Mechanization, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Agricultural Education

The concentration in agricultural education is designed for instructors in secondary schools, for students preparing for employment at junior colleges, and for those desiring to continue their education by obtaining a Ph.D. degree.

A minimum of 30 hours of graduate credit, including thesis or research hours is required for the M.S. degree in agricultural education and mechanization with a concentration in agricultural education. At least 15 hours must be at the 500 level.

A minimum of 15 hours is required in agriculture (including agricultural education), six hours of research methods or statistics, and six hours in education or community development. M.S. students usually take 4–6 hours of research or thesis, and complete the additional hours by taking courses in education or agriculture.

Agricultural Mechanization

The concentration in agricultural mechanization is designed to permit students interested in agricultural mechanization the opportunity to specialize in one or more of the following areas: (a) power and machinery operation and field testing, (b) product handling, processing, and storage, (c) farm equipment sales, service, and product education, (d) machinery selection and efficient utilization in the farming operation, (e) agricultural structures—sales and construction supervision, (f) agricultural electricity—service and consumer advisement, (g) conservation of soil and water. Each of these areas offers application in agricultural environmental studies.

A minimum of 30 hours of graduate credit, including thesis or research hours is required for the Master of Science degree in agricultural education and mechanization with a concentration in agricultural mechanization. At least 15 hours must be at the 500 level.

Agricultural Services

The agricultural services concentration is designed to permit students who are engaged in agriculture as extension workers, as soil conservation employees,

agricultural environmental service, etc., to expand their educational experiences in light of current and prospective employment goals and opportunities.

A minimum of 30 hours of graduate credit, including thesis or research hours, is required for an M.S. degree in agricultural education and mechanization with a concentration in agricultural services. At least 15 hours must be at the 500 level. Fifteen hours must be agricultural courses. Students usually take 4-6 hours of research or thesis and complete the additional hours by taking courses in their area of specialization.

Animal Industries

The Department of Animal Industries offers programs of study leading to the Master of Science degree in animal industries. Programs may be designed in the various disciplines of breeding, nutrition, reproduction, physiology, growth and development or production, with emphasis on beef cattle, dairy cattle, horses, poultry, sheep, or swine. Supporting courses may be selected in applied science, chemistry, microbiology, physiology, zoology, behavioral science, agriculture, etc.

Admission to programs administered by the Department of Animal Industries must be approved by the department. Application and reference forms will be provided upon request from the department. Applicants must have the registrar of each college previously attended send three official transcripts of their records directly to the Graduate School.

Requirements

Minimum requirements for the master's degree may be fulfilled by satisfactory completion of 30 semester hours of graduate credit, with a minimum of 15 hours in animal industries. A maximum of two animal production related courses (AnI 419, 420, 430, 455, 465, 480, 485) may be counted for graduate credit. At least 8 hours of graduate credit must be earned outside the School of Agriculture. Minimal requirements for students entering the master's degree program are: (a) meet animal industries undergraduate requirements; (b) minimal GPA of 2.7 ($A = 4.0$); (c) Chemistry 344 and 345 or organic chemistry equivalent.

Students who do not meet the undergraduate requirements may correct these deficiencies while an unclassified student or with the consent of the department during graduate study. Students entering the animal industries graduate program with a GPA below 2.70 are accepted on a conditional basis and must enroll in 8 hours of structured courses at the 400-500 level during their first semester and make a 3.0 GPA or be dropped from the program.

Each student, whether in the thesis or non-thesis option, will have an advisory committee of at least four members including the departmental chairman and at least one other member of the department. Each master's degree candidate must pass a comprehensive oral examination covering all graduate work including the thesis or research paper.

Students interested in animal science at the doctoral level can be admitted to a program of study leading to the Ph.D. degree in physiology. The program, in the Department of Physiology, is adequately flexible to allow students to emphasize such areas as behavioral science, endocrinology, metabolism, microbiology, physiological genetics, or reproductive physiology. For admission requirements and program description the student should consult the physiology section in the Graduate Catalog.

The School of Agriculture offers courses in animal industries as part of a residence center program at Western Illinois University.

Information concerning admission policies, requisites for graduation, and availability of financial assistance for graduate study in animal industries may be obtained from the Department of Animal Industries, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Anthropology

The Department of Anthropology offers graduate programs leading to the Master of Arts and Doctor of Philosophy degrees. Within the Master of Arts program the department offers a concentration in conservation archaeology. Provided the student has been admitted to the Graduate School and meets its requirements, acceptance and continuation in the graduate program are at the discretion of the Department of Anthropology.

The philosophy of the Department of Anthropology is to produce students with broad backgrounds in the major sub-fields of anthropology and expertise in particular specialty areas. Within this philosophy, and subject to the requirements discussed below, the department hopes to create a flexible program which will cater to students with diverse needs and goals.

Admission application forms should be obtained from the Department of Anthropology and returned to the Graduate School. In addition, the student must provide three letters of recommendation and a personal statement of aims and interests; these materials should be forwarded directly to the director of graduate studies in the Department of Anthropology. No special program of previous work is required. Applicants with academic degrees in fields other than anthropology are encouraged to apply.

The Program

In addition to the Graduate School requirements specified in the Graduate Catalog, the following departmental requirements apply to all graduate students in anthropology: (1) The completion of Anthropology 400D, or its equivalent, and Anthropology 409. (2) A demonstrated reading competence in a language foreign to the student.

Each spring semester the department administers a written preliminary examination to all M.A. level students; a student failing to take the examination during the first spring semester in residence will be considered to have withdrawn from the program. One part of the preliminary examination is designed to assess the student's critical and analytic abilities, a second part samples the student's knowledge of the sub-fields of anthropology. After the faculty has evaluated the preliminary examinations, as well as the student's total academic record, the student is granted or denied approval to continue in the M.A. degree program. The substantive portion of the examination may also indicate specific sub-field deficiencies, in which case the student will be directed to take steps, including specific courses, to correct them.

Master's Degree Program

A student approved for the M.A. program will select a three-person faculty committee to assume major responsibility for advisement and future guidance. For details on the procedures involved, the student should first consult with the director of graduate studies.

In addition to Graduate School regulations, the following provisions apply for the M.A. degree. (1) Completion of a total of 30 hours of graduate course credit; only three credits in Anthropology 599 may be counted toward this minimum. (2) Instead of a thesis, one may submit a published paper, or a

paper accepted for publication in an approved professional journal; or one may be authorized to substitute a research paper for a thesis or published paper. (3) In addition to copies required by the Graduate School, one copy of the M.A. thesis, published paper, or research paper must be deposited with the department.

CONSERVATION ARCHAEOLOGY

The M.A. with a concentration in conservation archaeology is designed to meet the need for anthropologically trained archaeologists in the administration and direction of practical programs in conservation archaeology.

Requirements for this concentration are identical to those for any M.A. in anthropology, with the following exceptions: (1) Students need not take the linguistics section of the preliminary examination's second part. (2) A special oral examination is required. (3) Statistics may be substituted for the foreign language requirement. However, any student entering the Ph.D. program after obtaining an M.A. degree with this concentration must meet the foreign language requirement. (4) In conjunction with the course and distribution requirements for the M.A. degree, conservation archaeology students are responsible for Anthropology 400c, 406, 430a, 576, 6 hours of 590, and 3 hours of 599.

In addition to regular courses and seminars, the student is expected to engage in field and laboratory work. Archaeologists in the department and the Center for Archaeological Investigations involve conservation archaeology students in their contracts with private corporations and federal, state, and municipal governments.

Additional information on the organization and requirements of the conservation archaeology concentration may be obtained from the coordinator for conservation archaeology, Department of Anthropology.

Doctor of Philosophy Degree Program

After completing the master's degree or equivalent, the student applies directly to the Graduate School for admission as a doctoral student. Three letters in support of the application should be forwarded to the director of graduate studies in the Department of Anthropology.

Late in the spring semester of the first year after being admitted to the Ph.D. program, the students are given a written preliminary examination over their choice of three of the four major sub-fields of anthropology. Students who fail the examination will be dropped from the program. Students who pass the preliminary examination will form a faculty committee; for details on the procedures involved, students should first consult the director of graduate studies.

The requirements for the Ph.D. degree include: (1) Additional coursework in anthropology and other fields within the student's interests; the Ph.D. committee is expected to help formulate a study program that will usually involve at least an additional academic year of full-time course work beyond the M.A. (2) Research tool requirements will vary and will be determined between the student and the committee; in all cases a reading knowledge of at least one foreign language will be required, but other tools could include, for example, computer science, statistics, biometrics, a second language, or any combination of these. (3) Within a period not to exceed three years of full-time graduate work, the committee will administer a three-hour special oral examination covering topical and geographical specialties. The student may not take the examination until two years of full-time graduate work have been completed, except by authorization from the dean of the Graduate School. In evaluating the examination, the committee may pass the student, fail the student but

allow a retake of the examination at a later time, or fail the student and request dismissal from the program.

Ph.D. Candidacy. After completion of the above requirements, the department will recommend a student to the Graduate School for candidacy. The candidate will normally undertake problem-oriented field research to acquire materials for the dissertation. Candidates must register for 24 hours of credit under Anthropology 600.

When the dissertation has been accepted by the Ph.D. committee, an oral defense will be held in accordance with Graduate School requirements. Two copies of the dissertation must be filed with the Graduate School and one with the Department of Anthropology.

Art

In all of its graduate studio programs, the School of Art strives to maintain a vital, creative ambience in which emerging artists with strong motivation may develop, through intensive studio practice and appropriate scholarly support, a clear, mature, and professional focus to their creative life. The core of any program is the in-depth studio practice of individual studio disciplines and frequent, sustained contact with working professional faculty and fellow students. This work is supported and extended through formal studio course work, studies in the history of art, and through access to the many resources and opportunities apparent in a large multi-purpose university.

The School of Art offers graduate studies leading to the Master of Fine Arts degree in art with a concentration in studio, and offers studies constituting a teaching specialty in art for the Master of Science in Education degree in secondary education. The student is expected to select an area of study (studio or art education), and a program will be planned in consultation with the major professor in that area.

Admission

An undergraduate degree in art or art education, or the equivalent in course work or experience if the undergraduate degree is in another discipline, is required for admission into the Master of Fine Arts degree program. The student must also submit transcripts of all previous undergraduate work, present slides or a portfolio of creative work, and may submit letters of recommendation.

In most cases an undergraduate degree in art education is required for admission into the program constituting a teaching specialty in art for the Master of Science in Education degree in secondary education. Any exception to these requirements must be approved by the faculty in the studio or art education fields and by the director of the School of Art.

M.F.A. Degree

Credit hour requirements for the Master of Fine Arts degree in art with a concentration in studio (painting, drawing, printmaking, sculpture, sculpture/foundry, ceramics, ceramics/glass, metalsmithing, metalsmithing/blacksmithing, fibers, and fibers/weaving), are a minimum of 60 semester hours, and all hours that are to count towards graduation must have the approval of the student's major adviser in studio specialty. The length of time required to complete a 60 semester hours program is usually 5-6 semesters or 3 academic years. Most graduate students are in residence for at least 4 semesters. Programs of residency must have the approval of the student's major adviser.

Required hours are distributed as follows: 26 hours in the major field (studio specialty), 12 hours in art history or related subjects, 6 hours in thesis or terminal project work, and the remainder in electives. Elective hours may be completed within any discipline in the School of Art, or in the University at large.

In addition to the completion of course work, all candidates for the M.F.A. degree must, during the last semester of academic work, present a graduate exhibition, present a terminal project or a written thesis, and pass an oral examination. The terminal project is a creative activity presented in lieu of the written thesis, and in practice, the graduate exhibition is considered to satisfy the terminal project requirement.

Graduate education in studio specialties is expensive, and because of the individual nature of creative work, it is virtually impossible to predict the exact cost for each student. The School of Art provides the faculty, and the studio and shop facilities that are necessary to the programs offered, but all other costs, especially materials, that are considered necessary to the successful completion of a graduate program are borne by the student.

Art as a Teaching Specialty

The Master of Science in Education degree in secondary education with a teaching specialty in art requires a minimum of 30 semester hours of graduate credit. Two art education program options are available: (1) the research option for those interested in research, supervision, or eventual doctoral studies, and (2) the teacher-studio option for improving teaching and studio skills.

The research option requires 13 hours in education, 11 hours in art education, 3 hours of thesis (or research paper) with the remaining hours for art electives. The teacher-studio option requires 13 hours in education, 6 hours in art education, 3 hours for thesis (or research paper) with the remaining hours for art electives. All hours that are counted toward graduation and election of either a thesis project or a research paper must have the approval of the art education graduate adviser.

Behavior Modification

(See Rehabilitation Institute for program description.)

Biological Sciences

A student may pursue a program of studies leading to the Master of Science degree in biological sciences.

Requirements for Admission

1. Bachelor's degree with a major in a natural science department.
2. Admission to the Graduate School.
3. Approval of the director, graduate program in biological sciences.

Requirements for the Master of Science Degree in Biological Sciences

The student must complete 40 hours of graduate courses in the biological sciences. Special courses required of any student are to be determined by consultation between the student and the program committee, with the following provisions:

1. No more than 24 hours of credit in any one department may be used for the degree.

2. No minor is required.
3. Have at least 15 hours of credit in 500-level courses. These may not include more than 3 hours for special problems, 3 hours for seminars, and 2 hours for readings.
4. Complete at least one 400- or 500-level laboratory course in three of the departments of the biological sciences.
5. Submit a research paper.
6. Attend, for credit, at least one semester of seminar in three of the departments of the biological sciences.

Advisement

Guidance of students shall be by a program committee of three members, one from each of the biological science programs involved, or other departments at the discretion of the program committee. The program director will serve as an ex-officio member.

Graduate work may be taken in the Departments of Botany, Microbiology, Physiology, and Zoology to obtain a Master of Science degree in biological sciences in the College of Science.

Additional information may be obtained from: Coordinator of the Biological Sciences Programs, Dean of the College of Science Office, SIUC, Carbondale, Illinois 62901.

Botany

The Department of Botany offers a well-balanced graduate program leading to the degrees of Master of Arts, Master of Science, Master of Science in biological sciences, Master of Science in Education in biological sciences, and the Doctor of Philosophy.

The areas of concentration are those of the broadly diversified faculty which characterizes the department and faculty members of other departments who participate in joint programs. All areas of botany are represented. The departmental master's programs and the doctoral program are based on a combination of course work and research. An advisory committee of faculty members from botany and other selected departments is responsible for the degree program of the individual student. At some stage in their overall programs, all students granted a degree will have completed training equivalent to one or more courses in each of six areas of botany (morphology, anatomy, taxonomy, genetics, plant physiology, and ecology).

The Department of Botany is housed in modern facilities in the Life Science II building. Each faculty member provides laboratory facilities for the students as part of the research program, and the department provides centralized facilities, including a growth chamber suite, herbarium, greenhouse complex, and field stations. Several University-owned field station facilities are located in southern Illinois, and University-affiliated field programs are carried out in the British Virgin Islands. Excellent cooperative research arrangements are available with other departments for such activities as electron microscopy, chemical analyses, and research photography.

A distinguishing feature of the Department of Botany is its congenial atmosphere. Individuals are encouraged to develop their own programs and research activities within the scope of available resources or those which can reasonably be attained. The first master's degree was granted in 1948, and the first Ph.D. in 1965. All areas of botany have been represented in the course of the department's history, with some shifts in emphasis according to both changing interests within the scientific disciplines and changes in the faculty and student population.

Graduate degrees in botany will be awarded to students in recognition of their ability to do independent research as evidenced by the acceptance of a thesis or dissertation and by the demonstration of competent scholastic ability. Teaching experience in undergraduate courses is expected as part of the Ph.D. degree program.

Admission

Students must be admitted to the Graduate School before they can be considered by the department. All applications to the department must include three letters of recommendation, application form, G.R.E. scores including verbal, quantitative, and advanced biological, and may include a financial assistance form. Criteria for admission include grade point average, letters of recommendation, and availability of faculty, space, and facilities.

Applicants must have completed a course (or equivalent) in each of the following areas (these may be completed concurrently with work toward the degree): (a.) general botany, (b.) plant diversity (survey of the plant kingdom), (c.) plant physiology, (d.) plant taxonomy, (e.) ecology, (f.) genetics, (g.) additional requirements for the B.A. degree as specified by the College of Science in the current Undergraduate Catalog of Southern Illinois University at Carbondale.

A student deficient in three or fewer of these areas (a through g) must be admitted with conditional standing. A student admitted with conditional standing must make up all deficiencies within the first academic year, and until such deficiencies are completed, no more than 10 academic units can be accrued toward the degree. Students lacking four or more of these areas must register as unclassified.

All deficiencies must be made up through the taking of pertinent undergraduate courses for credit with a grade of *B* or better in each.

Students desiring financial assistance should note that the deadlines for fellowship and assistantship applications are February 1 and March 1, respectively. Application forms are available from the director of graduate studies in the Department of Botany.

Advisement

Following admission to the department and before registration for course work, the student must consult a staff member representing the field of major interest or, if this is unknown, the director of graduate studies of the department, for assistance in planning first registration. At every registration, deficiencies and specific departmental requirements must be considered first. Any changes in registration must be approved by the student's adviser.

Within the first six months of admission into the departmental program, the student must select a faculty member who is willing to serve as the major adviser. The major adviser in consultation with the student, the director of graduate studies, and the departmental executive officer will then select an advisory committee with the major adviser as chairperson. For the master's degree program, a minimum of three people shall make up the advisory committee. At least half of the committee must be comprised of members of the botany faculty. The advisory committee for the Ph.D. program will be composed of at least five people, three of which must be botanists and one which must be from outside the department.

Following establishment of the advisory committee and before advance registration for the third term, the student will meet with the committee to discuss the program of courses for the degree and plans for research. In this regard, the committee is empowered to require work in fields with which the student's interests are allied. The advisory committee will advise the student

on the selection of readings on general and historical topics of importance which may not be encountered in formal courses. Copies of the approved program of courses and the plans for research must be placed in the departmental files.

Research and Training Assignments. Research is required of each student in the program. In addition, each term the student must be engaged in a training assignment which supplements formal course work by professional activities such as research or teaching. The assignment varies according to the needs, professional goals, and competencies of the student, and increases in responsibility as the student progresses. The assignments require from 10 to 20 hours of service per week.

Academic Retention

In addition to the retention policies of the Graduate School, the Department of Botany requires that each student must maintain an overall grade point average of 3.0 ($A = 4.0$). Upon falling below this average, the student will be allowed two academic terms to bring the average up to 3.0; failing this the student will be dropped from the program and not be allowed to re-apply. No course in which the grade is below *C* shall count toward the degree or fulfillment of any requirement, but the grade will be included in the grade point average. No more than five hours of *C* work in graduate courses will count toward the degree.

All students are subject to regular review by the department's graduate policies committee. Those not attaining the minimum acceptable academic standards or who in any way fail to meet any other scheduled requirements or standards will be dropped as majors.

Course Requirements

All master's degree students must earn a minimum of two hours credit in botany seminars (Botany 580 or Botany 589), at least one of which must be in general seminar (Botany 580). All Ph.D. students must earn two hours credit in botany seminar (Botany 580 or Botany 589) every year of residence until admitted to candidacy and at least one credit each year must be in general seminar (Botany 580). It is strongly recommended that the student enroll in general seminar(s) dealing with subjects other than the general area of emphasis being pursued. Attendance in general seminar (with or without credit) during every semester is strongly recommended.

Those students who have not already taken a course in plant anatomy must include Botany 400 (Plant Anatomy) in their graduate degree program.

Appeals

Appeals for variations from the departmental graduate program must be presented in writing to the botany graduate faculty meeting as a committee of the whole. Appeals must receive approval from a majority of the total botany graduate faculty.

Appeals for changes in the student's graduate advisory committee or changes in the original program must be approved in the following order: (1) approval from adviser, (2) approval from remaining members of the student's advisory committee, (3) approval from graduate policies committee.

Student appeals for change of major adviser must be presented in writing to the botany graduate faculty meeting as a committee of the whole. Appeals must receive approval from a majority of the total botany graduate faculty.

The Master's Degree

A minimum of 30 hours of graduate credit is required beyond the bachelor's

degree, including no less than 22 hours of botany courses, 10 hours of which may be research and thesis, and 3 hours of which may be seminar. A graduate minor of at least 10 graduate hours may or may not be required; this is to be determined by the student and the advisory committee. The M.A. degree requires an additional minimum of passing ETS examination in a foreign language or taking the appropriate 488a and 488b course and earning a grade of *B* or better in each. At the time of completion of the thesis, the student must schedule a public presentation of the thesis material (this is in addition to the comprehensive examination).

The Ph.D. Degree

Courses. The major shall consist of a minimum of 20 semester hours at the 400 and 500 levels in formal botany course work beyond the master's degree but excludes seminar, readings, research, dissertation, and research tool requirements.

The decision as to whether a minor shall or shall not be required shall be left to the student's advisory committee. If the committee requires a minor, it will determine the specifications of that minor.

The student shall demonstrate knowledge in each of the two foreign languages by passing an Educational Testing Service examination or taking the appropriate 488a and 488b course and earning a grade of *B* or better in each. The ETS passing level for French and German shall be 465 and the ETS passing level for Russian and Spanish shall be 440. Proficiency in (a) statistics, (b) computer programming, or (c) scientific photography and scientific illustration may be required in lieu of one of the languages or in addition to the languages if the advisory committee so rules. A research tool to be substituted for one language must be completed utilizing formal courses consisting of at least two terms (at least 6 hours) with an average grade of *B* or better. Courses used to satisfy the requirement shall not be applied toward the total number of hours required for the degree.

Preliminary Examination. The student's advisory committee shall serve as the preliminary examination committee and shall prepare and administer the examination which will be both written and oral.

The written examination will be taken first and will cover the candidate's knowledge of botany and related fields and their history, the student's accomplishments in the course of study outlined, and the student's progress in the special field. The candidate will be expected to show an understanding of the application of his or her formal work to his or her field of research. The written examination will consist of three parts: the first will include questions in the student's special field of interest, the second will include questions testing basic knowledge in botany, and the third will include questions in the student's outside minor field or secondary concentration within botany.

The entire written examination is to last no longer than 5 days and each part is to last no longer than 8 hours. The student must pass all parts of the written to proceed to the oral examination. Pass means sufficient information is evident to permit the student to proceed to the oral part of the examination.

In order to pass the written examination, the vote of the advisory committee will determine (by majority vote) whether the student will be allowed to continue in the program and whether the student will be required to retake part or all of the written examination. Upon failing the written examination, the student may not retake the examination in the same academic term. In any event, the student must pass the written examination by the third attempt in order to continue in the doctoral program.

The oral examination will be taken no sooner than 10 days nor later than 30 days following the passing of the written examination. The examination shall

last at least 2 hours and no more than 4 hours and should be scheduled to allow attendance of a maximum number of the botany graduate faculty and all of the advisory committee members. The student's answers to the written examination will be made available to the graduate faculty in botany (upon request) prior to the oral part of the preliminary examination. All attending graduate faculty members will be given the opportunity to express their opinion on the examination. Passage of the oral examination must be by unanimous vote of the advisory committee and may have conditions.

Final Examination. The final examination will be oral. It shall be held at least one month before graduation and shall last for no more than 3 hours. It is to cover the dissertation and related subject matter. The advisory committee must notify the graduate adviser of its recommendation for the date of the final examination at least two weeks before the examination.

Passage of the final oral examination should be construed to mean that there be no more than one dissenting vote of the advisory committee. In the event of failure, a second examination may be held as directed by the advisory committee.

Business Administration

The graduate faculty in business administration, consisting of members of the Departments of Accountancy, Administrative Sciences, Finance, and Marketing of the College of Business and Administration, offers graduate work leading to the Master of Business Administration degree, the Master of Accountancy degree, and the Doctor of Business Administration degree.

Master of Business Administration

The Master of Business Administration degree program has as its basic objective the development of professional managers and executives to serve the needs of business, government, and other organizations and to prepare interested graduates for doctoral study. The program is designed to develop the individual's ability to comprehend internal and external social, legal, political, and economic forces as they affect the decision-making process within the organization. The program has been structured with flexibility so as to serve holders of baccalaureate degrees in business administration and those who hold degrees in other disciplines. The M.B.A. program is fully accredited by the American Assembly of Collegiate Schools of Business.

Admission Requirements

Prospective degree candidates are expected to demonstrate a readiness for graduate study and an aptitude for successful performance in graduate-level work in business administration. Admission to the program is based on the applicant's undergraduate record, a satisfactory score on the Graduate Management Admission Test, and other evidence pertaining to ability to perform well in graduate work in business administration.

1. Complete all admission requirements set forth by the Graduate School.
2. Complete the Graduate Management Admissions Test (Princeton test) and have the results of the test mailed directly to the associate dean for graduate programs, College of Business and Administration. Information regarding this test is available by writing to: Graduate Management Admissions Test, Educational Testing Service, Box 966, Princeton, New Jersey 08540.
3. An undergraduate cumulative grade point average of 3.00 is preferred, and

no less than 2.5 grade point average is permitted for admission. These averages are calculated on a 4.0 scale.

Degree Requirements

A minimum of 30 semester hours of course work is required. Students also must complete successfully (maintain at least a 3.0 average) BA 598, and four of the following courses: BA 501, 510, 530, 540, and 550. The course in business policy, BA 598 is taken during the student's last semester and includes a study of a number of comprehensive cases, managing aspects of a simulated business in a competitive environment and a final examination. Candidates who receive permission to write a thesis must complete a minimum of 27 semester hours of course work plus an acceptable thesis for which 6 semester hours of credit are assigned.

Students who enter the Master of Business Administration degree program without the necessary foundation courses in the common body of knowledge in business and administration as specified by the American Assembly of Collegiate Schools of Business must complete them in a satisfactory manner prior to starting the program of course work. These students may be required to complete as much as 30 additional semester hours of acceptable course work.

The Master of Business Administration program course work to be taken beyond the foundation courses is determined on an individual basis in conference with the associate dean for graduate programs, College of Business and Administration. Candidates must satisfy requirements in the following areas: business policy, financial management, managerial accounting, marketing, operations research, organizational behavior, and research methodology.

The candidate may select a concentration, not to exceed 15 semester hours of credit in accountancy, or 12 semester hours of credit in administrative sciences (personnel or production), finance, or marketing. The candidate may also choose courses in a wide variety of areas of graduate study throughout the University.

Transfer Credit

Within limits imposed by the policies of the Graduate School, transfer credit shall be permitted for up to nine semester hours for incoming students only, but under no circumstances can the stated minimal number of hours required within the program for graduation be reduced as a result of the acceptance of incoming transfer credit. A decision on whether to accept the course proposed for transfer credit shall be at the option of the associate dean for graduate programs, College of Business and Administration.

No transfer credit shall be permitted for any student who voluntarily departs from campus after beginning the program unless, and until, the student petitions the graduate programs committee of the College of Business and Administration stating the reasons for the request for transfer credit, and receives, from the committee, permission for the transfer. In any case the approved transfer credit may not exceed three semester hours but shall be counted in meeting the stated minimal number of hours required within the program for graduation.

Academic Retention

In addition to the retention policies of the Graduate School, a student enrolled in the M.B.A. program who receives a third grade of *C* or lower in graduate or deficiency courses shall be automatically dismissed from the program. If the third grade of *C* or lower is received in any term or session subsequent to, or concurrent with, the student having attained 24 or more semester hours of 500-level course credit, the student may petition the graduate programs com-

mittee of the College of Business and Administration for permission to remain in the program.

If, for any reason, students who at the end of any term or session have three outstanding recorded grades of either Inc or Def or any combination thereof remaining on their record shall not be deemed to be making normal progress and shall be placed on probationary status. If, thereafter, the students have three outstanding grades of either Inc or Def or any combination thereof remaining on their records at the end of any subsequent term or session, the students shall be dismissed from the program.

3-2 Program

A 3-2 program within the College of Business and Administration is available to qualified transfer students and students majoring in areas other than business. The program permits a student to devote a part or all of the last year of undergraduate study to fulfilling the foundation course requirements for the M.B.A. degree. Upon completion of the requirements for the bachelor's degree, the student may apply for admission to the Graduate School and the M.B.A. program.

Students majoring in any discipline within the College of Business and Administration are ineligible for participation in the 3-2 program. For details contact the associate dean for graduate programs, College of Business and Administration.

Concurrent J.D. and M.B.A. Programs

A student who has been admitted separately to the School of Law and to the graduate program in business administration may apply for permission to study concurrently for both the Juris Doctor and the Master of Business Administration degrees. This permission must be requested from both the School of Law and the graduate program in business administration, ordinarily prior to entry into the second-year curriculum of the School of Law.

During the first academic year of concurrent work on the two degrees, the student enrolls only in the first-year law curriculum. In any subsequent academic term the student may enroll either for courses only in the School of Law or only in the Graduate School, or for courses in both units. A student registered for both law and graduate courses in the same term must enroll for a minimum of ten semester hours in law, and twelve semester hours in total, in order to meet A.B.A. residence requirements and the academic requirements of the School of Law.

Completion of the concurrent programs requires that the student successfully complete 81 semester hours of law courses and 30 semester hours of courses that meet M.B.A. requirements. In addition, the student must fulfill all other requirements of the School of Law, the Graduate School, and the program in business and administration for the J.D. and M.B.A. degrees.

Doctor of Business Administration

The Doctor of Business Administration degree program is designed to prepare individuals for faculty research and teaching positions in academic institutions and for high-level administrative or staff positions in business, government, and other organizations. Candidates for the D.B.A. degree must demonstrate in-depth knowledge of business and administration and high potential to undertake significant research.

Admission Requirements

The application materials for those who meet Graduate School requirements for the doctoral degree are forwarded to the College of Business and Administration.

To be eligible for admission, students must have completed a master's degree or its equivalent and have a grade point average in all graduate-level work of at least 3.25 ($A = 4.0$). In addition, students must provide a copy of their score on the Graduate Management Admission Test, a completed D.B.A. Personal Data form, and three letters of recommendation from persons more qualified to judge the academic potential of the applicant.

The completed application materials will be reviewed in order to ascertain the individual's abilities and motivation to succeed at a high level in doctoral work. A personal interview may be required prior to a final decision on the applicant's admission to the D.B.A. program.

Degree Requirements

Students in the program must complete course work in certain foundation areas or demonstrate proficiency based upon prior academic work. A student who has completed successfully the requirements for the M.B.A. degree may ordinarily expect to meet the proficiency requirements in most foundation areas. The foundation work includes the following areas: financial and managerial accounting; management concepts and managerial and organizational behavior; business policy; intermediate micro and macroeconomics and managerial economics; financial concepts and financial management; the legal and social environment of business; marketing concepts and marketing management; quantitative business analysis and operations research. In addition, the student must demonstrate the ability to program using one of the following languages: Fortran, Cobol, RPG, PL 1, or ALGOL.

The student must complete a prescribed program of doctoral course work beyond the foundation work. A minimum of 60 semester hours is required: 12 hours in the D.B.A. core; 9-12 hours in a business discipline concentration; 6-9 hours in a support field; 9-12 hours of research tools; and 24 hours of dissertation credit. Additional hours may be required as prescribed by the student's advisory committee.

It is expected that all doctoral course work will be completed at Southern Illinois University at Carbondale. In exceptional cases, petitions may be considered to accept credit for doctoral course work done at other institutions.

In addition to the retention policy of the Graduate School, for the D.B.A. program the third grade below *B*, or the second grade below *C* in any graduate-level course not designated as a foundation course will result in automatic dismissal from the D.B.A. program without any right of appeal.

Advisement

For each student an advisory committee is constituted and approved according to procedures described in the *DBA Policies and Procedures Manual* of the College of Business and Administration. The advisory committee is responsible for developing and approving a program of study for the student which meets all requirements of the Graduate School and the D.B.A. program. The specific program is designed in terms of the individual student's career objectives.

Preliminary Examinations

The preliminary examination is designed to determine the breadth and depth of the student's knowledge within the discipline. A minimum of two years of study (48 semester hours) beyond the baccalaureate must be completed before the student is permitted to sit for the preliminary examination. Further, the D.B.A. core must be completed and the student must be in the last semester of all scheduled course work.

The preliminary examination has a written and oral portion. After successful completion of the written segment, the student will sit for the oral portion of

the preliminary examination. Students who pass the oral portion will be recommended for candidacy when the residency and research tool requirements have been met. Students who fail the preliminary examination, or any part thereof, may petition to re-take the examination or any part thereof. Specific conditions may be stipulated before the student can sit for the examination a second time. Those who fail the preliminary examination a second time will be dismissed from the program.

Dissertation

Upon admission to candidacy, a dissertation committee is constituted and approved according to procedures described in the *DBA Policies and Procedures Manual* of the College of Business and Administration. The dissertation committee will approve the student's dissertation prospectus and monitor progress in completing the dissertation. A final oral examination will be administered by the dissertation committee and will cover the subject of the dissertation and other matters related to the discipline. Upon successful completion of the final oral examination, the candidate will be recommended for the D.B.A. degree.

Master of Accountancy

The Master of Accountancy degree has as its basic objective the development of professional accountants to serve the needs of a variety of agencies including professional accounting firms, private industry, and governmental institutions. Students interested in doctoral study also would be prepared to pursue such advanced work. The Master of Accountancy (M.Acc.) degree is structured with flexibility to serve holders of baccalaureate degrees in other than business, or in business but not accounting, and those accounting undergraduates who desire more advanced study.

Additional information on admission and degree requirements can be obtained by contacting the Coordinator, Master of Accountancy Program, Department of Accountancy, College of Business and Administration, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Business Education

(See Vocational Education Studies for program description.)

Center for the Study of Crime, Delinquency, and Corrections

(See Administration of Justice)

Chemistry and Biochemistry

Graduate courses of study leading to the Doctor of Philosophy and Master of Science degrees in chemistry are offered by the Department of Chemistry and Biochemistry.

General Requirements: All Graduate Degrees

Admission. Each undergraduate student must have an undergraduate major in chemistry (including items 1 through 5) or present certification of credit or

its equivalent (earned either as an undergraduate or a graduate student) for the following in order to be eligible for admission to an advanced degree program:

1. General chemistry and one course of inorganic chemistry.
2. One year of organic chemistry (lecture and laboratory).
3. One year of analytical chemistry, including introductory instrumental techniques.
4. One year of calculus-based physical chemistry (lecture and laboratory).
5. No less than a formal course of one year's duration in one of the following languages, French, German, or Russian.

The Department of Chemistry and Biochemistry has always been interested in the best possible preparation for the professional careers of its undergraduate and graduate students. Toward that end it is generally recognized that students who obtain diverse academic experiences by obtaining their degrees from more than one college or university will have a superior education. Professional opportunity may also be enhanced by a demonstration of academic achievement at more than one university. Therefore, it is the policy of the department to discourage SIUC undergraduates from entering our graduate program in chemistry. Faculty and the chairman of the admissions committee will advise students in compliance with this policy and be particularly diligent in such counsel when a student is completing a master's degree following an SIUC bachelor's degree. This policy replaces previous policy pertaining to admission of SIUC undergraduates to graduate degree programs.

Diagnostic Exams. All graduate students admitted to the master's degree program in chemistry and biochemistry will be required to take diagnostic exams on entering. The decision as to whether ACS standardized exams or an internal exam is used is a matter for each divisional area to decide. The student must choose at least three areas in which to take the diagnostic exams. The student must show proficiency in undergraduate material in three divisional areas of chemistry by passing three diagnostic exams or by earning a grade of *B* or better in appropriate courses designated by the divisions.

Divisional Core Course Requirements. Each division has designated a set of courses which will form the core curriculum for students majoring in that area and which will constitute a minimal divisional requirement for students in that area.

Evaluation. All graduate students will be evaluated at the end of their second semester (excluding summer sessions) in residence for retention purposes. Students having G.P.A.'s less than the departmental minimum required for graduation will either be terminated or given specific objectives related to the improvement of their G.P.A. to be achieved within a specified time. All graduate students in the master's degree program will be evaluated at the end of their fourth semester (excluding summer sessions) in residence to determine whether they can proceed via a master's equivalency to the doctoral program or whether they must complete a master's degree prior to a decision being made on their admission to the doctoral program.

Research Tools. There is no departmental requirement of research tools. However, a student's graduate committee, taking into account the student's background and the requirements of the research area, may require a student to acquire one or more research tools (e.g. foreign language, computer programming, statistics, etc.).

Research, Practicum, and Training Assignments. All graduate degree pro-

grams require research. In addition, the student, each term, must work on a professional training assignment. This assignment may include practical teaching of chemistry, special training in the operation of research instruments, or assignment to a specific research project. The assignment varies according to the needs, professional goals, and competencies of the student. The student is required to enroll in Chemistry and Biochemistry 597—Professional Training—for one credit hour each semester in residence.

Requirements for Master of Science Degree

In addition to meeting the general requirements of the Graduate School, a candidate for the Master of Science degree in chemistry is required to:

1. Fulfill divisional core course requirements.
2. Take at least three semester hours of formal 500-level course work for credit in a divisional area other than their major area (for the purposes of this requirement Chemistry 451a and Chemistry 451b can be substituted for 500-level courses).
3. Earn 27 hours credit in chemistry courses, or 20 hours in chemistry if an outside minor is elected. A total of 30 semester hours is needed for graduation of which 15 hours must be at the 500 level.
4. Maintain a 3.00 grade-point average.
5. Attend weekly seminars and earn one hour credit (Chemistry 595) by presentation of a seminar.
6. Earn a minimum of 8 hours in research and thesis (Chemistry 598 and 599).
7. Demonstrate competence in a research tool if required by the student's committee.
8. Prepare and present a thesis on the research carried out.
9. Schedule and pass a final oral examination. Copies of the thesis must be distributed to the members of the graduate committee at least one week prior to the examination.

Requirements for Doctor of Philosophy Degree

Students entering the Ph.D. program must either have a master's degree in chemistry or must have a master's equivalency as defined by the Graduate School. In addition, all students in the Ph.D. program must:

1. Fulfill divisional core course requirements.
2. Take at least six semester hours of formal 500-level course work in one or more areas outside of their major area. This includes the three hours required for the master's program. Three of these hours may be taken in another department in which case three semester hours of either 400- or 500-level coursework in that department will be required (for the purposes of this requirement Chemistry 451a and Chemistry 451b can be substituted for 500-level courses).
3. Complete a course of study as determined by their graduate committee.
4. Earn one hour credit in seminar (Chemistry 595) beyond the master's degree requirement, and attend weekly seminars.
5. Earn a minimum of 32 hours in research and dissertation (Chemistry 598 and 600).
6. Pass cumulative examinations.
 - a. After having fulfilled all the core course requirements candidates may begin taking cumulative examinations. Graduate students holding a master's degree in chemistry may proceed with the cumulative examinations in those areas in which they have passed the diagnostic examination.
 - b. Students may elect to take cumulative examinations in their major area only, or they may elect to take cumulative examinations in different

areas. If the latter course of action is elected, the chemistry department graduate advisers must be informed of the intention to pursue a cross-area curriculum at the time the research director is selected. It is the responsibility of the student's graduate committee to determine how the cumulative examinations are to be divided among the several areas. However, in no case can the total cumulative examination requirement be less than stipulated below.

c. Ten examinations are to be given each calendar year with four examinations respectively in the fall and spring semester and two examinations in the summer semester. Cumulative examinations may be written examinations not to exceed two hours in length. Take-home examinations, laboratory examinations, or oral examinations may be substituted for a written examination. All areas will give their examination simultaneously. The time and place for the examination will be posted at least ten days before an examination. The subject of an examination may be announced in advance of the examination. Students must register to take the examination at least one week before it is scheduled.

d. Students must pass five examinations in no more than fourteen trials in order to continue for the Ph.D. degree. Students must take consecutive examinations. They are urged to begin as soon as they are eligible. They are not liable for examinations during any time they are not enrolled in school.

e. Each examination is to be prepared, administered, graded, and recorded by one member of the faculty who will determine the pass-fail line on that examination. Students taking the examination will be notified in writing whether or not they passed the examination. One copy of this notification will be filed with the graduate adviser and a second will be placed in the student's file by the cumulative examination coordinator.

7. Pass preliminary oral examination following completion of the cumulative examination requirements.
8. Maintain a 3.25 grade-point average.
9. Demonstrate competence in a research tool, if this is required by the student's committee and if this requirement was not fulfilled during previous graduate studies. This requirement must be fulfilled prior to scheduling the preliminary oral examination.
10. Complete the dissertation following the specifications set forth by the Graduate School.
11. Schedule and pass a final oral examination (defense of dissertation). Copies of the dissertation must be distributed to the members of the graduate committee at least one week prior to the examination.

Cinema and Photography

The Department of Cinema and Photography is recognized as one of the outstanding departments of its kind in the country. For example, in 1972 the Professional Photographers of America honored seven departments for the quality of their academic photographic programs. The SIUC Department of Cinema and Photography was one of the departments so honored. In 1978 twelve cinema departments were chosen as the most outstanding in the country and were invited to form the first organization of film schools, The National Ad-Hoc Forum of Schools of Film/Video. The Department of Cinema and Photography was a founding member of this organization. Cinema and photography students frequently win awards in national film festivals and photographic competitions.

Teachers in the department offer a wide range of practicing professional backgrounds and expertise. Programs in still photography range from silk-screen to industrial photography; from portraiture to advanced experimental. Programs in film range from history of the documentary to advanced history and theory; from animation film making to narrative film production.

The Master of Fine Arts degree in cinema and photography is intended to provide substantial advanced training to a small number of highly talented individuals. Emphasis in the program is upon the artistic development of the individual student and the student's creative utilization of cinema or photography. Within the program students can elect to specialize in cinema production, professional photography, or fine arts photography.

Acceptance in the program and subsequent continuation in it are at the discretion of the Graduate School and the Department of Cinema and Photography. Minimal admission requirements are those of the Graduate School. Students should contact the department regarding admission procedures. Prior to admission to the program, students must satisfy the departmental faculty that they are artistically qualified by presenting evidence of exceptional talent in one of the three areas of specialization offered in the degree program. This evidence will ordinarily consist of a portfolio of photographs or one or more films. In addition, applicants must arrange for three letters of recommendation to be forwarded in support of their application. It is assumed that most of the students applying for admission to the M.F.A. program will be graduates of institutions other than Southern Illinois University at Carbondale. All such students would ordinarily provide evidence of having completed training of a thoroughness and quality equivalent to that offered in the undergraduate program of the Department of Cinema and Photography. Students with an M.A. or M.S. degree will also be considered for admission. It is recommended that students wishing to specialize in still photography have a course-work background equivalent to Cinema and Photography 310, 311, 320, and 322. It is recommended that students wishing to specialize in cinema have a course-work background equivalent to Cinema and Photography 355, 356, and 368.

In addition to the above admission requirements, an interview with the department's graduate committee is highly recommended, particularly for students with minimal course work in the field.

A graduate student entering the M.F.A. program is normally expected to spend the equivalent of two academic years fulfilling required work. If the student lacks adequate course work preparation, or if the student serves as a graduate assistant, a longer period may be required. Normally the first year would be spent completing advanced course work in the Department of Cinema and Photography and other departments. Students' creative work and artistic abilities are reviewed at the end of their first year in the program. If the faculty should conclude that a student has not made sufficient progress, such a person would be dropped from the program. In the second year of residence, each student would be engaged in a great deal of independent artistic work culminating in the M.F.A. creative project, involving the completion of one or more photographic exhibits or the completion of one or more motion pictures. The exact nature of the project would be determined in consultation between students and their committees. All creative projects would have to be exhibited publicly and be subject to criticism from both within and without the program before the department would consider this requirement satisfied.

The department chairperson appoints in consultation with the student, a major adviser and a committee of two additional graduate faculty members. This committee develops a specific plan of study with the student, considering not only the requirements of the Graduate School and of the degree program,

but also the goals of the student. The major adviser supervises the creative project. The University reserves the right to retain a portfolio of each student's work. An oral examination by the faculty advisory committee would focus on an evaluation of the project. A formal report describing the project must be filed with the Graduate School.

Degree requirements are 52 semester hours, including 26 hours at the 500 level, and 12 hours of production courses in the area of specialization during the first year in residence.

Course Requirements

Professional Photography Specialization—four of the following:

- CP 403-3 Studio Portraiture
- CP 405-3 Commercial/Industrial Photography
- CP 406-3 Advertising/Illustrative Photography
- CP 407-3 Publications Photography I
- CP 408-3 Publications Photography II
- CP 415-3 Technical and Scientific Photography
- CP 418-3 Documentary Photography
- CP 470B-1 to 9 Advanced Studies in Photography

Fine Arts Photography Specialization—four of the following:

- CP 420-3 Experimental Camera Techniques
- CP 421-3 Experimental Darkroom Techniques
- CP 422-3 Advanced Color Photography
- CP 423-3 Reconstruction of Color
- CP 425-3 to 9 Studio Workshop

Cinema Production Specialization:

- CP 455-3 Film Production III
- CP 456-3 Film Production IV
- CP 468-3 Advanced Film Theory
- CP 470A-1 to 9 Advanced Studies in Cinema

Fifteen hours in a supporting field. This could consist of course work in a single field or be an interdisciplinary minor. In all cases, the students would design the supporting field and supply a rationale describing how it would contribute to their artistic development.

Four hours of the M.F.A. Seminar (Cinema and Photography 595).

At least 6 hours of M.F.A. Projects (Cinema and Photography 597).

At least 9 hours of Cinema and Photography electives. Beyond the 400-level C&P courses, the following courses would be acceptable to satisfy this requirement.

- PVC 541A-3 Seminar: History of Photography
- PVC 541B-3 Seminar: History of Photography
- PVC 542A-3 Seminar in Film History
- PVC 542B-3 Seminar in Film History
- PVC 572A-2 Management of the Photographic Unit
- PVC 572B-2 Management of the Photographic Unit
- PVC 574-3 Contemporary Film Theory

Completion of an M.F.A. creative project (registration for at least 6 hours in Cinema and Photography 598 required).

An oral final examination over the M.F.A. creative thesis.

Communication Disorders and Sciences

The Department of Communication Disorders and Sciences offers graduate work leading to the Master of Science and Doctor of Philosophy degrees in

speech pathology and audiology. The program at the master's level is designed to develop a high level of competence in the assessment and treatment of persons with communication disorders. The Ph.D. program has as its objective the training of advanced students to become researchers and educators in concentrated areas in speech/language pathology and audiology.

Course work at the master's level should be planned to meet the academic and professional requirements for state and national certification, which are required for professional employment, depending upon one's goal in placement. The M.S. degree program should culminate in eligibility for one or both of the following certificates: (a) the special certificate in speech and language impaired of the Illinois State Teacher Certification Board; (b) the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. ASHA certification is usually required for work in agencies, hospitals, medical centers, academic settings, etc. The program in clinical training is approved and registered with the Education and Training Board of the American Board of Examiners in speech/language pathology.

Essentially, the departmental program matches the program requirements of the American Speech-Language-Hearing Association, which state that the student must complete a well-integrated program comprised of a minimum of 60 semester hours, including normal aspects of human communication, development thereof, disorders thereof, and clinical techniques for evaluation and management of such disorders. Thirty of the sixty hours must be in courses that are acceptable toward a graduate degree by the university in which they are taken.

GRE aptitude test scores must be submitted upon application. While they are not mandatory for admission, the scores must be submitted no later than the end of the first semester of residence.

A number of graduate assistantships and fellowships are made available by the College of Communications and Fine Arts and the Graduate School each year. The assistantship awards of the College of Communications and Fine Arts are usually made in the spring for the following academic year by the department. Students may also apply through the department for graduate fellowships and dissertation research grants that are awarded annually by the Graduate School.

Professional experiences for graduate students are provided in a variety of clinical settings: the University's clinical center; a summer residential camping program for persons with organic speech problems; the V.A. Hospital in Marion; nursing homes; and Anna State Hospital. Cooperative programming is maintained with other public and private agencies such as the Division of Vocational Rehabilitation, the Easter Seal Society, the National Association of Speech and Hearing Agencies, and the University of Illinois Division of Services for Crippled Children. Students participate in traveling speech, language, and hearing clinics which serve schools and communities through the media of surveys, diagnostic examinations, and therapy.

Specialized experiences with orthodontists, prosthodontists, plastic surgeons, otologists, and others of the medical and dental professions are available in the St. Louis and Chicago areas as well as the medical school at Southern Illinois University at Carbondale and the dental school at Southern Illinois University at Edwardsville. Emphasis is on interdisciplinary relationships with other professions throughout the training process.

The department maintains many active research facilities which provide laboratories and specialized equipment for the study of both the normal and impaired functions of the speech, language, and hearing processes. The speech science laboratory is equipped for electromyographic study of the speech musculature, radio telemetry, electrophysiology of hearing, and spectrographic

analysis of speech signals. The experimental audiology laboratory, which includes a large anechoic chamber, is equipped for investigations in air and bone conduction sensitivity, localization, and speech discrimination. The laboratory also has the needed equipment for studies in automatic audiometry, PGSR, middle ear impedance, and aural reflex experimentation. This laboratory also has equipment for the measurement of physiological indices of emotion, such as units for palmar sweat and electrophysiologic skin measurements. The department maintains its own computer terminal and shares in the use of PLATO terminal. The availability of sophisticated instrumentation has made programmatic approaches to language research problems possible in the language laboratory. The department also maintains extensive materials and a laboratory for cleft palate.

Additional information regarding financial aid, programs, and application procedures can be secured by writing to the chairperson, Department of Communication Disorders and Sciences, Southern Illinois University at Carbondale, Carbondale, Illinois 62901. Inquiries from qualified graduates in other fields are welcomed, particularly those interested in interdisciplinary programs.

Master's Degree

The master's degree requires a minimum of 30 semester hours of acceptable graduate credit (3.0 average), at least 15 semester hours of which are at the 500 level, and the completion of an approved thesis or research paper. Specific course requirements and total number of hours are generally determined by advisement after consultation with the graduate student.

Students are encouraged to follow one of the following plans:

Predoctoral (thesis) Program.

Professional Courses: 15

CDS 505, 507, 510, 512, 420.

Research Tools: 9

CDS 500 and 431 or 503: 6

Research Design or Statistics: 3

Electives: 3

CDS 3 hours selected from 407, 408, 431, 503, 517, 521, 525, 526, 528, 529, 533, 536, 540, 541, 544, 548, 550.

Thesis: 3

Total: 30

Terminal (nonthesis) Program.

Professional Courses: 14

CDS 505, 507, 510, 512, and 407 or 408.

Research Tools: 9

CDS 500, and 431 or 503- 6

Research Design or Statistics- 3

Electives: 6

CDS 6 hours selected from 407, 408, 431, 503, 517, 521, 525, 526, 528, 529, 533, 536, 540, 541, 544, 548, 550.

Research Paper: 1

CDS 593.

Total: 30

It is recommended that students plan their programs to meet the academic and practicum requirements for the Certificate of Clinical Competence in speech/language pathology or audiology as designated by the American Speech-Language-Hearing Association and for the special certificate in speech and language impaired for the Illinois State Teacher Certification Board. Both

certificates require a minimum of 300 hours of direct supervised clinical contact. The State certificate requires that 100 of the 300 hours be in a public school setting. The College of Education is entitled to certify students for the public schools; the Department of Communication Disorders and Sciences is entitled to certify students for the American Speech-Language Hearing Association. Before graduation, a comprehensive examination as required by the Graduate School will be given by the faculty. This examination is generally scheduled after the student has completed two semesters of full-time work.

Doctor of Philosophy Degree

Students, after consultation with their academic advisers, are expected to propose to the graduate faculty of the department the academic program they intend to pursue prior to taking the preliminary examination for admission to candidacy. The proposed program must meet the Graduate School requirements for residency, and shall exclude course work designed to meet the research tool requirement. The program must also include a cognate area which will assure a meaningful competence in subject matter outside the student's major department. Graduate faculty approval of the proposal signifies an agreement between the student and the department. Students are encouraged to use the following plan in designing their programs:

Doctoral Programs.

Professional Concentration Area: 15

Area A: Speech Rehabilitation 15 hours from 510, 512, 528, 533, 536, 540, 541, 544, 548 or:

Area B: Language Rehabilitation 15 hours from 505, 507, 517, 533, 536, 540, 541, 544, or;

Area C: Hearing Rehabilitation 15 hours from 521, 525, 526, 528, 529, 533, 536.

Requirements Outside of Concentration: 9

Communication Disorders and Sciences 9 hours to be selected from areas other than concentration (See areas A, B, C above).

Basic Core Program: 7

CDS 503: 3

CDS 550 (1, 1, 1, 1): 4

Cognate Area: 6

Research Tool (See description that follows).

Dissertation: 24

CDS 600 and/or 601

Total: 61

After satisfactory completion of a majority of the course work inside and outside the concentration area, the basic core courses and the cognate requirements, students may request the preliminary examination. The preliminary examination shall be written and administered by no fewer than 5 graduate faculty members representing the concentration, cognate, and research interests. Should students fail the first examination, they may, with faculty approval, repeat the examination once within a 12-month period.

After successful completion of the approved academic program, research tool, and the preliminary examination, the student will be recommended to the Graduate School for admission to candidacy for the degree. The candidate must then complete a dissertation showing capability in independent research.

The final examination for program completion shall be oral and cover the subject of the candidate's dissertation and related academic and professional matters.

Research Tool. The research tool shall replace neither a required nor a prerequisite element of the student's proposed academic program and must be completed before the student will be permitted to take the preliminary examination for admission to candidacy.

The student must demonstrate an ability to deal with descriptive and inferential statistics and research design techniques. Ordinarily this will be accomplished by completing an appropriate sequence in statistics, as approved by the graduate committee of the Department of Communication Disorders and Sciences. Competency will be demonstrated by achieving a *B* average in the course sequence, or by proficiency. The sequence should be considered to be outside of any specific degree requirement.

Community Development

Community development is a program of graduate studies in the applied social sciences leading to the Master of Science degree.

Community development practitioners share a common concern; the alleviation of social problems through community and social change. This concern is expressed through a range of professional activities such as organizing tenant unions, training officers of consumer co-operatives, negotiating foundation grants for community cultural centers, designing community education outreach programs, or researching community issues.

Most community developers are both specialists and generalists—specialists in the sense that they possess technical knowledge and experience in such fields as economics, education, ecology, agriculture, urban affairs, administration, planning, or research; but generalists in their understanding and skill in facilitating processes of social change. Their process skills of working with people have made community developers indispensable to a large number of public and private programs. By developing organizations and institutions through which citizens can participate in policy formation and implementation, community developers are finding an increasing number of opportunities for themselves and the practice of their profession.

The community development program has five full-time faculty members with professional expertise in several fields and academic settings. Academic credentials include doctorates in education, anthropology, behavioral sciences, sociology, and political science. Past national and international field experiences of present faculty members include service with the Agency for International Development, the American Friends Service Committee, UNICEF, the World Bank, the Peace Corps, Vista, the National Scholarship Service, and Health Systems Agencies. Faculty are also involved in a variety of on-going community development activities at the local level, which include students as interns and graduate assistants.

Several community service programs are operated out of the community development program. A University Year for Action project provides interns for numerous human service programs in Southern Illinois; Peace Corps training programs help prepare volunteers for work in Africa and the South Pacific. Recent research projects include a folklife inventory documenting the social traditions and heritage of Southern Illinois' diverse populations and a study of rural human services delivery.

Admission Requirements

A baccalaureate degree is necessary for admission. However, application to the program may be made before graduation during a student's senior year.

Admission to the program is not based solely on a student's grade point average. Much weight is given to a student's commitment to action for human betterment, seriousness of purpose, and past experience in working on social and community problems. Current community development students include Peace Corps returnees, ex-Vista volunteers, community workers, and senior agency officials as well as recent college graduates.

Prerequisites

The prerequisites are three upper-division courses in the social sciences with a *B* grade or better, three semester hours of social science statistics at the undergraduate or graduate level, and proficiency in written communication. The social science courses should be in at least two of the following disciplines: political science, sociology, anthropology, social psychology, economics. The prerequisites may be satisfied after admission into the program.

THE SIUC COMMUNITY DEVELOPMENT CURRICULUM

The community development Master of Science degree program at Southern Illinois University at Carbondale offers several career emphases: community planning, community organizing, community relations training, community education, community research, and community program administration.

All students are required to take core courses totalling 30 semester hours plus 14 semester hours in their special emphasis. Students may design their courses of study to focus on particular interests or skills.

Course of Study

The forty-four credit hour program consists of a core curriculum, including a supervised field internship, a minor or area of emphasis, and one of four master's degree options related to the emphasis. Core curriculum courses are on community organization, social change, research methods, and group process. The minor and electives are selected by students from courses related to their career objectives, and may be found within the community development program or other departments in the University. Students with extensive prior community development experience may have their internships waived under certain conditions.

Community Development Core Requirements (30 semester hours)

- CD 401-3 Introduction to Community Development
- CD 500-3 Research Seminar in Community Development
- CD 501-4 Small Group Process in Community Development
- CD 502-3 Community and Change
- CD 503-3 Problems of and Approaches to Community Development
- CD 589-2 Professional Seminar in Community Development
- CD 595-7 Internship

Options to complete master's degree (5 semester hours) are either a thesis, research report, extended minor, or master's project. These five hours may be earned in one of the following ways:

1. CD 599-5 Thesis Research
2. CD 593-5 Individual Research in Community Development (for research report or master's project)
3. Five semester hours in 400- or 500-level courses in addition to the nine hours in the regular minor (for extended minor).

Other Course Requirements (14 semester hours)

- a. Minor (9 semester hours): at least nine hours of 400- and 500-level courses

in one or more disciplines, either in community development program areas of emphasis, or other areas selected by the student and approved by the community development faculty. Lists of recommended courses are maintained by the program.

b. Electives (5 semester hours): additional 400- and 500-level courses in the minor, elective community development courses, or other university departments are selected by the student. Community development electives are:

CD 402-3 Comparative Community Development

CD 403-3 Community Organization

CD 404-3 Role Theory and Analysis in Community Development

CD 405-3 Social Planning

CD 491-1 to 6 Independent Study in Community Development

CD 497-1 to 12 A-E, Seminar in Community Development

Field Internship

The field internship is required for the Master of Science degree and consists of approximately 350 clock hours of supervised field work in a community development project. The professional CD 589 Seminar in Community Development must be taken prior to or concurrently with the field internship.

The objective of the field internship program is to provide a practical field experience in which students are exposed to some of the challenges and rewards of community development work. It is designed to test and develop skills, provide opportunity for personal and professional growth, and increase the ability to understand and analyze practical experience. In most cases, the intern is working with a group of persons sharing a common need or problem. The thrust of the project is to encourage self-help approaches to problem-solving and constructive change. The intern is expected to have a significant responsibility for the project's planning, execution, and outcome. The field internship requirement applies to all M.S. degree candidates. The field internship may be waived in exceptional cases where a student has extensive professional experience in community development work.

Options for Completion of the Requirements for the Master's Degree

Four options are available to complete the requirements for the Master of Science degree in community development: a master's thesis, a research project, an extended minor, or a master's project. The master's option selected by the student and approved by the program must be related to the student's area of emphasis or minor. At the completion of 24 hours of coursework, the student declares and defines a master's option.

Thesis. The thesis must involve substantial new research in community development. Procedures for the thesis option are the selection of a master's committee, the preparation and approval of a research prospectus, execution of the research, and the submission and approval of the thesis. An oral examination by the student's committee covering the thesis topic and the community development discipline completes the requirements for the degree.

The thesis option is initiated by filing a form in duplicate with the program office specifying the composition of the student's thesis committee and thesis topic. Four copies of the thesis are submitted to the program office upon completion: one for the program, one for the thesis committee chairperson, and two for the dean of the Graduate School.

Master's Project. The master's project is a community development project in which the student takes a major part in its conceptualization, design, and implementation. Procedures for the master's project are the selection of a

committee, the submission and approval of a project prospectus, completion of the project, the preparation, submission, and approval of a final report, and the oral examination. Examples of a master's project are the development of consumer cooperative, community health programs, economic development programs, completion of a community development project, and designing and implementing a training seminar or workshop.

Research Report. The research report demonstrates the student's research and professional capabilities. Procedures for the research report option are the selection of a committee, the preparation and approval of a research prospectus, execution of the research, and submission and approval of the research report. An oral examination of the research topic and on the community development discipline complete the requirements for the Master of Science degree.

The research report option is initiated by filing a form in duplicate with the program office, specifying the composition of the student's research committee and research topic. Three copies of the research report are submitted to the program office on completion: one for the program office, one for the committee chairperson, and a third for the dean of the Graduate School.

Several features distinguish the master's project from an internship. For the master's project, the student takes on the major initiative for developing the project, and prepares a formal prospectus describing it prior to inception. The project should have a definite structure with a beginning, middle and end. While the internship stresses learning and growth, the master's project requires the demonstration of independence and professional competence in community development.

The master's project is initiated by filing a form in duplicate with the program office specifying the student's committee and the title of the master's project. Three copies of the final report are submitted to the program office upon completion: one for the program, one for the committee chairperson, and one for the dean of the Graduate School.

Extended Minor (14 or more credit hours). The extended minor consists of five hours of course work outside of community development courses in addition to the nine hours of courses required for the minor. Since the student has five hours which are elective, as many as 19 hours may be accumulated for an extended minor.

In general, the courses selected for the extended minor should have a focus, and the focus and its validity developed under the guidance of the extended minor committee.

Procedures for the extended minor option are the selection of an extended minor committee, the submission of a list of courses for the minor with a justification for their approval, satisfactory completion of course work, and the preparation and approval of a paper. An oral examination of the student covers general knowledge of community development and the extended minor field, and the relationship between the extended minor and community development.

The extended minor option is initiated by filing a form in duplicate with the program office specifying the student's extended minor committee and the minor field. Three copies of a paper must be filed at completion, one for community development, one for the committee chairperson, and one for the dean of the Graduate School. Students may not take courses for an extended minor until their committees have been formed and the option officially filed.

Oral Examination and Master's Degree Option Committee. Two faculty from community development, and a third member of the graduate faculty from

another SIUC program constitute the oral examination and master's degree option committees. The committees are comprised of the same persons, and are selected by the student prior to filing the master's degree option form.

Specialized Areas of Emphasis

The student may select up to 19 hours of coursework for a minor or area of emphasis, as part of the 44 units required for the Master of Science degree. The student's area of emphasis should be relevant to the master's option whether thesis, research report, master's project, or extended minor.

Six areas of emphasis—community research, education, training, planning, organizing, or administration—may be selected from courses and colleges throughout Southern Illinois University at Carbondale and from the community development program. Course lists for each of these emphasis areas, plus consultation, are available from faculty advisers. Students may also design their own areas of emphasis with the consent of their faculty advisers.

Community Organization. Community organizing is one of the fundamental skills of community development. There is a traditional and continuing concern for widespread participation and citizen representation in development programs. The vocation of community development includes employment as organizers for community action groups, cooperatives, tenant unions, neighborhood associations, consumer lobby groups, and minority rights organizations.

Community Education. The role of community development specialists in community education is essentially that of inter-communicator. These specialists require a fundamental understanding of the art and science of teaching, as well as exposure to a variety of education philosophies and practices. The community education specialist coordinates educational activities for groups and individuals with unmet educational needs.

Several minors are available within the broader area of community education such as: rehabilitation education, consumer education, health education, education in the arts and humanities, sex education, special education, and Afro-American or Black studies education.

Social Planning. The purpose of the planning concentration is to provide the techniques and knowledge to students who wish to work as planners or citizen participation specialists for city and regional planning departments, state agencies, and private international development organizations.

The relation of planning to community development is that of providing specialists who can systematically study problem areas and potential resources, propose programmatic solutions, and appraise the likely consequences of planned and unplanned change. Community planning places emphasis on involving citizens in the planning process in order to more fully reflect the diverse needs and values found in many towns and cities.

Community Relations Training. The community relations training concentration is designed to provide skills and knowledge to students who wish to practice various types of human relations training such as T-groups, leadership training groups, sensitivity groups, organizational development groups, consciousness-raising groups, and the like.

The relation of training to community development is to provide specialists skilled in encouraging cooperative, creative human communication in small group settings and to provide trainees for the development of community leadership.

From a vocational standpoint, this type of training may be practiced as a human relations trainer (for which certification is provided by National Training Laboratories), a group welfare worker, a counselor, or an organization training officer. Such training is not intended to include the offering of therapy as practiced by clinical counselors, psychologists, or psychiatrists.

Community Development Administration. The administration emphasis is intended for those interested in public administration and management at any level—federal, state, or city—as well as for those who wish to be involved in the development and management of community owned business enterprises, community development corporations, cooperatives, etc.

Courses are available which provide skills needed for program planning, development, and evaluation within public and private organizations.

Community Development Research. The research emphasis provides students with basic proficiency in applied methods of research in order to describe community populations, assess community needs and problems, and evaluate programs designed to solve community problems. Typical employment opportunities related to this specialization include grant proposal writing, demographic data collection and analysis for planning agencies, and action and evaluation research duties in program development with public and private organizations.

THE COMMUNITY DEVELOPMENT DISCIPLINE

The emergence of community development, as a practice and a discipline, is a post-World War II phenomenon which has its origins in the relief, rehabilitation, and reconstruction efforts of governmental and private agencies in Europe, Africa, and Asia. In this country, early beginnings of the discipline were reflected in agricultural and cooperative extension work, adult education, rural sociology, and social work with a largely rural focus. In the 1970's the U.S. Foreign Service programs (such as USAID and the Peace Corps) had strong community developmental emphasis. National programs like the War on Poverty (OEO) and the Great Society (Housing and Urban Development) began to focus on urban areas, while local, county, state, and national governments developed community development departments as problem-solving, need-assessment, and evaluation units. The recently independent nations of Africa and Asia have used community development as the primary method of nation-building in the post-colonial period, with both urban and rural emphasis. Today community development is a discipline and a practice that applies the theory and methods of social science to the solution of human problems at the community level.

Community Development Services at SIUC

The Community Development Services at Southern Illinois University was established in 1953 as a component of area services. SIUC was then becoming a comprehensive university with a broad mission of teaching, research, and service, especially to the surrounding area. The earliest efforts of the Community Development Services staff were devoted to mobilizing the energies and resources of the citizens of the rural Southern Illinois areas.

During the first ten years, Community Development Services was involved in every sizeable community in Southern Illinois and included comprehensive study and action programs in communities from East St. Louis to Cairo. Service continued to be its major activity until 1974, but as new region-wide planning and service agencies emerged in the early 1960's, the need for trained

community development professionals became increasingly apparent. Consequently, a Community Development Institute was authorized in 1962 to offer a Master of Science degree program in community development. The program was fully operational by the fall of 1966, with a contingent of 10 new students.

A research unit was added to the institute and service operation in 1965. The program was redesignated as an academic unit within the College of Human Resources in 1973. Community development is now a program unit in the Division of Social and Community Services of the college.

Approximately 200 students have graduated from the master's degree program in community development, the oldest in the U.S. It is professionally staffed by six full-time faculty members and several graduate assistants. The staff maintain close working relationships with a variety of communities and planning, service, and development agencies, in which most students complete their field internships. Areas of emphasis within the program are community development administration, community education, international community organization, social planning, community research, and community relations training and development.

Financial Assistance

A limited number of graduate assistantships is awarded each semester on the basis of performance in the program and need. Fellowships for outstanding graduate students are awarded each year by the SIUC Graduate School. Student work and other financial aid opportunities are coordinated through the Office of Student Work and Financial Assistance.

Part-time Students

It is possible to enter the community development program while in full-time employment. Core courses are offered in the evening on a regular basis. Students seeking advisement on part-time study should contact the department.

Comprehensive Planning and Design

The Division of Comprehensive Planning and Design attempts to provide a generalized rather than a specialized design education. Through the core the student is led to treat human environmental transactions in terms of whole systems rather than isolated aspects or component parts. Emphasis is placed on solutions to human problems which may be encompassed through design procedures. The graduate program of the division provides a broad integrative approach but assumes that, at this level, the student should concentrate study in a more closely defined area within which in-depth work may take place. Thus, the curriculum is set up to provide a broad base, through the core, and specialization within one of the three concentrations: clothing and textiles, design, and interior design.

Admission

Admission to the environmental design program requires, in addition to admission by the Graduate School, three letters of reference from persons in positions to assess the applicant's potential and suitability for graduate study and a letter from the applicants explaining/describing their backgrounds, reasons for selecting this program, major personal and professional goals and how this degree will serve them, and examples of work done (if appropriate). These materials from an applicant are considered by the division graduate faculty as a basis for admission to the environmental design program.

The student will be asked to submit scores from the Graduate Record Examination. Admission to a concentration within the program may require additional coursework and submission of previous work.

Degree Requirements

A Master of Science degree in environmental design will require at least 36 credit hours made up as follows.

9 hours of core courses (ENDES 500, 504, and 508).

9 hours of supporting courses (selected from ENDES 510, 531, 532, 541, 551; BA 450 and/or 551; and GUID 502).

12 hours of concentration/elective (any 400 or 500 level courses).

6 hours of thesis or project.

The core courses, required of all students in the program, provide emphases on subject matter general to all aspects of design. The support courses provide for an increasing degree of specialization, which can be pursued in greater depth via the concentration/elective courses.

Admitted students will be expected to present a tentative program of study, worked out with help and approval of their graduate adviser, by the start of their second semester of study. Although tentative, this program may be changed only with the approval of the graduate adviser.

Students may choose to do either a thesis or a project depending on their interests and goals. As for cases involving theses, the Graduate School requires submission of final reports of projects to show evidence as to what has been done.

All students are required to pass a final oral examination by their committees. This examination will be mainly oriented toward testing students' knowledge acquired as result of thesis or project work but may also be directed more broadly at courses taken and related knowledge.

Computer Science

The Department of Computer Science offers a graduate program leading to the Master of Science degree in computer science. Application forms for admission to the program may be obtained from the department. Application forms for admission to the Graduate School may be obtained from the Graduate School or the department.

Decisions concerning the admission of students to and retention of students in the graduate program will be made by the department faculty subject to the requirements of the Graduate School. The evaluation of applicants for admission will be based on information from the application form, transcripts, grade point average, letters of recommendation, computer science courses and experience, and background in related areas. Applicants must at a minimum have a knowledge of one programming language. In addition, undergraduate courses in assembly language programming, data structures, computer organization, discrete structures, calculus, and linear algebra will have to be taken on a deficiency basis if they have not been completed prior to beginning the graduate program.

Requirements

The requirements for the M.S. degree include a minimum of 30 hours of graduate credit of which at least fifteen must be at the 500 level. However, the actual number of hours which the student must take is dictated by the degree of preparation the student has at admission. The extent of this preparation is generally defined by the number of core courses (or equivalents) which the

student has taken prior to admission and hence need not repeat as a graduate student in the program.

Core Requirements.

1. Each of the CS courses: 401, 411, 414, 430, 435, 445, 451, and 455
2. Mathematics 480 or 483
3. CS 449 or 464a

Area of Emphasis Requirements. The department supports several areas of emphasis, including hardware systems, software systems, information systems, computer applications, and computer science theory. An M.S. student must select an area of emphasis. A program study plan, which will consist of four specific 500 level courses that support the selected area, will be developed with the departmental graduate adviser.

Other Requirements.

1. The student will be required to write a thesis or research paper carrying credit under CS 592 or CS 599. The option chosen requires departmental approval.
2. After the completion of all work, the student will be given a final oral exam over the thesis or research paper and other course work.

Curriculum, Instruction, and Media

The Department of Curriculum, Instruction, and Media offers graduate programs leading to the Master of Science in Education degree in the following areas: early childhood education, educational media, elementary education, and secondary education. The department also provides courses leading to the Specialist degree and the Doctor of Philosophy degree in education.

Requirements for admission to graduate programs are described in the General Information brochure of the Graduate School.

Master's Degree

The master's degree program in each of the four above concentrations requires a minimum of 32 semester hours for completion. Each candidate's program is planned through a faculty adviser and, if a specialty is involved, also in cooperation with the department of the candidate's teaching field.

The student completes a program by satisfactorily finishing all course requirements and passing either the oral examination over the thesis or the master's degree comprehensive examination. The comprehensive examination is scheduled to be administered on Saturday of the seventh week of each semester during the regular academic year and on Thursday of the third week of the summer session.

No more than 11 semester hours of credit earned at another college or university may be accepted toward requirements for this degree. The students' academic programs are planned in consultation with their advisers on the basis of interests, experiences, and areas of specialization. Unclassified graduate students should see the master's degree coordinator for information and advice.

EARLY CHILDHOOD EDUCATION

The master's degree program in early childhood education focuses on preschool through grade 3. Students in the program must complete at least 16 hours of

course work at the 500-level and meet core requirements, research requirements, and supportive field requirements. Core requirements (15 hours) include Guidance 422 and 562A and CIM 419, 513, and 518. Research requirements (3-9 hours) include: (1) CIM 500 and a research paper or, (2) CIM 599 (Thesis). Supportive field requirements of 5 hours must be course work which undergirds early childhood education and must be agreed upon by the student and the assigned adviser.

For the research requirement, a student may elect either (1) to write a research paper dealing with some aspect of early childhood education under the guidance of a faculty adviser and to take the early childhood education master's degree comprehensive examination, or (2) to write a master's thesis under the guidance of a three-person committee which includes the student's adviser and take an oral examination over the thesis given by the thesis committee.

Students desiring preschool certification must be admitted to the Teacher Education Program and follow the preschool entitlement process established for Southern Illinois University, without receiving graduate credit. Those desiring K-9 certification must also be admitted to the Teacher Education Program and complete the appropriate Teacher Education Program requirements, without graduate credit.

EDUCATIONAL MEDIA

The educational media program prepares professionals who will provide comprehensive, effective, and progressive media services to a variety of institutions and agencies in the public and private sector. The term "media" in this program refers to and includes print and nonprint materials together with the associated technology and equipment identified with those disciplines concerned with the improvement of the teaching-learning process. The term "services" in this program refers to and includes the set of clearly identifiable and measurable efforts which bring together learners, staff, and media and which are organized and planned to sustain and improve the quality of learning and instruction in all sectors. Graduates of the program have been employed in elementary and secondary schools, community colleges, colleges and universities, and in business and industry, military service, religious education, and the health services.

The master's degree program in educational media requires a minimum of 32 semester hours for completion. Students may elect to write either a thesis, a research paper, or a research paper/project for the degree. A final oral examination is required of students prior to approval for graduation.

Credits taken as qualifying work for admission to the Graduate School may not be counted toward the degree program in educational media. A minimum of 16 hours counted toward the degree must be taken in the educational media program at SIUC, and at least 16 hours must be earned at SIUC after admission to the educational media program. Work taken during the semester of admission may be included in this total upon approval of the educational media program faculty.

For this course of study, at least 15 hours of credit must be completed in courses at the 500 level or above. CIM 500-3 Research Methods in Education is required of all students in the Department of Curriculum, Instruction, and Media. Several concentrations within the educational media program are available to students. Upon admission, each student will elect a specific concentration and will then be assigned an adviser in that area of concentration. Among the concentrations offered are: school library media specialist, resource teacher, production of educational media, computer based education,

and instructional development. For more information on each concentration, students should write to the master's program coordinator in educational media.

The school library media specialist concentration offers courses which meet the requirements for entitlement to the Standard Special Certificate in all areas of media issued by the Illinois State Board of Education. To meet these certification requirements, the student must take one course in each of the following areas: administration (CIM 442 or 542); organization (CIM 438 or 538); reference (CIM 439 or 539); selection (CIM 440); materials for the elementary level (CIM 435); materials for the secondary level (CIM 445); production (CIM 450, 451, 453, 455, or 548); and communication (CIM 458, 481, 483, 540, 543, 553, 554, 555, or 560). In Illinois, media specialists in the public schools are required to hold a teaching certificate.

Courses in the administration, organization, utilization, and production of educational media are designed to train media specialists who can administer all education materials. Courses often include laboratory work, field trips, and practical experiences.

ELEMENTARY EDUCATION

Students enrolling in the elementary education master's degree program must complete at least 15 hours of course work at the 500 level and meet core requirements, research requirements, and specialization requirements. Core requirements (5-6 hours) include CIM 531 and one of the following: Guidance 422, 502, 506, 562A, or CIM 511. Research requirements (3-9 hours) are (1) CIM 500 and a research paper, or (2) CIM 599 (Thesis).

For this degree a student may follow a general elementary education program or a program with a specialization in one of the following areas: language arts, mathematics, reading, science, social studies, supervision, curriculum, or instruction. A student selecting a specific program and specialization is required to have the program approved by an adviser from that area. A student who selects the area of supervision and successfully completes the M.S. degree will qualify for the General Supervisory Certificate offered through the Illinois Office of Education.

For the research requirement a student may elect (1) to write a research paper under the guidance of a faculty adviser and to take the departmental master's degree comprehensive examination, or (2) to write a master's thesis under the guidance of a three-person committee which includes the student's adviser and to take an oral examination over the thesis given by the thesis committee.

Students desiring certification for K-9 must be admitted to the Teacher Education Program and must complete, without graduate credit, the appropriate Teacher Education Program requirements.

SECONDARY EDUCATION

Students who enroll in the secondary education master's degree program must successfully complete a minimum of 13 to 19 semester hours of graduate level work in education courses in those programs which involve a teaching area emphasis, plus 13 to 19 hours of graduate work in their teaching specialty. Special programs planned for those students whose previous experience or preparation or professional goals warrant special consideration must involve at least 32 hours of graduate work.

Core requirements (9 hours) are: CIM 465, 571, and 580. The research requirement consists of successfully completing CIM 500 or its equivalent

during the first 15 semester hours of the program and either completing CIM 593 for 2 semester hours or writing a thesis. If students elect CIM 593, they and the professors in charge of the research agree upon the research problems and determine the conditions for completing the study. If they elect to meet the research requirement by preparing the theses, they will each be assigned a committee of three professors who will plan with them for the writing of the theses. The committee will also serve as the examination committee before whom the thesis is defended. Thesis credit up to 4 hours may be granted.

The secondary education comprehensive examination is taken by those students who do not write theses. It is a two-part examination which covers (1) the area of secondary education, and (2) the students' teaching specialty or special area of concentration. The student may elect to take the examination after completion of 21 semester hours of course work.

Specialist Degree (Elementary Education or Secondary Education)

The Department of Curriculum, Instruction, and Media offers two Specialist degrees, one in elementary education and one in secondary education. These degree programs are designed for teachers and other personnel who seek to improve performances in specialized areas.

Admission. Applicants for admission to the Specialist program must meet minimum Graduate School standards for admission to and retention in the Specialist degree program. No more than 6 semester hours earned at another college or university may be accepted toward requirements for the Specialist degree. At the time of acceptance into the program, an advisory committee of three professors will be appointed to design the program cooperatively with the student, supervise the field of study, and administer a comprehensive oral examination. At least one member of this committee, the student's adviser will be from the student's area of specialization.

Program of Studies. A minimum of 30 semester hours' credit beyond a master's degree, including field work, is required for completion of the program. At least 15 semester hours must be at the 500 level. Each program requires curriculum and seminar courses from the appropriate discipline (5 or 6 semester hours), a field study (2 to 6 semester hours), and specialization hours and electives as determined by the student and the advisory committee. Prior to graduation a written report of the field study must be submitted to the committee for approval and transmitted to the Graduate School.

Design

(See Comprehensive Planning and Design.)

Early Childhood Education

(See Curriculum, Instruction, and Media for program description.)

Economics

Graduate courses in economics may be taken as a major or minor leading to the Master of Arts, Master of Science, or Doctor of Philosophy degrees in

economics. In addition to Graduate School admission standards, the Department of Economics requires completion of the verbal, quantitative, and advanced economics portions of the Graduate Record Examination except where it may create a hardship for international students.

Master's Degree

Either the M.A. or M.S. degree requires successful completion of 30 semester hours of graduate work. Of this total, at least 15 hours must be at the 500 level and at least 21 hours must be in economics courses. There are required courses in statistics and macro- and micro-economic theory and economic theory or history of economic thought. In addition to these stipulations, the master's degree can be attained in one of three ways. A thesis may be written, for which the student may receive a maximum of 6 hours credit toward the total of 30 hours.

A second option is to include, as part of the 30 hours, Economics 510, Research in Economics. A third option is to take and pass the qualifying exam for the Ph.D. degree. Each of the latter two options also requires the submission of a research paper. Candidates for the M.A. degree must also demonstrate proficiency in one of the foreign languages acceptable for the Ph.D. degree at the level prescribed for that degree. Students who intend to enter the doctoral program must take the remaining courses of preparation for the qualifying exam. These consist of Economics 540a,b,c, and Economics 541a,b.

Students who choose the first or second options must pass a comprehensive examination which may be written or oral or both. For those who choose the third option, the Ph.D. qualifying examination serves as the comprehensive examination.

Doctor of Philosophy Degree

The Ph.D. degree prepares the student for teaching and research positions in the academic world, for positions as economist in private industry, for positions with private research or consulting organizations, or for government positions requiring advanced economic training.

The degree is awarded for high accomplishment as evidenced by these steps:

1. Demonstrating proficiency in econometrics as a research tool through successful completion (minimum grade of *B*) of Econ 467 and Econ 565, or Econ 565 and 567a.
2. Demonstrating proficiency in a second research tool chosen, with prior consent of the director of graduate studies, from one of the following:
 - a. A foreign language: proficiency as demonstrated by successful completion of the Education Testing Service Examination or by passing the appropriate foreign language 488a and b with a grade of *A* or *B* in each course.
 - b. Mathematics: completion of the second year calculus sequence, plus one additional course at the 400 level or one 300 level course selected from Mathematics 301, 305, 352. Each course must be passed with a grade of *B* or better.
 - c. Any two courses at the 400 or 500 level in an area other than mathematics that is closely related to economics and each passed with a grade of *B* or better.
 - d. Computer programming: the student should consult the director of graduate studies for the method of demonstrating proficiency.
 - e. Any two 500 level courses not required for the qualifying examinations nor required for the student's fields, and excluding Economics 501, 502, 507, 510, 525, and 590.

3. Passing a written qualifying examination in economic theory.
4. Passing examinations in two specialized areas of economics, with the prior consent of the director of graduate studies. Course work for an additional untested field must be passed with a grade of *B* or better.

Students are recommended for candidacy for the degree after they pass the field examinations and have an approved dissertation topic.

5. Completion of a dissertation based on original research and successful defense of the dissertation before a faculty committee.

More detailed descriptions of the graduate programs, as well as information on teaching and research assistantships and fellowships may be obtained from the director of graduate studies, Department of Economics.

Education

One may pursue a program of study leading to the Doctor of Philosophy degree in education through any of thirteen approved concentrations: cultural foundations, educational administration, educational psychology, elementary education, guidance and counseling, health education, higher education, educational media, measurement and statistics, occupational education, physical education, secondary education, and special education.

Students must satisfy the requirements of the Graduate School in addition to the College of Education requirements for the Doctor of Philosophy degree in education. General policies pertaining to the Doctor of Philosophy degree in education are enumerated in this section; policies specific to each concentration are stated under each departmental heading. Educational psychology, guidance and counseling, and measurement and statistics are offered through the Department of Guidance and Educational Psychology. Cultural foundations and educational administration are offered through the Department of Educational Leadership. Elementary education, educational media, and secondary education are offered through the Department of Curriculum, Instruction, and Media. Occupational education is offered through the Department of Vocational Education Studies.

For program descriptions of Master of Science in Education degrees and Specialist degrees, the student should consult the appropriate department in this chapter.

Application

Applicants must submit the standard application materials to the Graduate School. Any data required in addition to the standard Graduate School application materials are described under the appropriate departmental headings below.

Admission and Retention

The application materials of those who meet Graduate School requirements for admission to the Ph.D. program are forwarded to the College of Education. The department concerned reviews all documents relative to the student and makes recommendation to the Graduate Affairs Committee of the College of Education; this committee makes the final admission recommendation to the Graduate School. Retention standards beyond minimum Graduate School standards are established by each concentration.

Advisement

For each student a doctoral committee consisting of a minimum of five

members is constituted and approved according to procedures described in the *Ph.D. Policies and Procedures Manual of the College of Education*. The doctoral committee also serves as the student's dissertation committee.

The program, planned to include all graduate study beyond the master's degree, should be approved at a meeting of the student's committee. The program is then forwarded to the associate dean for graduate studies and research in the College of Education for final approval and filing.

Program Requirements

Each doctoral student in education must successfully complete a prescribed core of eight semester hours in social and philosophical foundations of education (Educ 590) and in psychological foundations of education (Educ 591). For each concentration there are also basic courses, listed below under the departmental headings, which are required beyond this core.

Research Competencies. The Ph.D. degree in education is a research-oriented degree. As such, it consists of a program of studies and other appropriate experiences designed to facilitate the acquisition of knowledges, attitudes, and skills necessary to conduct systematic intellectual inquiry. This overall aim is accomplished via two major program components: (a) general research competencies, including an understanding of the fundamental nature of approaches to problem solution and an appreciation for the role of research in professional education, are developed through completion of a minimum of 40 semester hours of course work in any of 13 approved concentrations, and (b) specific technical and methodological competencies are developed through completion of individually prescribed research tools. Such tools are selected on the basis of their appropriateness for the area of concentration in which the student is working and their relevance to the student's research interests. Research tools are applied in the process of completing requirements for the doctoral dissertation. A list of approved research tools for the Ph.D. degree in education is available in the *Ph.D. Policies and Procedures manual of the College of Education*.

Preliminary Examination. All students in the Ph.D. program in education must take the preliminary examination over areas determined by the concentration. The examination is offered three times a year: Wednesday, Thursday, and Friday of the fifth week of each term.

A student may petition the doctoral committee for permission to take the preliminary examination after successful completion of the research requirement, successful completion of all or most of the course work, and successful completion of the doctoral seminar sequence in education. A student who fails the examination on the initial attempt may take the examination two additional times. If at that time the student has not passed the examination, the student is dropped from the program.

Dissertation. The doctoral committee consists of a chairperson who is authorized to direct doctoral dissertations and at least four others who are authorized to serve on doctoral committees. The committee is appointed by the dean of the Graduate School upon the recommendation of the associate dean for graduate studies and research of the College of Education. At least one member of the committee must be from a department other than that of the student and at least one member from a unit outside the College of Education.

Satisfactory completion of the dissertation requirement includes the passing of an oral examination covering the dissertation and related areas.

DEPARTMENT OF CURRICULUM, INSTRUCTION, AND MEDIA

The Department of Curriculum, Instruction, and Media offers the Doctor of Philosophy degree in education with concentrations in educational media, elementary education, and secondary education.

Admission. In addition to the application sent to the Graduate School, the applicant must also complete the departmental application form and select one of the concentrations within the department. A selection and review committee of that concentration will screen the applicant on the basis of prior graduate work, grade point average, standardized test scores (Miller Analogies Test or Graduate Record Examination required), work experience, and letters of recommendation. The committee recommends admission of the student only if the concentration is willing to sponsor the applicant and a faculty member who is permitted to direct doctoral dissertations agrees to serve as chairperson of the student's doctoral committee.

A student accepted by one concentration who wishes to change to another must resubmit his papers to the new concentration for consideration. A committee may possibly recommend for admission a student who shows some deficiency from department standards if, in its opinion, the student shows unusual professional promise.

Retention. Any prospective doctoral candidate with a grade point average of less than 3.25 after 20 semester hours of doctoral work will not be allowed to continue in the program or be readmitted at a later date. Students must have a grade point average of 3.50 for all doctoral work to qualify to take the preliminary examination. Inquiries regarding admission to any of the three concentrations should be directed to the chairperson of the Department of Curriculum, Instruction, and Media.

Research Requirements. A minimum of one research requirement is selected by the doctoral committee from the following: (1) a reading knowledge of one or more foreign languages, none of which is native to the doctoral student; (2) a demonstration of competency in educational statistics or successful completion of Guid 506 and 507; (3) a demonstration of competency in computer programming; or (4) another research competency at the discretion of the doctoral committee.

Preliminary Examination. The preparation and direction of the preliminary examination are the responsibility of the concentration and the student's doctoral committee. Twelve hours of testing are required. A portion of the examination is prepared by the faculty representing the concentration and a portion is prepared by the doctoral committee. Additional oral and written examinations may be required by the student's doctoral committee or by the concentration evaluation panel.

Oral Examination. The Department of Curriculum, Instruction, and Media requires an oral examination, conducted by the doctoral committee. The examination covers the dissertation and also includes questions designed to ascertain the student's general competency in the concentration and specialty area.

Oral examinations are open to all interested observers. Notice of the time and place of the examination and the abstract of the dissertation are circulated throughout the department and the university. Two copies of the abstract should be given to the associate dean for graduate studies and research in the College of Education.

ELEMENTARY EDUCATION

The doctoral concentration in elementary education offers a program that develops competencies for college and university teaching and research in various specializations. Requirements are balanced and flexible and utilize work in appropriate disciplines outside the College of Education.

Program Requirements. A minimum of 64 hours beyond the master's degree is required. A typical program consists of: (1) the doctoral core requirement in education (8 hours), (2) successful completion of CIM 532 (3 hours) before taking the preliminary examination, (3) completion of a minimum of 13 hours of work in the field of specialization within the concentration of elementary education, (4) at least 8 hours of cognate work which may be outside the College of Education, and (5) at least 24 hours of dissertation. The balance of the program will be in electives that have been selected to support the goals of the program.

EDUCATIONAL MEDIA

The doctoral concentration in educational media is designed for those individuals who wish to become directors of educational media programs in large school systems, community colleges, colleges or universities, or industries in which the scope of the program will require, under the director, separate specialists in the audiovisual and library fields.

Program Requirements. The typical program consists of 64 semester hours above the master's degree arranged as follows: (1) doctoral seminars in education: 8 hours; (2) field of specialization: 32 hours; (3) dissertation: a minimum of 24 hours; work may be required in a cognate field or fields as a part of the 32 hour requirement.

SECONDARY EDUCATION

The doctoral concentration in secondary education offers a varied program to prepare the many specialties for public school teaching. The concentration also offers programs to develop competencies in college and university teaching and research in education.

Program Requirements. The typical program of studies consists of 64 hours above the master's degree arranged as follows: (1) doctoral seminars in education: 8 hours; (2) the departmental core in curriculum theory and instructional practices: 19 hours to include CIM 582, CIM 583, CIM 584, and CIM 586; (3) field of specialization and cognate study: 13 hours as approved by the doctoral committee; and (4) dissertation: 24 hours.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Department of Educational Leadership participates in the doctoral program in education with approved concentrations in both educational administration and cultural foundations.

Inquiries regarding application to either program should be directed to the chairperson of the Department of Educational Leadership.

EDUCATIONAL ADMINISTRATION

Admission and Retention. The following are criteria for admission to and retention in the program: (1) A graduate background, at the level of a master's degree major in educational administration, or its equivalent; (2) appropriate experience in an educational setting; (3) objective measures rated on a point

scale developed by the department; i.e., graduate grade point and the Miller Analogies or the GRE scores; (4) subjective measures: recommendations from three or more persons knowledgeable of the candidate's ability to do advanced graduate work; and data gained through personal interview, if possible. An example of the writing ability of the applicant may also be required.

A minimum grade point average of 3.25 on a 4.0 scale is required for retention in the program. A student whose grade point average falls below 3.25 may take an additional nine semester hours of work if such work will correct the deficiency. If after nine hours, the student's GPA remains below 3.25, the student shall be dropped from the program.

Program Requirements. The doctoral program in educational administration normally includes a minimum of 64 semester hours of work beyond the master's degree as follows. The student is required to complete: (a) two doctoral seminars totaling eight semester hours common to all doctoral students in education; (b) a concentration of 16-22 semester hours including a required six-hour, two-course seminar in educational administration (EDL 551 and 553); and, (c) a dissertation of 24-32 semester hours.

Research Tool Requirements. A minimum of one research competency is required of each student. Specific research competencies and procedures for evaluation are determined by the doctoral committee of each student congruent with the individual's professional preparation and goal expectations. Possible research tools might include: a statistics sequence, computer programming, foreign language(s), or other related and research oriented subjects and procedures.

Preliminary Examination. The student prepares for the examination through course work and independent study as advised by the doctoral committee. The examination covers the student's special area of concentration and research. The student's doctoral committee chairperson initially solicits and compiles test questions in these areas, then meets with the department chairperson to determine the completeness of the examination. If certain areas are judged to be inadequately covered, additional questions in those areas are solicited from appropriate staff members. Individuals submitting questions are responsible for evaluating the student's responses to such questions, although the entire examination is available to the total examining committee. After the evaluations, the entire examining committee meets to determine whether the student has passed part or all of the examination. If certain specialty responses are judged to be inadequate, the examining committee may require the student to re-write in the deficient area or to submit to an oral examination in the specialty.

CULTURAL FOUNDATIONS

Admission and Retention. The admissions criteria include grade point averages, Miller Analogies Test or GRE scores, letters of recommendation, and work experience. Students shall ordinarily have completed at least two years of successful teaching experience in the public schools, or its equivalent as determined by the foundations committee. If this requirement has not been fulfilled, the committee may make arrangements for a special internship program.

A GPA of at least 3.25 on the first 20 semester hours of course work is required for retention. This average must be maintained to program completion.

Program Requirements. The student is required to complete a program of at least 70 semester hours beyond the baccalaureate degree, not including 24 hours used in dissertation research. The program must meet the following minimal pattern: (1) 14 hours of professional education courses, including Education 590 and 591; (2) 24 hours in a specialization; philosophy of education, history of education, comparative and international education, or educational sociology; (3) nine hours each in two minor areas selected from: philosophy of education, history of education, comparative and international education, and educational sociology; and (4) 14 hours of elective courses as determined by the sponsoring committee with the cooperation of the student.

Research Requirements. Each student must demonstrate research competence in one or two areas determined by the student and the committee. This might consist of the course sequence in statistics, foreign languages, historiography, etc.

Preliminary Examination. After the student has completed the doctoral seminar sequence, the research competencies, and made up any deficiencies indicated by the student's doctoral committee, the preliminary examination may be taken during the final term of course work or upon successful completion of 36 semester hours beyond the master's degree.

Materials to assist the student studying for the preliminary examinations may be secured from the faculty members asking the questions for the examination. These materials might include a bibliography or some suggestion of those areas the faculty member would hold to be essential to an understanding of that area of the cultural foundations of education.

The examination consists of six hours of written examination administered over two days, and two hours of oral examination. The written examination consists of two three-hour parts. Part one is from the student's principal specialization within cultural foundations of education and part two consists equally of questions from the student's two minor areas. The foundations committee determines who shall write the questions. Faculty members designing questions shall evaluate the responses and state the reasons for their acceptability or unacceptability. The oral examination committee consists of the faculty members writing questions and may also include members of the student's doctoral committee.

The oral examination is administered by the examination committee within two weeks after the written examination; the exact time is determined by the doctoral chairperson with the consent of the oral examination committee. The oral examination has the following purposes: (1) to provide the members of the committee the opportunity to seek further evidence of the student's competence in three areas of foundations and in any other area deemed important by the members of the examination committee; (2) to clarify issues or responses raised by the written examination.

A student receiving an evaluation of unacceptable on any one part of the written examination may confer with the committee chairperson and the evaluator of the question to determine further action, which might include a re-examination of the area judged unacceptable or the design of a special program to correct the student's deficiencies. Failure of the committee chairperson and the evaluators to agree will be resolved by the foundations committee.

Failure to pass two or more parts of the written examination or the oral examination constitutes an overall rating of unacceptable. The foundations committee then decides what action shall be taken in regard to the student.

DEPARTMENT OF GUIDANCE AND EDUCATIONAL PSYCHOLOGY

The Department of Guidance and Educational Psychology offers at the doctoral level approved concentrations in educational psychology, guidance and counseling, and measurement and statistics.

Application. Inquiries regarding admission to any of the three concentrations should be directed to the chairperson of the Department of Guidance and Educational Psychology.

Admission and Retention. The applicant must complete the department form and select one of the three concentrations within the department. A selection and review committee of that concentration will screen the applicant on the basis of prior graduate work, grade point average, standardized test scores (usually the Miller Analogies Test or the Graduate Record Examination), and letters of recommendation. A student accepted by one concentration who wishes to change to another must re-submit these papers to the new concentration for consideration.

A student will not be permitted to take the preliminary examination unless a 3.25 grade point average is maintained in courses taken as a part of the doctoral program. Any student who has a grade point average below a 3.25 after 20 semester hours of doctoral level work, and before passing the preliminary examination, will not be allowed to continue in the program, nor will the student be considered for readmission at some later date. All students will be required to participate without credit in teaching or research experiences as a part of their program.

Program Requirements. In addition each doctoral student in the department must demonstrate competence in each of three core areas by successfully completing specified courses: (a) measurement and statistics (Guid 506, 530 or 531); (b) educational psychology (Guid 511); and (c) personality theory and human dynamics (Guid 570).

Students may request proficiency credit for the competencies from the department chairperson. The awarding of such credit will be determined by : (a) examination; (b) consideration of previous courses taken; (c) interview; (d) some other appropriate method; or (e) any combination of the above. The final decision is at the discretion of the department chairperson.

Research Requirements. Research competencies are attested by course work in the three core areas, as described above, under program requirements. Additional research competencies may be required by the student's doctoral committee.

Preliminary Examination. In addition to the core and doctoral seminar in education requirements, students must demonstrate competency in their chosen concentrations. Expectations and specific requirements of the preliminary examination are developed by the students and their doctoral committees. Students must file a petition with the department chairperson at least two weeks prior to the date the examination is to be taken requesting permission to write the preliminary examination.

EDUCATIONAL PSYCHOLOGY

Students in the concentration of educational psychology will be expected to demonstrate competencies in the following areas:

<i>Competency</i>	<i>Suggested Activity</i>
Statistics/Measurement	Guid 507/531
Research Methodology	Guid 567—when the topic is research design
Learning and Instruction	Selected Courses
Development and Human Dynamics.	Selected Courses
Specialization Area	Self-Study/Selected Courses
	Practicum Experiences/Dissertation (24 hours)

The doctoral committee, in consultation with the student, will determine the means for demonstrating competence and the criteria for successful mastery.

Preliminary Examination. The preliminary examination will be prepared by the doctoral committee of the student. The examination will be composed of questions regarding findings, theory, research methodology, and application in the following areas: learning and instruction, development and human dynamics, comprehensive examination in the student's specialization. The nature of the examination (e.g., timed paper and pencil test, qualifying paper, project, oral examination, experimental or theoretical paper) is to be determined by the student and the committee with the stipulation that some product must be generated, evaluated, and placed in the student's permanent records.

Upon successful completion of the preceding, the student's doctoral committee will make a recommendation regarding admission to candidacy. The recommendation must be filed with the associate dean for graduate studies and research within two weeks following the written examination.

GUIDANCE AND COUNSELING

Student programs of studies in guidance and counseling are individually designed. Consequently, the requirements include:

1. Completion of the core requirements (Guidance 506, 511, 530 or 531, and 570).
2. The required dissertation credits, of which 24 hours will be the maximum. However, to encourage a broad academic base in the specialty, students typically complete the following courses:
 - a. Those courses required in the guidance and counseling master's program or their equivalent if they have not already been completed;
 - b. Eight to twelve hours of electives outside of the department but related to the specialty;
 - c. At least 6 hours in Guidance 568, topical seminar in guidance and counseling;
 - d. Three hours in Guidance 551, the supervision of practicum.
 - e. Six hours in Guidance 594, internship (advanced practicum) in guidance and counseling.

Preliminary Examination. The guidance and counseling concentration faculty will prepare and evaluate a written core comprehensive examination not to exceed twelve hours in length. Upon successfully completing the core examination, the student's doctoral committee shall determine an appropriate evaluation technique to assess the student's guidance and counseling specialty.

MEASUREMENT AND STATISTICS

All programs in measurement and statistics must include: 1. a minimum of 12 hours in Guid. 580; 2. a minimum of 3 hours of electives outside of the department but related to the specialty; 3. a maximum of 24 hours of dissertation credit.

Preliminary Examination. The preliminary examination will consist of three parts: a core examination in measurement (4 hours), a core examination in statistics (4 hours), and a specialty examination. The first two examinations are prepared and evaluated by the full-time statistics and measurement faculty. The specialty examination is prepared and evaluated by the student's doctoral committee. An oral examination over the preliminary examination is conducted within three weeks of the written examination by the doctoral committee.

DEPARTMENT OF HEALTH EDUCATION

The Department of Health Education participates in the doctoral program in education with a concentration in health education.

Inquiries regarding application should be directed to the chairperson of the Department of Health Education.

Admission Requirements.

1. Applicants for the Ph.D. with a specialization in school health or safety education should have met requirements for a teaching certificate. Exceptions to this rule may appeal to the academic affairs committee of the department.
2. Applicants for the Ph.D. with a specialization in community health education are expected to have community health work experience. Exceptions to this rule may be appealed to the academic affairs committee of the department.
3. Applicants for the Ph.D. degree must have a minimal over-all grade point average for all preceding graduate work of 3.25 (based on 4.0 as an A).
4. Acceptance into the doctoral program will be based upon undergraduate grade point average, graduate grade point average, past experience, score on Miller Analogies Test, and letters of recommendation.

Retention. Students must have a grade point average of 3.50 for all doctoral program work to qualify to take the preliminary examination.

Any prospective doctoral candidate with a grade point average of less than 3.25 after 24 semester hours of doctoral work will not be allowed to continue in the program or be readmitted at a later date.

Program Requirements. The Department of Health Education requires satisfactory completion of H.Ed. 533A and 533B, and 597A and 597B. Individual programs are developed for each student. A demonstration of competency in educational statistics or successful completion of Guidance 506 and 507 is required for doctoral students in the Department of Health Education.

DEPARTMENT OF HIGHER EDUCATION

The Department of Higher Education participates in the doctoral program in education with a concentration in higher education.

The doctoral program offers pre-service and in-service preparation for current

and prospective administrators and teachers in two-year colleges and universities and related post-secondary educational institutions.

Application. Inquiries regarding application for admission to the program should be directed to the chairperson of the Department of Higher Education. In addition to the application to the Graduate School, the applicant must also submit the departmental application form, an autobiographical statement, at least three letters of reference (special forms provided), and test results from either the Miller Analogies Test or the Graduate Record Examination.

Admission and Retention. Each applicant is evaluated on an individual basis with much consideration being given to evidence indicating the applicant's commitment to higher education as a field of study and as a career. Each applicant should plan to visit the campus and interview members of the faculty of the Department of Higher Education. Each application is acted upon by the departmental doctoral admissions committee, the faculty of the department, and the graduate affairs committee of the College of Education.

The records of each doctoral student are reviewed annually by the student's doctoral committee to determine whether the student should continue in the program.

Program Requirements. In addition to the College of Education requirements (Education 590-4 and Education 591-4), the following special minimal departmental requirements should be noted. Additional requirements may be established by the student's doctoral committee.

Core Courses—16 semester hours

Hi. Ed. 510-3 Higher Education in the United States

Hi. Ed. 518-3 College Teacher and College Teaching

Hi. Ed. 550-2 Higher Education Seminar III

Hi. Ed. 589-2 Higher Education Research Seminar

Two courses (6 semester hours) chosen from the following five courses:

Hi. Ed. 513-3 Organization and Administration of Higher Education

Hi. Ed. 516-3 College Students and College Cultures

Hi. Ed. 525-3 Philosophy of Higher Education

Hi. Ed. 521-3 Curriculum Design and Policy

Hi. Ed. 528-3 Finance in Higher Education

Program Emphasis. Minimum of 16 semester hours. Each student, in collaboration with and concurrence from the doctoral committee, determines the student's program of courses, which may include work from other departments. An internship may be required if the applicant has not had previous professional experience in higher education.

Dissertation. A minimum of 24 semester hours of dissertation credit is required.

Research Requirements. The Ph.D. degree in education is a research oriented degree. The student must demonstrate competency in one or more research areas selected in collaboration with and approval of the doctoral committee. The research competencies should be related to the type of dissertation that is to be submitted and may include such skills as statistics, computer programming, historiography, and an appropriate modern foreign language. The student's doctoral committee in cooperation with other units of the university must certify the student's competency. The dissertation is the scholarly study of an appropriate topic approved by the doctoral committee.

Preliminary Examinations. The preliminary examination in higher education is a comprehensive written examination prepared each semester by a special examination committee of the graduate faculty members in the department. The student may also be asked to complete successfully an oral examination. Students may petition their doctoral committee to take the examination when they have successfully completed the research competency requirement, the doctoral seminars, and all or most of the course work listed on the approved program.

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education participates in the Doctor of Philosophy degree in education with a concentration in physical education.

Inquiries regarding application should be directed to the chairperson of the Department of Physical Education.

Admission and Retention. The applicant must possess background of knowledge of and experience with physical education which will provide a basis for advanced work in this field. The student's experience and interests as well as formal education are considered before deciding any deficiencies and the manner of satisfying them. Credit for work done to satisfy deficiencies will not count toward the Ph.D. degree.

A grade point average of 3.50 is required in courses taken as part of the doctoral program. If at any time the grade point average is less than 3.50, the student will confer with the chairperson of the doctoral committee concerning the probability of future success in the program.

A minimum of one year of teaching experience will be required. The adequacy of the experience will be judged by the student's doctoral committee.

Program Requirements. A minimum of 96 hours of credit beyond the bachelor's degree is required as follows:

1. 36 semester hours in physical education courses beyond the bachelor's degree composed of: (a) 20 credits in physical education for the master's degree major, approved by the student's doctoral committee; and (b) 16 credits in approved physical education beyond the master's degree.
2. 36 semester hours in any subject area including course work required of all students by the College of Education (Educ 590-4 and Educ 591-4).
3. 24 semester hours of dissertation.

Research Requirements. At least one research competency, determined by the student's doctoral committee and approved by the associate dean for graduate studies and research, is required. Research competencies embody skills needed to understand research in the student's field, to carry out the dissertation, and to contribute to the specialization.

Preliminary Examination. The student must meet the following conditions satisfactorily before applying to the student's doctoral committee to take the preliminary examination: 1. completion of a minimum of 64 hours of course work beyond the bachelor's degree; 2. completion of the courses required of all Ph.D. students by the College of Education; 3. completion of other courses as prescribed by the student's doctoral committee; 4. completion of the research competency.

These examinations will pertain to: the objectives of course work required of

all students in the College of Education and to the concentration of physical education.

DEPARTMENT OF SPECIAL EDUCATION

The Department of Special Education participates in the doctoral program in education with a concentration in special education. Inquiries regarding application should be directed to the chairperson of the department.

Admission and Retention. The applicant should possess the following qualifications:

1. A bachelor's and master's degree, one of which is in special education, or a bachelor's and master's degree, one of which is in general education plus at least five college courses in special education (excluding speech correction or school psychology).
2. A minimum of three years of school or approved related experience, with exceptional children, with at least two of these in direct pupil contact.
3. At least one previous degree from an institution other than Southern Illinois University at Carbondale.
4. A minimum grade point average of 3.25 for course work completed while acquiring the master's degree.

The following information must be submitted by the applicant to the graduate faculty:

1. Results of the verbal and quantitative tests of the Graduate Record Examination.
2. Five letters of recommendation from professional associates including one from current or most recent employer, and two from previous graduate level instructors.
3. Evidence of writing ability (e.g., master's paper).
4. A short autobiography.

In addition to the above, a personal interview must be arranged with designated faculty members in the Department of Special Education. Any deviation from these requirements must be approved by the graduate faculty of the department. The graduate faculty of the department will evaluate the data and information. It will then make its decision regarding the admission.

Retention in the doctoral program is contingent upon satisfactory performance of a number of tasks as specified in the general requirements for all students in the Ph.D. in education degree program. Additional conditions are imposed by the Department of Special Education and are as follows:

1. In addition to maintaining a 3.25 grade point average for the first 24 hours of doctoral course work, the student must maintain a cumulative grade point average of 3.25 for all work completed before the preliminary examination (approximately the first 36 hours of doctoral course work) and will not be admitted to the preliminary examination unless this average has been maintained.
2. All special education doctoral students are required to work in departmental teaching or research activities for a minimum of five clock hours per week during each term of their full-time enrollment. A total of one to six semester hours of academic credit is granted for these practicum activities. The purpose of this requirement is to provide an opportunity for the doctoral student to participate in progressively more responsible professional activities under the supervision of the departmental faculty.
3. It is the responsibility of the student's doctoral committee to determine whether or not the student is making satisfactory progress. If the student

is not making satisfactory progress, it is the responsibility of the student's doctoral committee to determine whether the student should be dropped from the program or allowed to continue on a conditional basis.

Program Requirements. All students must complete the College of Education doctoral seminar (Educ 590-4 and Educ 591-4) plus 12 semester hours of course work: Sp Ed 582-2, post-master's seminar; remedial models in special education; Sp Ed 583-2, post-master's seminar; program coordination in special education, Sp Ed 584-2, doctoral seminar; research in special education, Sp Ed 585-2, doctoral seminar; evaluation in special education programs, and Sp Ed 586, proseminar; 1 hour each semester for 4 semesters (a total of 4 semester hours).

Students also must complete a minimum of 20 semester hours, approved by their committees, from specific courses in the Departments of Educational Leadership; Guidance and Educational Psychology; Curriculum, Instruction, and Media; Rehabilitation; Sociology; and Special Education.

An internship experience reflecting the student's career goals is required. The actual type of experience will be specified by the students and their doctoral committees early in the students' programs. Internship hours are not accumulated in the minimal total for graduation.

Research Requirements. No single research competency is required for every student. The doctoral committee aids the student in selecting a research requirement(s) that facilitates the specific research skills the student needs.

Preliminary Examination. The content of the special education preliminary examination includes: (1) historical facts in the development of educational programs for the handicapped, (2) administrative and theoretical issues related to the education of the handicapped, (3) the design and conduct of experiments related to the education of the handicapped, and (4) the planning of educational programs for the handicapped. Examination questions are submitted by the members of the doctoral committee and the departmental graduate faculty. It is the responsibility of the doctoral committee to determine the adequacy of the student's responses to the preliminary examination.

DEPARTMENT OF VOCATIONAL EDUCATION STUDIES

The Department of Vocational Education Studies participates in the doctoral program in education with a concentration in occupational education.

Inquiries regarding application should be directed to the coordinator of graduate studies, Department of Vocational Education Studies.

Admission and Retention. Admission to the concentration is determined by a screening committee composed of a minimum of three members of the graduate faculty of the department, and is based on the following criteria: (1) the nature and quality of previous graduate study; (2) the quality of previous written work; (3) the quality and variety of previous employment; (4) letters of recommendation relative to professional and academic competence; (5) the employment potential of the applicant upon completion of the program; and (6) a personal interview, if possible.

Program Requirements

8 hours of Doctoral seminar sequence in education (Educ 590-4 and Educ 591-4)

15 hours of Occupational Education

VES 564-3 Evaluation of Vocational, Occupational, and Career Education Program

VES 576-3 Policy Implementation of Vocational, Occupational, and Career Education Program

VES 580-3 Characteristics of Vocational, Occupational, and Career Education Program

VES 584-3 Articulated Vocational, Occupational, and Career Education Program

VES 594-3 Research Seminar in Vocational, Occupational, and Career Education Program

9 hours in supportive studies (student completes one)

Management specialization

Professional development specialization

Research specialization

8 hours of internship (related to the specialization)

24 hours of dissertation

For a total of 64 hours

Research Requirements. The student must demonstrate competency in educational statistics, or demonstrate competency in computer programming, or complete two doctoral courses in statistics, i.e., Guid 506-4 and 507-4.

Preliminary Examination. The examination will ordinarily consist of two sessions: (1) a written examination of approximately four hours focusing on the departmental core work, prepared and evaluated by the faculty of occupational education in the Department of Vocational Education Studies; and (2) a written examination of approximately four hours duration, which focuses on the student's supportive studies, including the specialty work, prepared and evaluated by the student's doctoral committee. An oral component in the preliminary examination is optional with the doctoral committee.

Those students who fail all or any part of the examination on the initial attempt may repeat that part(s) two additional times. If, at that time, the students have not passed they will be dismissed from the program.

Educational Administration

(See Educational Leadership for program description.)

Educational Leadership

The Department of Educational Leadership offers an approved program in educational administration leading to the Master of Science in Education degree. It also administers the program in educational administration leading to the Specialist degree and provides programs and personnel for doctoral students who wish to specialize in educational administration and cultural foundations. Programs at all levels are NCATE approved. Interested applicants should direct inquiries to the chairperson of the department.

Faculty from the Department of Educational Leadership in cooperation with faculty from other departments offer courses in adult and community education. Inquiries about these courses should be directed to the chairperson of the Department of Educational Leadership.

Master of Science in Education Degree

At the master's level, concentrations are offered in educational administration, instructional supervision, and adult education.

EDUCATIONAL ADMINISTRATION

Within the administration concentration, specializations may be selected for certificated positions such as elementary principal, secondary principal, curriculum coordinator, school business manager, vocational-technical director, and for a variety of positions in other educational institutions and settings. A minimum of 32 semester hours is required.

Admission criteria include undergraduate grade point average, work experience, letters of reference from persons knowledgeable of the candidate's ability to do graduate level work, and data gained through a personal interview with the candidate.

The program for the Master of Science in Education degree with a concentration in educational administration includes a basic core: administration, EDL 501 and 503; research and tool subjects, EDL 500, and EDL 593; a foundations course (e.g., EDL 430, 432, or 454); and a course in curriculum (e.g., EDL 511, CIM 531, or CIM 571). Elective courses are determined by the student and the adviser, dependent on the student's specialization. A research report and comprehensive oral examination are also required. It is recommended that applicants seeking administrative certification in the public schools have at least two years of successful teaching experience prior to or concurrent with the program.

INSTRUCTIONAL SUPERVISION

Regulations for the master's degree with a concentration in instructional supervision parallel those for the concentration in educational administration. Students in this area normally select specialized courses in supervision and curriculum appropriate to their goals as supervisors, (e.g., elementary, secondary, or both). The department encourages a cross-departmental approach in the selection of appropriate courses for individual programs.

ADULT EDUCATION

A basic core representing a minimum of nine semester hours of all course work is required. These courses are: EDL 485, Workshop in Adult and Community Education, EDL 465, Organization and Administration of Adult and Community Education Programs, and EDL 500, Educational Research Methods (or its equivalent). The remaining course work to satisfy the thirty (30) semester hour degree program may be selected from one of the following areas of specialization: administration, classroom instruction, and continuing education in post-secondary institutions. The specific program of courses is arranged in consultation with the graduate adviser.

Specialist Degree

The Specialist degree program is structured on a 30 semester hour sequence which requires: six semester hours in advanced administration seminars, EDL 551 and 553; four semester hours in an administrative internship, EDL 595; and three semester hours in independent investigation, EDL 596; and additional elective courses, totaling a minimum of 17 semester hours. These elective courses are determined by the student and advisory committee, dependent on the student's specialization. A comprehensive oral examination is also required.

Candidates seeking the Illinois superintendency endorsement (level III) are required to have a minimum of nine semester hours in foundations in their total graduate program and six semester hours in cognate areas such as anthropology, economics, political science, sociology, psychology, etc.

Admissions criteria include a minimum graduate grade point average of 3.25 on a master's degree or its equivalent, Miller Analogies or GRE test scores,

appropriate work experience, letters of reference from persons knowledgeable of the candidate's ability to do advanced graduate level work, and data gained through personal interview with the candidate.

This program is based on the supposition that the applicant has a master's degree or its equivalent in educational administration. Students entering the program without this previous administration training will be required to complete prerequisite work as determined by the student's committee.

Educational Media

(See Curriculum, Instruction, and Media for program description.)

Elementary Education

(See Curriculum, Instruction, and Media for program description.)

Engineering

Graduate programs leading to the Master of Science degree in engineering are available for three concentrations in three engineering departments: electrical sciences and systems engineering, engineering mechanics and materials, and thermal and environmental engineering. Course offerings and research activities within the departments include:

ELECTRICAL SCIENCES AND SYSTEMS ENGINEERING

Topics. Included are: circuits, electronics, solid state devices and materials, digital systems, energy sources and conversion, computers and automata, bioengineering, systems analysis and design, controls, communications, instrumentation, and electromagnetics and quantum electronics.

ENGINEERING MECHANICS AND MATERIALS

Topics. Included are: viscous and inviscid flow, compressible flow, wave motion, turbulence, numerical fluid dynamics and solid mechanics, continuum mechanics, materials science, experimental stress analysis, stability, photoelasticity, structural analysis, structural design and bioengineering.

THERMAL AND ENVIRONMENTAL ENGINEERING

Topics. Included are: air pollution control, water quality control, thermal pollution, mass and heat transfer, thermal science, thermal systems design, chemical processes, and bioengineering.

A student who is interested in graduate studies in engineering, should seek admission to the Graduate School and acceptance in a degree-program by one of the three engineering departments. The applicant must have a bachelor's degree with a major in engineering, mathematics, physical science, or life science with competence in mathematics. A student whose undergraduate training is deficient may be required by the department to take coursework without graduate credit.

A program of study will be developed by a graduate adviser and the student. Each student is required to concentrate in one of the branches of engineering,

but with the approval of the graduate committee, may also take courses in other branches of engineering or in areas of science and business, such as physics, geology, chemistry, mathematics, life science, or administrative sciences.

For a student who wishes to complete the requirements for the master's degree with a thesis, a minimum of 30 semester hours of acceptable graduate credit is required. Of this total 18 semester hours must be earned within the major department. Each candidate is also required to pass a comprehensive examination covering all of the student's graduate work, including thesis.

If a student prefers not to do a thesis, a minimum of 36 semester hours of acceptable graduate credit is required. In this non-thesis option, students are expected to take at least 21 semester hours of acceptable graduate courses within the major department, including 3 semester hours of the appropriate 592 course which could be devoted to the preparation of a research paper. In addition, each candidate is required to successfully complete (a) a research paper, and (b) a written comprehensive examination.

Each student in this non-thesis option will select three engineering graduate faculty members to serve as an examining committee, subject to approval of the chairman of the department administering the concentration. This committee will consist of two members from the department in which the student is concentrating plus one member from one of the other two engineering departments and will:

1. approve the student's program of study
2. approve the student's research paper topic
3. approve the completed research paper
4. administer and approve the written comprehensive examination.

Teaching or research assistantships and fellowships are available for qualified applicants. Additional information about programs, courses, assistantships, and fellowships may be obtained from the School of Engineering and Technology or any one of the three engineering departments.

Engineering Biophysics

The goal of the engineering biophysics program is to produce professional people who can bring engineering and biophysical skills into teaching and research endeavors involving man in particular. Applied human problems involve work in hospitals, university laboratories, and specialized industries. The program also prepares students for admission to schools of medicine, dentistry, veterinary medicine, and engineering.

Interdisciplinary graduate work leading to a Master of Science degree in engineering biophysics builds upon an interdisciplinary undergraduate program at SIUC, which has its core in the areas of chemistry, engineering, mathematics, physics, physiology, psychology, and speech pathology and audiology. The graduate program provides the student with the unique opportunity to work with the faculty and facilities in increasingly integrated areas throughout the University and to specialize in solving problems of biomedical physics that involve several academic and professional disciplines.

The engineering biophysics committee, appointed by the dean of the Graduate School, is the agency that evaluates the program and recommends policy for its development. The committee appoints an administrator who is responsible to it and to the student for the daily as well as long-run activities of the program. The committee has a chairperson and it sees that the program is administered in accordance with the policies established by that committee and with the policies of the graduate council and the dean of the Graduate School.

Admission to the Program

1. A student must apply and be admitted to the Graduate School, even if continuing from the four-year program at SIUC.
2. A bachelor's degree from any of the behavioral, life or physical sciences, engineering, or mathematics serves as a minimum requirement for admission. A very favorable route is by following the prescribed interdisciplinary curriculum of the four-year undergraduate program in engineering biophysics at SIU at Carbondale, or its equivalent elsewhere.

Tool

No demonstration of language competency is required for the master's degree. Students are urged, however, to acquire a reading knowledge of French, German, Spanish, or Russian in their undergraduate experience.

Core Requirements and Internship

The year of work at the graduate level emphasizes courses in physiology, psychology, and speech pathology and audiology. These core-area requirements amount to 19 semester hours and include courses in medical instrumentation, neurophysiology and pathology, sensory processes, systems and simulation, human engineering, statistics, and seminar. The courses provide a basis for internships in hospitals and in laboratories in industry and government. The internship is a requirement of the graduate program for which six semester hours of credit are allowed. The internship might well be accomplished in the summer session of the graduate year. Three elective courses at the graduate level make up additional requirements for completing the degree.

English

The Department of English offers programs leading to the Master of Arts and the Doctor of Philosophy degrees in English. Students enrolled in a program leading to the Master of Science in Education degree in secondary education or higher education may take courses in English to satisfy requirements for the teaching specialty. Students enrolled in the Ph.D. degree in education program may take courses in English for the elective portion of the program, when permitted by the specific department participating in the degree.

Admission

Students seeking admission to a graduate program in English must meet requirements for admission to the Graduate School and must be approved for admission by the Department of English.

In addition, students seeking admission to the Doctor of Philosophy program must present a score of the 70th percentile or above in the advanced section of the Graduate Record Examination.

Information about admission to graduate programs in English may be obtained by calling (618-453-5321) or writing the director of graduate studies, Department of English, Southern Illinois University, Carbondale, Illinois 62901.

Transfer Credit

Within limits imposed by the Graduate School, transfer credits will be accepted by the Department of English subject to the following restrictions.

The student must petition the director of graduate studies indicating the number and level of hours being submitted for credit, where and when the course was taken and the grade. As nearly as possible, the course to be

transferred should be equated with a course offered by the SIUC Department of English. The student will then be assigned to the appropriate faculty member, who will examine the student over the material of the course and recommend whether the transfer credits should be accepted and whether the course satisfies distribution requirements of the department. The director of graduate studies will act on the recommendation and forward it to the proper authorities.

Retention

In the entire graduate program, the student may accumulate up to 3 hours of work below *B*, so long as a 3.0 M.A. or 3.25 Ph.D. average is maintained. If the student has accumulated more than 3 hours, but fewer than 10 hours, of grades below *B*, these must be replaced by an equal number of hours of *A* or *B* in addition to maintaining the required average. In effect, that is, the minimum number of semester hours of course work may be increased from 30 to a maximum of 36. A student who accumulates more than 9 hours of *C* will be dropped from the program.

A student who is granted a deferred or incomplete grade must complete the work by the end of the next term in residence. Exception to this rule will be made only in a very special case and must be made through petition to the graduate studies committee. A student who has accumulated more than 6 hours of such work will not be allowed to register for more course work until the total of deferred work is reduced to not more than 3 semester hours. Deferred or incomplete work will be regarded as finished when a student has submitted all examinations, papers, etc., to the instructor. Deferred or incomplete grades in English 595 or 600 are not included in the above regulation.

Coursework

Students may offer work from outside the department (in a single field or in two or more related fields) toward either the Master of Arts or the Ph.D. degree, provided that the work does not interfere with regular requirements of the Department of English and has relevance to their program.

Master of Arts Degree

The Master of Arts degree program in English requires satisfactory completion of 30 semester hours of which 15 must be earned in 500-level courses.

The program, broad rather than concentrated, requires students to:

1. Take English 585 (required only of graduate assistants)
2. Take a course in the English language *or* English linguistics for 3 hours credit
3. Take courses in six English or American literary periods for 18 hours credit—three from Group I and three from Group II:

Group I

- (a) Anglo-Saxon and Medieval English Literature
- (b) Renaissance & 17th Century English Literature
- (c) Restoration & 18th Century English Literature
- (d) 19th Century English Literature

Group II

- (a) American Literature before 1885
 - (b) American Literature since 1885
 - (c) Modern British Literature
 - (d) Modern Continental Literature
4. Satisfy the foreign language requirement by (a) completing, with an average of not less than *B*, two years of college-level work in one foreign language or the equivalent or, (b) passing FL 488B with a grade of *B* or better or, (c) passing the ETS examination.

5. Submit a research paper (typed according to Graduate School guidelines and the MLA Style Sheet), which has been given a grade of not less than *B* to the director of graduate studies
6. Pass the master's comprehensive examination

Electives. The student may use the remaining 9 hours of the 30 hours of graduate work required for the M.A. degree as follows:

A. Nine hours of graduate-level credit courses in the Department of English, or

B. A nine-hour area of concentration in a special field (1) in the department (such as rhetoric, expository composition, creative writing, etc.) or (2) outside the department (in such areas as linguistics, a foreign language, philosophy, history, etc.) with the approval of the director of graduate studies, and this will be recorded as a special minor on his record. A *B* in all courses is necessary to qualify course work presented as an area of concentration. (N.B. graduate assistants who are required to take English 585 may need more than the minimal 30 hours of credit for the master's degree if they wish to offer an area of concentration).

Doctor of Philosophy Degree

Students must apply formally for admission to the Doctor of Philosophy degree program, including students who have earned a master's degree at Southern Illinois University. Admission to the Ph.D. program is decided by the graduate studies committee, which makes its decision according to the following criteria:

1. An M.A. in English or its equivalent
2. Appropriate grade-point average (normally, a 3.25 is the acceptable minimum)
3. A satisfactory score on the GRE advanced literature examination (normally the 70th percentile will constitute an acceptable minimum score)

A full-time student holding a master's degree can complete the doctoral program in two years, though most prefer three. Students are considered Ph.D. candidates when they have (1) completed the prescribed course of study, (2) satisfied the research-tool requirements, (3) passed the preliminary examination, and (4) been recommended by the English graduate faculty. The Graduate School recognizes students as Ph.D. candidates after it receives notification that the students have passed the preliminary examinations. Students must be admitted to candidacy at least six months prior to the final examination on the dissertation.

Course of Study

There is no prescribed number of hours for the Ph.D. in English. Required courses are as follows:

1. If students have never had courses, graduate or undergraduate, in Chaucer, Shakespeare, and Milton, they are required to remedy this deficiency
2. Students are required to have taken at least one graduate course in each of the six major fields (see M.A. course requirements) and English 400 and 403 or the equivalents
3. In addition, courses may be prescribed by the students' advisory committee to insure that they will have a comprehensive knowledge of a major and two related minor areas
4. Ph.D. students are normally required to complete for credit, with no grade lower than *B*, at least one 500-level course in each minor area of study.

Research Tool Requirements

A student may satisfy the research tool requirement by fulfilling one of the

three options listed below. The choice of option and languages selected must be approved by the student's advisory committee.

1. A reading knowledge, demonstrated by examination, of two languages in addition to English. Each must be a language in which there is a substantial literature for research and which is germane to the student's field. Foreign students may specify their native language as one of the foreign languages, provided it is one which meets the above requirements. Foreign students choosing this option will be required to demonstrate fluency in oral and written English.
2. A command of one foreign language and its literature demonstrated by examination or by at least three courses numbered 400 or above, or the equivalent, with an average grade not lower than 3.0. Satisfaction of this requirement normally would require the equivalent of three years of study at the college level with grades of *B* or better. Foreign students may use their native language, provided it is one which is germane to the particular field of major concentration. Foreign students choosing this option will be required to demonstrate fluency in oral and written English.
3. A reading knowledge of a single foreign language, demonstrated by examination, and a special research technique or collateral field of knowledge. A special research technique should represent the acquisition of any special skill that will effectively contribute to the research proficiency of the student (provided that such a skill is not an assumed or traditional part of the major). The collateral field of knowledge is expected to broaden the student's scholarly background by permitting exploration of knowledge in a field related to the major.

To satisfy the research technique or collateral field requirement, the student may complete a total of two semester courses numbered 400 or above, with an average grade not lower than 3.0.

The department has expanded its Ph.D. program into interdisciplinary studies on a cooperative basis with departments that deal with pertinent subject matter and who are interested in such interdisciplinary cooperation, e.g., the Departments of Philosophy, Foreign Languages and Literatures, History, Cinema and Photography, Speech, Theater, and Sociology, etc. Permission for an interdisciplinary minor must be approved by the student's committee and the graduate studies committee.

Preliminary Examinations. Students on a fellowship or a graduate assistantship will be expected to take preliminary examinations no later than two and three years, respectively, after receipt of their M.A.

Preliminary examinations are prepared and graded by the student's advisory committee, and will cover three areas. A major-area examination consists of one six-hour written exam, and the minor-areas of two three-hour written exams. Preliminary examinations will be given only twice in a single term.

At the discretion of the committee, a two-hour oral examination will follow the decision on the three written examinations.

English as a Foreign Language

(See Linguistics for program description.)

Environmental Design

(See Comprehensive Planning and Design for program description)

Foreign Languages and Literatures

The Department of Foreign Languages and Literatures offers graduate programs leading to the Master of Arts degree in French, German, or Spanish. A student whose degree program makes provision for a graduate minor may follow a program of study leading to a minor in these same subjects as well as in Russian.

Students may complete requirements for a teaching specialty in French, German, Russian, or Spanish for the Master of Science in Education degree in secondary education or in higher education.

Students seeking the Master of Arts degree will be governed by the policies of the Graduate School with respect to admission, minimum credit hours, scholastic attainment, residence, and maximum time limits for completion of the program.

Admission

In addition to meeting requirements of the Graduate School, the applicant for admission to the programs in the Department of Foreign Languages and Literatures should hold a bachelor's degree with a major or at least 18 semester hours (27 quarter hours) of courses on the junior-senior level in French, German, or Spanish. Students who meet requirements for admission to the Graduate School but do not meet departmental requirements may register as unclassified students for specific graduate courses in the department only with consent of the instructor and authorization from the head of their language section.

Requirements for Master of Arts

Students who have been admitted to graduate study will plan their course of study in periodic consultations with their graduate advisers. During such consultations, each student will decide upon either a thesis or a non-thesis (i.e., research paper) program. This program should be made before the end of the second semester of study. Students choosing to write a thesis will register for the thesis course (599), which provides from two to six semester hours of credit. Regardless of whether the thesis or non-thesis program is chosen, every candidate must pass a comprehensive written examination and a final oral examination at a time specified by the language section. For the student writing a thesis, this final oral examination is primarily a defense of the thesis.

A minimum of thirty semester hours are required, of which at least fifteen must be in 500-level courses. All students must take the appropriate course (FL 566, 567, or 569) in bibliography and research techniques, which should be taken as early as possible during the course of studies. With approval of the adviser, graduate courses outside the language in which the degree is being taken may be counted towards the total unit requirement. Beyond such requirements as are specified for each language, students must demonstrate proficiency in a second foreign language by passing an exam in that language or by successfully completing approved course work in that language.

FRENCH

The program of study leading to the Master of Arts degree in French is planned to give a balanced overview in the areas of French language, literature, and civilization, and to allow a high degree of flexibility in the elaboration of the student's total program in French. Required courses are:

FL 566 Bibliography and Research Techniques in French
 French 411-3 Contrastive Analysis- French and English
 or
 French 412-3 History of the French Language
 French 470-1 Backgrounds of French Civilization
 French 510-3 Masterpieces of French Literature
 French 525-3 Advanced Language Skills

The student will consult with the graduate adviser in determining a suitable program beyond those requirements.

GERMAN

A student seeking a Master of Arts degree in German may concentrate in either German language and linguistics or in German literature; a minor must be completed in the other of these two fields. Although German 412-3, Linguistic Structure of Modern German is not required, it is strongly recommended for prospective teachers of German. Required courses are:

FL 567 Bibliography and Research Techniques in German

German 413-3 History of the German Language

One course in an older period of a Germanic language. (German 510-3, Middle High German, is recommended, but an alternative course could be German 512-2, Historical Germanic Dialects.)

SPANISH

The program of study leading to the Master of Arts degree in Spanish is designed to survey at least two of the following: Spanish language, Hispanic linguistics, Peninsular literature, and Spanish American literature. Requirements are:

Courses: Spanish 412-3, FL 569-3

Theses or research paper: (Option 1 or 2 is required).

Option 1: If writing a thesis, either (a) 6 hours of Spanish 599 or (b) 3 hours of Spanish 599 plus 3 hours of an elective Spanish graduate course.

Option 2: If writing a research paper, either (a) 4 hours of elective Spanish graduate course work, plus 2 hours of FL 509 or (b) 6 hours of elective Spanish graduate course work.

Requirements for Master of Science in Education

The Master of Science in Education degree in secondary education with a teaching specialty in French, German, Russian, or Spanish requires a minimum of 30 hours, at least 13-17 semester hours in the subject-matter area and 13-17 semester hours in secondary education. The Master of Science in Education degree in higher education with a teaching specialty in a foreign language requires at least 20 semester hours in the subject-matter and 12 semester hours in higher education.

Further details as to specific requirements will be found in the respective program descriptions. For either degree, if the teaching specialty is Russian, Russian 515 is required.

Forestry

The Department of Forestry offers advanced courses for the Master of Science degree in forestry. In addition, curricula are available which permit graduate students with an interest in forestry to pursue this interest in Doctor of Philosophy degree programs in other departments.

Admission

In addition to requirements set forth by the Graduate School, the Department of Forestry requires the following:

1. A minimum grade point average of 2.7 is required for admission ($A = 4.0$). The department will permit conditional entry between the 2.5 and 2.7 grade point average level. A grade point average of 2.7 or higher is required for stipend eligibility when available.
2. The student is required to provide proof of proficiency in technical writing. Normally an expository essay is required to evaluate whether the student should have remedial grammar or writing courses.
3. Three letters of recommendation from former professors, employers or other responsible individuals are required.
4. The aptitude test of the Graduate Record Examination is required of all applicants. This test may be taken during the first semester of residence.
5. Each applicant should fill out the statement of interest form. This form indicates the student's area of interest in forestry and the faculty member under whom the student desires to study. All correspondence should be directed to the chairperson of the Department of Forestry.

Retention and Completion Requirements

Upon the graduate student's arrival on campus, an advisory committee of 3-5 members of the graduate faculty will be formed to guide the student's work. The same committee will be responsible for preparation and administration of thesis exams and also for the reading of the thesis. The advisory committee chairperson and one other member of the committee shall be members of the forestry department. The other member(s) may be selected from any academic unit including forestry.

Summary of Events.

1. The deadlines for receipt of applications and official transcripts in the office of the Graduate School are (a) the second Saturday in July for admission to the fall semester (b) the last Saturday in November for admission to the spring semester (c) the last Saturday in March for admission to the summer term.
2. Letters of recommendation should reach the forestry department chairperson by the same dates as above.
3. Acceptance by department and Graduate School should be announced one month or earlier than the desired matriculation date. A thorough review will be made by a screening committee of four forestry department graduate faculty and the departmental adviser. Students rejected for admission will also be notified.
4. Registration for first semester's work after student's acceptance by the department.
5. Appointment of advisory committee chairman, written plan for course work, and selection of tentative thesis areas all within first two months of residence.
6. Preparation of formal written thesis outline and preparation of research proposal by the eighth week of the second semester.
7. Completion of final, typed or reproduced review copies of thesis and submission of advisory committee at least three weeks in advance of oral defense of thesis. Handwritten or incomplete work will not be acceptable.
8. Oral exam to be followed by completion of required approval forms. If thesis requires modifications, this should be accomplished immediately to

reach the graduate dean's office in due time set by the Graduate School. One bound copy of the thesis will be provided for the department, one for the chairperson of the advisory committee in addition to two copies required for the Graduate School and a copy for the author. Additional copies may be required for projects sponsored by outside agencies.

Master of Science Programs

The Department of Forestry offers three areas of concentration with specialities within each. Combination of specializations is possible.

FOREST RESOURCE MANAGEMENT

Under this heading, a given graduate program may concentrate on forest management, forest ecology, forest resources measurements, forest resources economics, forest genetics, or forest policy and administration.

OUTDOOR RECREATION RESOURCE MANAGEMENT

Specialization may be made in social, managerial, or natural science aspects of wildlands recreation and park planning and management in the given graduate program depending on the student's interest.

WOOD SCIENCE AND TECHNOLOGY

Physical, mechanical, or biological properties of wood or woodbase materials may be studied. Also, the production and marketing of forest products may be selected.

A specialty in environmental studies in forestry is available.

Assistantships and Fellowships. Ten to twelve research assistantships are sponsored each year by the McIntire-Stennis Cooperative Forest Research Act. Nine teaching assistantships funded by the School of Agriculture are also available.

In addition to general awards made through the Graduate School, stipends for research studies are available from the Federal Forest Service, the U.S. Department of Interior, other federal and state agencies, and private corporations.

Requirements

Since the normal minimum requirement for graduation is 32 semester hours, the completion of degree work for students holding assistantships should be accomplished within four semesters (including summer) which is also the normal maximum span for financial aid.

To gain teaching experience, graduate students are expected to assist in the classroom or laboratory for at least one academic semester (20 hours per week) during their tenure with the forestry department. The remaining semesters will also involve either research or teaching at the rate of 20 hours a week. All graduate students are required to enroll in Seminar (Forestry 501) for two semesters for which they will receive one semester hour of credit.

Staff

In addition to the faculty listed in the Graduate School Catalog, several adjunct professors also hold appointments with the forestry department. These professors are assigned to the Forest Science Laboratory of the North Central Forest Experiment Station and the Crab Orchard National Wildlife Refuge. They advise and serve on graduate guidance committees.

Research Facilities

Land. Southern Illinois University is well endowed with a number of different

forest types which are available to the forestry department for teaching and research purposes. In particular, we are conducting or planning research and demonstration programs on forest plots and experimental fields of the 3000 acres of Southern Illinois University at Carbondale and its experimental farms. We also have access to wooded lands of the 600 acres of the Touch of Nature, Environmental Center, 400 acres at the Pine Hills Field Research Station, and other forests.

Through various memoranda of understanding and special use permits we have use of forested lands and plots on the 43,000 acres of the Crab Orchard Wildlife Refuge, the 250,000 acres of the Shawnee National Forest, and the 4000 acres of the Trail of Tears State Forest, all of which are within an hour's drive of Carbondale. In addition, we can conduct basic research on the 640 acres tract of the Beall forest near Mt. Carmel, Illinois. The forests on this land represent one of the last central hardwoods remnants of virgin bottomlands and slopes and are under the jurisdiction of the Illinois Nature Preserves Commission.

Physical Facilities. A research greenhouse operated in cooperation with the U.S. Forest Service at the Tree Improvement Center on the western side of the campus is in operation for research and graduate teaching. Greenhouses and growth chamber facilities in the agriculture greenhouses in conjunction with the Department of Plant and Soil Science are also available.

A variety of laboratories for all phases of forestry research as well as access, through cooperative agreements, to laboratory facilities with other agencies on the campus are in service. The Forest Science Laboratory of the U.S. Forest Service, located adjacent to the forestry department offices, is available to our graduate students for research and other functions. In addition, a wood testing laboratory and a large wood products pilot plant is accessible at SIUC School of Technical Careers.

Geography

Programs offered through the Department of Geography lead to the Master of Arts, Master of Science and the Doctor of Philosophy degrees in geography. Students may also complete requirements for the Master of Science in Education degree in secondary education with a teaching specialty in geography. Concentrations are available in several areas that represent the major teaching focus and research interests of the faculty. These include:

PHYSICAL ENVIRONMENTAL SYSTEMS

Topics include: theory of environment, urban climatology, water resources hydrology, climatic change, applied meteorology.

RESOURCE MANAGEMENT SYSTEMS

Topics include: the role of resources in economic development and regional planning from a physical, technological, social, economic, and geographical viewpoint; public policy choices for land, air, and water quality management.

URBAN AND REGIONAL PLANNING (MASTER'S LEVEL ONLY)

Topics include: the role of demographic, socioeconomic, political, and historical phenomena as they effect spatial policies for urban and regional organization; public and private resource-allocation criteria, planning agency structure and philosophy.

Courses dealing with research techniques include the management of spatial

data bases, elementary and multivariate statistical models for the analysis of areal or regional patterns, specialized computer mapping, forecasting methodologies, and principles of research. These courses provide the basic tools for research in the department's three substantive areas. The graduate program is based upon an interdisciplinary problem-solving perspective and major linkages exist within the university with many other departments.

General Requirements

The graduate program for each student is structured from a student inquiry viewpoint. Students take the initiative in designing and carrying out their programs with the guidance of an adviser and the departmental faculty. Each student's progress is assessed at the end of each semester by the faculty, and the student is expected to show continued progress and, in particular to develop habits of critical analysis and dialogue.

Masters Degree

Advisement. Students newly admitted to the master's degree program are advised by the graduate program director, with the assistance of departmental faculty. Students choose a permanent adviser at the end of the first semester in residence, or when they have chosen a concentration and a research topic. The choice of permanent adviser is made in consultation with the graduate program director and the departmental chairperson, taking into consideration such matters as faculty expertise and faculty advisee loads.

Course of Study. A proposed course of study, identifying courses to be taken, research skills to be developed; deficiencies to be rectified will be initiated by the student in consultation with an adviser, and approved by the student in consultation with that adviser. The proposed course of study shall include Geography 410-4, Techniques in Geography and Geography 500-4, Principles of Research, at least two geography courses at the 400 level, and at least two geography seminars pertinent to the student's program.

Degree Requirements. In addition to the master's degree requirements of the Graduate School, the student shall:

1. Arrange for an adviser and master's advisory committee in consultation with a tentative adviser before the end of the first year of graduate studies.
2. Develop a thesis or research paper proposal. The thesis or research paper proposal must be approved by the student's master's advisory committee before the student registers for Geog. 599 (Thesis) or Geog. 593 (Research in Geography). A total of 4-6 credit hours of Geog. 599 may be awarded for a thesis at the discretion of the advisory committee upon final examination on the thesis (see #4 below). A total of 2-3 credit hours may be awarded for a research paper.
3. The student will submit a thesis or research paper to the advisory committee at least two weeks before the comprehensive examination.
4. Students shall complete a comprehensive examination of their programs. Students who write a thesis will be examined by their committees, at meetings that may be attended by other faculty and students. A research paper will be evaluated and approved by the advisory committee. The comprehensive examination and evaluation of thesis or research paper shall be at least six weeks prior to the student's projected graduation date.
5. Upon approval of the comprehensive examination and the thesis or research paper, the advisory committee will request the chairperson of geography to forward to the Graduate School the recommendations of the geography faculty that the master's degree be awarded.

Master of Science in Education Degree. This degree is available from the College of Education from applicants who consider teaching of geography as a career. For further details see the program statement for secondary education or higher education.

Doctor of Philosophy Degree

The Ph.D. degree in geography is a specialized research degree which may be earned in either of two concentrations: physical environmental systems or resource management systems. The Ph.D. program assumes a broad background comparable to that provided by the M.A. or M.S. programs, and is designed to develop a comprehensive yet critically analytic knowledge of theory, literature, research design, and application within one of the two concentrations. In addition, the Ph.D. student will concentrate in two subfields in which to propose creative research.

The Program. The student and the tentative adviser will formulate a program which will demonstrate competence or include a set of core courses comparable to the master's program. The student may elect to demonstrate competence in the course work as outlined in the geography master's program.

Each student will include Geography 510-4, Multivariate Techniques in Geography and three research seminars in the program. Before the end of the first term of doctoral work, the student will select an adviser and they jointly will recommend doctoral committee members to the graduate faculty for certification.

The student and the doctoral committee will ascertain appropriate tools and cognate courses; proficiency in these will be certified by the doctoral committee.

Comprehensive (Preliminary) Examination. Upon completion of the program, and with the approval of a majority of the graduate faculty, the Ph.D. student will offer for a comprehensive written and oral examination two subfields from within either physical environmental systems or resource management systems.

The written portion of the comprehensive examination will be prepared by the student's doctor committee which will evaluate the performance and judge the student's success or failure. The examination then will be circulated to the graduate faculty.

The graduate faculty will be invited to the oral examination which will take place not less than one week or more than two weeks from the time of the written examination. The oral examination will be conducted by the student's doctoral committee with appropriate opportunity for all graduate faculty to ask questions. The student's success or failure of the oral examination will be judged by the student's doctoral committee.

Having passed the comprehensive examination, the doctoral student will present a dissertation proposal at an open meeting of the geography department. The written and oral examination and presentation of the dissertation proposal are prerequisite to admission to candidacy.

Dissertation. The student's written dissertation will be circulated to members of the doctoral committee at least two weeks in advance of the proposed defense. The doctoral committee will announce a public invitation a week in advance and will hear the student's defense at the place and time approved by the Graduate School. The finished dissertation will be sent to the student's doctoral committee for approval. The judgment of the official committee will be expressed to the student and forwarded to the chairperson of the department for recommendation to the Graduate School for conferring of the Ph.D. degree.

Geology

The Department of Geology offers a program leading to the Master of Science degree in geology.

Master of Science Degree

The objective of the master's program is to develop the student's competence in the basic fields of geology and to provide for specialization dependent on student and faculty interest. Facilities and staff are available for studies involving surface and subsurface mapping, structural geology, petrology, paleontology, micropaleontology, palynology, paleoecology, coal petrology, coal geology, stratigraphy, sedimentation, sedimentary environments, crystallography, mineralogy, low temperature geochemistry, ore deposits, petroleum geology, environmental geology, geomorphology, hydrogeology, and exploration geophysics. Many of the faculty are actively conducting research in which statistical and computer techniques are applied to problem solving in the earth sciences. Interdisciplinary research with other departments is encouraged. Preparation for teaching earth science at the high school and junior college level may also be undertaken in cooperation with the College of Education and other science departments.

A student must be admitted unconditionally to the Graduate School before the student can be officially admitted to the master's program in geology. The student will be expected to have satisfactorily completed at the undergraduate level the equivalent of course work in the basic sciences required for a bachelor's degree in geology at Southern Illinois University at Carbondale.

A student admitted with course deficiencies may be required to complete or audit some undergraduate courses. Specific requirements will be determined by the student's advisory committee and the department chairperson. Each student is evaluated on an individual basis, and the student's program is determined by individual career goals and the results of informal preassessment interviews with faculty members.

Requirements

A total of 30 hours of graduate work completed with an average grade of *B* or better constitute minimum credit requirements for the master's degree.

No specific graduate courses are required. Courses taken are determined by the students and their advisory committee. Students will not be permitted to enroll in more than 6 hours of independent study or research courses (exclusive of thesis credits).

A student majoring in geology may select a minor field. Minimum coursework should then include 20 hours of geology and 10 hours in the minor field.

A thesis subject must be approved by the chairperson of the advisory committee at least 20 weeks before the date of graduation.

A final oral examination, primarily concerned with defense of the thesis, is administered as the last step before graduation. The student may be asked any questions the committee feels should have been covered by courses.

In order to pass the final oral examination a student must receive a favorable majority vote from the thesis committee, meeting in formal session. Should the student fail the final oral examination, the student may, upon concurrence of a majority of the committee, arrange a time for a re-examination not less than 30 or more than 120 days after the first examination. If the student fails the final orals on the second attempt, ineligibility for the master's degree from the Department of Geology will be established.

Two copies of the approved thesis must be presented to the Graduate School at least three weeks prior to graduation and a third copy must be presented to the Department of Geology.

Assistantships

Teaching assistantships are awarded and supervised by the Department of Geology. Research assistantships are usually available only from research grants of individual faculty members and are supervised by the faculty member in receipt of the sponsoring grant. Research assistantship awards require advance approval of the assistantship committee of the department.

As a matter of policy, the Department of Geology does not ordinarily provide any student working for a master's degree financial support for more than two years. Requests for relaxation of this policy must be made in writing to the department chairperson.

Southern Illinois and adjacent areas offer a wide variety of geological conditions ideal for individual study and research. Experienced staff members work closely with students and provide individual assistance when necessary. The Illinois State Geological Survey and several major companies in the petroleum industry actively support geological work in this area.

Guidance and Educational Psychology

The Department of Guidance and Educational Psychology offers graduate programs leading to the Master of Science in Education degree in guidance and educational psychology with concentrations in (1) guidance and counseling and (2) educational psychology, and the Specialist degree in (1) guidance and counseling.

In addition, the department actively participates in the Ph.D. degree in education program.

The Department of Guidance and Educational Psychology in cooperation with other academic units offers graduate work in adult education. Inquiries about such work should be directed to the chairperson of the department.

Master of Science in Education

Admission is based upon an analysis of the academic and personal potential of the individual. Prerequisites include:

1. Admission to the Graduate School.
2. Completion of departmental application form.
3. Applicants must be eligible to hold a teaching certificate if interested in elementary or secondary school employment. Employment as a school psychologist is one example where a teaching certificate is not required. Special cases examined by the selection and review committee may arise. In such instances each situation will be reviewed carefully on appeal from the individual concerned.
4. Applicants for the master's degree who have earned a 2.70 grade point average (based on 4.0 as A) in the undergraduate degree will be admitted to graduate study. Those students whose averages are below 2.70 but above 2.40 may, with good reason, petition that the selection committee of the guidance and educational psychology department accept them conditionally in accordance with the regulations of the Graduate School.
5. Submission of four reference letters or letters of recommendation from professors, academic advisers, former employers, fellow teachers, or others familiar with the applicant's academic performance, research, teaching or other relevant work. The referent should be asked to comment upon the

applicant's personal qualities—ideals, honesty, and leadership—ability to work in one's chosen career field (relationship with peers and organization ability), academic achievement, work experience, sense of job responsibility. Reference letters should be mailed direct to the Department of Guidance and Educational Psychology. (Students electing the educational psychology concentration may submit three letters.)

GUIDANCE AND COUNSELING

A student admitted to the concentration of guidance and counseling may select programs in preparation for work in the elementary or secondary school setting or for positions in higher educational settings, or for work in related areas such as career development centers, and child guidance centers. The degree emphasis is in child or adolescent, and adult counseling. The student is expected to develop competence in counseling. It is the intent of this program to prepare counselors in the following areas: (1) the counselor as a person, (2) counseling services, (3) career development, (4) human/environment assessment, (5) consultation, (6) coordination, (7) research and evaluation, (8) referral, and (9) change agency. The student is expected to develop a philosophy of education and the role of counseling and guidance services within this philosophy.

Admission Requirements. Students electing a concentration in guidance and counseling must meet general departmental admission requirements and:

1. Must have one year of full time employment subsequent to receipt of their bachelor's degree or be 24 years of age at the time of application to the program. Special cases examined by the selection and review committee may arise. In such instances each situation will be reviewed carefully on appeal from the individual concerned.
2. Receipt from an appropriate university or other agency of scores received on the Miller Analogies Test. This test can be taken on campus at the student's convenience.
3. Complete an autobiographical sketch. The Department of Guidance and Educational Psychology selection and review committee is interested in each applicant as an individual. The autobiographical sketch should comment upon the following:
 - a. Early life experience which may have influenced your development, e.g., significant incidents in your home with parents, siblings, friends; work and responsibilities as an employee or member of a group; experience in school and elsewhere.
 - b. College experience including a listing of organizational memberships, offices held, and other activity participation which influenced a decision to apply for the chosen program of study in the Department of Guidance and Educational Psychology.
 - c. Work and other experiences, e.g., teaching, summer camping, church work, work in industry, which support your chosen program of study in the Department of Guidance and Educational Psychology.
 - d. Interpersonal relationships with your peers and other educators which influenced your decision to enter education which may affect your success as a professional educator.
 - e. The role you perceive to be that of the educator-counselor as one relates to the students, the faculty, and the administrative staff.
 - f. The social issues which you believe to be most important to mankind.
 - g. A brief summary of why you feel that you will succeed in your chosen field of work.

Academic Requirements.

1. Minimum of 36 hours of course work with a minimum grade point average of 3.0.
2. All candidates will be required to pass one written examination during the semester in which the requirements for the master's degree are completed. A written request from students signed by the advisers, must be submitted one month prior to the examination date. Should the candidates fail to pass the comprehensive examinations, they can expect to complete additional work as determined by the examining committee.
3. A thesis or equivalency paper in lieu of thesis is required.
4. As part of their practicum experience, full time graduate students will be placed in an appropriate educational setting for a minimum of one and a half days a week. This experience will occur during the second and third semester. Laboratory experiences and a seminar appropriate to the field work will be included. Special arrangements will be made for part time students.

Curriculum. Adolescent and adult counseling: students interested in counseling adolescents and adults are required to complete the following courses within the department: 562b Human Development in Education (3hrs.); 538 Interpersonal Relations: Theory and Practice (4 hrs.); 542 Career Development Procedures and Practice (4 hrs.); 530 Standardized Testing: Use and Interpretation (4 hrs.); 543 Group Theory and Practice (3 hrs.); 547 Implementing Guidance Services, required only for public school counselors, (3hrs); 502 Basic Statistics (3 hrs.); 494b Adolescent and Adult Counseling Practicum (3 hrs.); 494c Career Planning Practicum (3 hrs.). Elective courses will be determined jointly by the student and the academic adviser.

Child counseling: students interested in counseling with children are required to complete the following courses: 562a Human Development in Education (3 hrs.); 521 Analysis of Classroom Behavior—Consultative Practices for School Personnel (3 hrs.); 537 Counseling with Children: Theory Techniques, and Practice (4 hrs.); 530 Standardized Testing: Use and Interpretation (4 hrs.); 543 Group Theory and Practice (3 hrs.); 547 Implementing Guidance Services, required only for public school counselors (3 hrs.); 494a Child Counseling Practicum (3 hrs.). Elective courses will be determined jointly by the student and the academic adviser.

EDUCATIONAL PSYCHOLOGY

The student enrolled in the concentration of education psychology may select specializations in (1) human learning and development and (2) applied instructional psychology. The respective objectives and curricula for each specialization are described below. Requirements for admission, retention, and graduation (which are mostly common for both program emphases) follow.

Admission Requirements. Students electing a concentration in educational psychology must meet general departmental requirements and should submit examples of previous work, related to education or psychology, i.e., papers, articles, curriculum materials, etc., as direct evidence of student's potential in this concentration. This is highly desirable, but not required.

Academic Requirements. Academic requirements common to both specializations include:

1. A *B* average in a sequence of prescribed courses totaling 32 semester hours.

2. A thesis must be written for the educational research specialization. The thesis topic is to be formally approved and the thesis is to be read and accepted by the student's adviser and one other member of the departmental faculty. Students in the applied instructional psychology specialization will submit a paper or product based on their internship work in lieu of a thesis. As with the thesis, the paper or product will be judged by at least two department graduate faculty.

EDUCATIONAL PSYCHOLOGY—HUMAN LEARNING AND DEVELOPMENT

Program Objectives. The master's degree program with a specialization in human learning and development is designed to provide students with fundamental knowledge and inquiry skills in the areas of human learning, development, socialization, instruction, research design, and quantification procedures. The program is primarily designed for individuals preparing for doctoral work in educational psychology. Some occupations open to students completing this degree include: research work in public schools, universities, research and development centers, school psychology and industrial, military, or rehabilitation settings. Graduates might also be employed as teachers in universities and junior colleges.

Curriculum. Students will study in three areas which are designed to provide the necessary foundation in the major areas of educational psychology. The program will be determined jointly by the student and the academic adviser in accordance with the following departmental requirements.

1. Learning: 6 hours.
2. Design and Quantification: 10 hours.
3. Social-Developmental: 6 hours.
4. Thesis: 6 hours.
5. Elective: 4 hours.

A total of 32 semester hours is required.

EDUCATIONAL PSYCHOLOGY—APPLIED INSTRUCTIONAL PSYCHOLOGY

The master's degree with a specialization in applied instructional psychology is designed to make a teacher more effective in the classroom. Emphasis will be on interpersonal relations and group dynamics in the classroom, cognitive and affective growth, classroom discipline, and psychological trends, problems, and issues in contemporary education. Design and development of classroom tests will be covered as well as the use and interpretation of standardized tests.

There are two options for completing the program. First, there is an option for part-time students, such as teachers. This option is designed to take two summers and two academic years to complete. But the reader should note that only one course is taken during each semester of the academic years. More than one course can be taken by consent of the department and thereby reduce the completion time. Courses will be offered in the late afternoons or evenings so that teachers who are employed can attend them. The second option is for full-time students. This option can be completed in two summers and one academic year.

An internship is part of this master's degree program. The internship requirement can only be satisfied by professional work in an elementary, secondary, or post-secondary school.

The degree requires 30 hours of work which includes two electives and one paper (one hour credit) which is to focus on the internship experience (Guidance 595) and which is in lieu of a thesis. One elective should be in a content area of the student's choice; such as reading, math, science, social studies, etc. The other elective should be from special education and should involve training of

handicapped children; that is, mentally retarded or defective, hard of hearing or deaf, poor eyesight or blind, stutterers, epileptics, etc.

The part-time and full-time options are illustrated below. They should not be interpreted as fixed sequences of courses or completion times. There is considerable flexibility and other schedules and sequences can be arranged with departmental consent.

Option 1 (part-time students)

First summer: two electives

First fall: 512

First spring: 518

Second summer: 412, 530

Second fall: 513, 595 (4 hrs)

Second spring: 595 (4 hrs), paper

Option 2 (full-time students)

First summer: two electives

First fall: 512, 513, 530

First spring: 412, 518, 595 (4 hrs)

Second summer: 595, (4 hrs), paper

The Specialist Degree

The Specialist degree in guidance and educational psychology is awarded to students who complete successfully the equivalent of a year of sequenced training (minimum 30 hours) beyond the master's degree. Students who complete the program of study may qualify for positions as pupil personnel administrators or counselors with special populations or for admission to an internship in school psychology.

The specialist program in school psychology is designed to train service oriented personnel practitioners with interests in children, adolescents, and adults who have learning and social adjustment problems related to their schooling. This is often interesting and challenging work with employment opportunities in public and private schools as well as clinics, agencies, hospitals, and institutions. The emphasis in the program is on diagnostic assessment, consultation, and the development of remedial programs. There is also an emphasis on increasing awareness and sensitivity to the school as a social system. Efforts are made to increase the understanding of relationships among professional personnel as well as among school staff members, students, and families. There is a strong commitment in the program to implement the evaluation efforts of the psychologist in all aspects of the school setting.

Program Objectives

The specialist program is designed to meet the needs of school personnel through an interactive model of training involving local school districts, the Illinois Office of Education, the College of Education, and other appropriate resources. All students who complete the specialist program will be expected to have skills and knowledge in the areas of:

1. Consultive roles of school specialists
2. Learning and developmental theory
3. Case study procedures and individual appraisal
4. Evaluation of school programs and learning processes
5. Management of classroom behavior
6. Specialized individualized programming

Students, with their advisers, will select a designated course of study to meet student, professional, and degree requirements. Laboratory practice and experiences in the schools will be utilized to relate knowledge gained through formal coursework to the skills required on the job.

Admission Procedures

Admission to the program of study is established by the approval of the admissions committee. Procedures are listed below:

1. Completion of the application for admission to graduate study in duplicate. These forms may be obtained from the Graduate School.
2. Submission of an official transcript of all previous college coursework to the Graduate School.
3. Completion of the application for admission forms to the Department of Guidance and Educational Psychology and compliance with other departmental admission requirements (letters of recommendation, test scores, as identified on the admissions application).

Admission Criteria Required by the Department

1. A master's degree or its equivalent is required in educational psychology, special education, guidance, or a related area.
2. Submission by an appropriate university or other agency of scores received on the Graduate Record Examination or the Miller's Analogies. The tests may be taken at Southern Illinois University at Carbondale.
3. A 3.25 graduate grade point average (based on 4.0 as A) will be required of the applicant for the Specialist degree for unconditional admissions to the program.
4. A student must be admitted by both the Graduate School and the school psychology admissions committee.
5. Students should, but are not required to have academic competencies in the following areas for unconditional admittance to the Specialist degree program.

Competency Areas and Suggested Courses.

1. Statistics. Basic Statistics, Intermediate Statistics, Research Design
2. Measurement. Standardized Testing, Principles of Measurement
3. Personality. Human Behavior and Mental Health, Personality Theory, Psychopathology
4. Development. Child Development, Adolescent Development, Advanced Child Psychology, Developmental Theory
5. Learning and Cognition. Learning Theory, Instructional Psychology, Cognitive Development, Human Memory

The admissions committee will inform appropriate University offices when the applicant has been accepted into the program of study.

Degree Requirements

1. The requirements for the Specialist degree are reviewed in the Graduate School catalog. A minimum of 30 semester hours beyond the master's degree with a 3.25 grade point average is required for all coursework taken at the specialist's level.
2. A candidate is required to pass a written comprehensive and an oral examination over coursework after 24 semester hours have been completed. An evaluation is also made of the candidate's performance in the supervised practicum.
3. A scholarly paper or project is required on a topic formally approved by the student's specialist committee.

The Educational Program and Training Facilities

The specialist program includes formal coursework, seminars, and practicum

experiences appropriate to the Specialist degree. In addition to formal didactic and seminar work:

1. The student shall have the opportunity to observe practicing professionals in educational settings. Involvement and participation will include professional staffings and case discussions. These experiences will be obtained at the cooperative Clinical Center on campus and at nearby centers and schools that cooperate in the program.
2. There will be an opportunity for work experience representative of job activities appropriate to the candidate's specialization. Participation as a student member in appropriate professional organizations will be encouraged.
3. Opportunities for consultative experiences will be available directly during the practicum and indirectly by observation in the clinic. These experiences will be extended by an internship that provides opportunity for supervision beyond formal classroom training requirements.
4. There will be opportunities and experiences for the student to communicate with other significant people in the educational planning for children.
5. The educational program for the Specialist degree is designed to be flexible to the degree that specific courses to meet area and professional competencies will be at the discretion of the student and the adviser.

However, the student will follow the guidelines suggested below so that minimal competencies for the Specialist degree will be assured.

Guid 521-3 Analysis of Classroom Behavior.

Spec Ed 511A-3 Advanced Assessment and Remedial Planning in Special Education.

Spec Ed 512-3 Advanced Assessment and Remedial Planning for the Preschool Handicapped Child.

Guid 533-3 Individual Measurement and Practice.

Guid 546-3 Personality Assessment.

Guid 494D-1 to 6 Practicum in School Psychology.

Guid 555-1 to 6 Seminar in School Psychology.

Guid 596-5,5 Internship in School Psychology.

ELECTIVE COURSES—LIST NOT INCLUSIVE

Curriculum, Instruction, and Media.

CIM 402-3 Education for Disadvantaged and Culturally Different Students.

CIM 515-3 Diagnosis and Correction of Mathematics Disabilities.

CIM 521-4,4 Diagnosis and Correction of Reading Disabilities.

Guidance and Educational Psychology.

Guid 512-3 Affective and Cognitive Behavior at the School Level.

Guid 530-4 Standardized Testing: Use and Interpretation.

Guid 532-3 Intelligence Test Theory.

Guid 537-4 Counseling with Children: Theory Technique and Practice.

Guid 549-3 Group Theory and Practice.

Psychology.

Psych 432-3 Psychopathology of Childhood.

Psych 440-3 Theories of Personality.

Psych 534-3 Behavior Therapy.

Psych 535-3 Psychopathology.

Rehabilitation.

Rehab 503-3 Basic Behavioral Analysis.

Rehab 543-3 Child Behavior.
 Rehab 545-3 Behavior Modification in Mental Retardation.
 Rehab 564-3 School Related Behavior.

Special Education.

Problems and Characteristics of
 Spec Ed 401-3 The Behavior Disordered Child.
 Spec Ed 402-3 The Mentally Retarded.
 Spec Ed 403-3 The Gifted Child.
 Spec Ed 404-3 The Learning Disabled Child.
 Spec Ed 406-3 The Severely Handicapped Child.
 Methods and Materials for Teaching
 Spec Ed 417-3 Behaviorally Disordered Children.
 Spec Ed 418-3 Educable Mentally Handicapped Children.
 Spec Ed 419-3 Learning Disabled Children.
 Spec Ed 421-3 Preschool or Elementary Severely Handicapped Learners.

Health Education

The Department of Health Education offers four concentrations for the Master of Science in Education degree in health education: school health education, community health education, industrial health, and safety education. The department participates in the Ph.D. degree in education. Students interested in seeking employment in the area of industrial safety are encouraged to consult with the chairperson regarding appropriate courses.

Master of Science in Education Degree

Admission. Permission to enter graduate programs in health education is by application approval of the department and fulfillment of the following extra requirements:

1. Admission to the Graduate School.
2. Five letters of reference from persons who can evaluate past performance and potential for graduate work should be sent to the office of the department chairperson.
3. Miller Analogies Test scores must be submitted. Students may take this test on the campus of SIU at Carbondale.
4. Candidates for the master's degree must have a 2.70 grade point average ($A = 4.0$) to be admitted in good standing. Students with grade point averages below 2.70 but above 2.40 may petition the department and, if accepted, will be admitted conditionally in accordance with regulations of the Graduate School.

Additional admission requirements for the concentration in school health education or safety education:

Candidates should be certified for teaching. Exceptions to this requirement may be appealed to the academic affairs committee of the department. Students enrolled in Health Education 434 must have psychomotor and communication skills. If questions arise concerning an individual student, an assessment will be made if necessary minimum psychomotor and communications skills are present. This assessment will be utilized to determine whether the individual student possesses these basic skills to enter the first aid class. The final assessment of the skills of each student will be made by the first aid coordinator in the Department of Health Education.

Additional admission requirements for the concentration in community health education:

1. Candidates must have undergraduate preparation in a discipline providing an adequate foundation for graduate work in community health education: i.e., nursing, biological science, health science, or social sciences.
2. Candidates planning to teach will be expected to meet certification requirements for teachers in Illinois.

Degree Requirements

SCHOOL HEALTH AND SAFETY EDUCATION

In school health and safety education, a minimum of 24 hours in health education including a common core of 8 semester hours (533a, b) and a total of 32 graduate hours are required for the degree.

COMMUNITY HEALTH EDUCATION

The program in community health education requires a total of 40 semester hours, 8 of which must be gained through 12 weeks of practical field work experience. In addition to the common core courses (533a, b) of 8 semester hours required of all master's degree candidates, the community health education concentration requires Health Education 488, 489, and 500. A minimum of 2 semester hours in communications or group work methods is strongly urged.

INDUSTRIAL HEALTH

The industrial health option requires a total of 40 semester hours including a common core of 8 semester hours (533a,b). A practicum which includes experience in industry is required of all candidates. A minimum of 26 hours in health education including a common core and the practicum are required for the degree.

Higher Education

The Department of Higher Education provides graduate study leading to the Master of Science in Education degree in higher education and to a concentration in higher education for the Doctor of Philosophy degree in education.

Pre-service and in-service preparation is provided for persons who are teaching or serving as administrators or who expect to teach or serve as administrators in two-year and four-year colleges and universities and related post-secondary educational institutions.

The Master of Science in Education

The Department of Higher Education offers four concentrations leading toward the Master of Science in Education degree in higher education: academic administration, fiscal affairs administration, college student personnel, community and junior college teaching. Students interested in one of these master's degree programs may obtain information and advisement from the advisers of the respective programs through the Department of Higher Education.

The Department of Higher Education in cooperation with other academic units also offers graduate work leading to the Master of Science in Education degree with a concentration in adult education. Inquiries about this concentration should be directed to the chairperson of the department.

Application. Inquiries regarding application should be directed to the chairperson of the Department of Higher Education. Each applicant must submit an application to the Graduate School. In addition, an applicant is required to submit to the Department of Higher Education the departmental application form, an autobiographical statement, three letters of reference (special form

provided), and test results from either the Miller Analogies Test or the Graduate Record Examination.

Admission. Students applying for academic administration or for college and university business affairs should have had two years of full-time experience in higher education. Students applying to the fiscal affairs administration master's program may be required to have taken certain courses in or to have attained at least one or more competencies related to fiscal affairs. Students considering college student personnel programs should show some evidence of interest or participation in student personnel programs as an undergraduate. Students applying for the specialty in community and junior college teaching are expected to have an undergraduate concentration in a subject area commonly taught in a community college.

Each applicant is considered for acceptance on an individual basis with much consideration being given to evidence showing the applicant's commitment to higher education as a field of study and as a career.

Retention. Each student works closely with an adviser for program preparation. Each student also has a committee which assists in reviewing the student's progress, in supervising the thesis or research paper, and in administering the final examination. The records of each master's degree student are reviewed periodically by the adviser and committee to determine whether the student should continue in the program.

Program Requirements. Each student will develop with an adviser a suitable sequence of courses that will be designed to assist the student in attaining academic and professional objectives. In each of the specialties there are particular requirements that should be noted.

ACADEMIC ADMINISTRATION

thirty-two semester hours (minimum).

Required Courses: 17 Semester Hours.

- Hi Ed 501-2 Research in Higher Education
- Hi Ed 510-3 Higher Education in the United States
- Hi Ed 513-3 Organization and Administration in Higher Education
- Hi Ed 516-3 College Students and College Cultures
- Hi Ed 518-3 College Teacher and College Teaching
- Hi Ed 535f-1 Academic and Faculty Administration
- Hi Ed 545e-2 Problems in Central Administration

An internship experience is required if an exception was made in waiving the pre-admission work experience. In addition, one or more professional competencies related to academic affairs are required.

FISCAL AFFAIRS ADMINISTRATION

thirty-two semester hours (minimum).

Required Courses: 16 Semester Hours.

- Hi Ed 501-2 Research in Higher Education
- Hi Ed 513-3 Organization and Administration in Higher Education
- Hi Ed 518-3 College Teacher and College Teaching
- Hi Ed 528-3 Finance in Higher Education
- Hi Ed 535f-1 Academic and Faculty Administration
- Hi Ed 545e-2 Problems in Central Administration
- Hi Ed 545f-2 Business and Fiscal Affairs

An internship experience is required if an exception was made by waiving the pre-admission work experience.

One or more professional competencies related to college and university fiscal affairs are required.

COLLEGE STUDENT PERSONNEL

forty semester hours (minimum).

Required Courses: 16 Semester Hours. Includes 2 hours of credit internship

Hi Ed 501-2 Research in Higher Education

Hi Ed 515-3 College Student Development: Operations and Policies

Hi Ed 516-3 College Students and College Cultures

Hi Ed 525-3 Philosophy of Higher Education

Hi Ed 595-2 Internship in Higher Education

Guidance 502-3 Basic Statistics

An internship experience (paid) is required.

Students are encouraged to develop an interdisciplinary program preparing them in general student personnel administration or in one or more of the particular student services.

COMMUNITY AND JUNIOR COLLEGE TEACHING

thirty-two semester hours (minimum).

Required Courses.

Courses in the teaching specialty: 20 semester hours

Courses in Higher Education: 12 semester hours

Hi Ed 516-3 College Students and College Cultures

Hi Ed 518-3 College Teacher and College Teaching

Hi Ed 521-3 Curriculum Design and Policy

Hi Ed 526-3 Community College

Recommended beyond the minimum requirements:

VES 466-3 Principles and Philosophies of Vocational, Occupational, and Career Education (for those planning to teach in an occupational program)

Hi Ed 501-2 Research in Higher Education

Hi Ed 595-2 to 6 Internship (when feasible)

An internship cannot be assured, but effort is made to provide such an experience when possible.

Research Requirements. Each student shall demonstrate research competencies through writing an acceptable master's thesis or a research paper. Students selecting academic administration or fiscal affairs are usually asked to write a thesis and to demonstrate research competencies as outlined by their committee. Students in college student personnel usually prepare research papers on a topic concerned with student development and related activities. Students in community and junior college teaching must submit an acceptable research paper on a topic in the teaching field with the approval coming from both the adviser in the Department of Higher Education and the representative from the subject-area department who agrees to work with the student in writing the paper. In exceptional cases, the paper may be in higher education instead of the teaching field. In some instances, the student may wish to meet the thesis requirement instead of the research paper requirement.

Final Examination. All master's students are required to complete successfully a final examination which may be written or oral or both. Upon the successful completion of all requirements, including a *B* average for all course work, the student is recommended to the Graduate School for graduation.

Financial Aid

The Department of Higher Education makes an effort to find financial support for its graduate students through a number of graduate assistantships available throughout the University in different administrative offices and residence halls. Students should consult their academic advisers about possible financial assistance including graduate fellowships.

History

From a small beginning as a normal school, Southern Illinois University at Carbondale has become a major university with more than 22,000 students and approximately 1,500 faculty. Much of the growth has come since 1947, when the institution became a multipurpose and diversified university with many graduate programs.

In 1944, the Department of History inaugurated the Master of Arts degree and members of the department recruited faculty and significantly expanded its library resources as early as 1954. Fifteen years later, departmental planning culminated in the approval of the Ph.D. program in historical studies.

The Department of History now has a faculty of 21 members and 14 graduate assistants. The department has about 200 students working toward the bachelor's degree. In 1979 & 1980, the University granted 15 master's degrees in history.

Together with their continuing concern for teaching, the history faculty have engaged in a wide range of research projects. They have published broadly in scholarly journals and authored dozens of books. They have also served as officers of professional organizations, participated in international exchange programs, served as advisers to several university presses, and provided numerous services and programs for university and community life.

Research Facilities

Morris Library on the campus is the fourth largest library in Illinois. Housed in a modern seven-story building, it contains 1.8 million volumes and is growing at a rate of over 60,000 items per year. For several years Morris Library has been acquiring current scholarly publications not only from American but also from Latin American and European publishers. The long-term use of highly specialized materials is afforded by the affiliation of Morris Library with the Center for Research Libraries in Chicago.

The holdings in history and related areas amount to more than 500,000 volumes. To these must be added 20,000 reels of microfilm containing printed secondary works and 6,000 volumes of printed source material and 30,000 volumes of early American imprints prior to 1800 on microtext. Among the materials in the process of acquisition is a microtext edition of all newspapers published in the United States prior to 1820.

The library also possesses substantial holdings in the form of microfilm editions of presidential papers, dispatches and instructions of the state department since 1789, massive holdings in consular records, and the Adams family papers. The library has been a complete repository of United States government documents since 1954 and holds a large collection of earlier documents, including a virtually complete Congressional set. With the publication of the Ulysses S. Grant papers by the Southern Illinois University Press and the location of the Grant Association on the campus, the library is acquiring what will become the country's leading collection of Grant books and correspondence.

Following the acquisition of the 7,000-volume library of Jose Morgrovejo Carrion of Ecuador in 1960, the library has systematically expanded its holdings in Latin American history, government, literature, and anthropology. The papers of Vasquez Gomez, Mexican vice-president (1907-1919), and Samuel Putnam, American expert on Latin American affairs, provide rich research opportunities. Extensive files of serial publications from Argentina, Bolivia, Paraguay, Uruguay, Cuba, and Mexico also contain diverse sources for investigation. Many of the above materials are unavailable elsewhere in the United States.

Holdings in European history include the standard documentary publications, as well as scholarly serials and journals. The materials to support research are strongest in modern European and English history.

Admission

Graduate work in history is offered at both the master's and the doctoral levels. Admission to programs administered by the Department of History must be approved by the department, with approval dependent upon the preparation, ability, and promise of the individual student. For the Master of Arts degree in history, the department has no formal admission requirements beyond those of the Graduate School, except that students admitted with a GPA of less than 2.7 must establish a 3.00 GPA in history courses in the first semester. The department reserves the right to terminate from the history program a student who does not establish and maintain a 3.00 GPA in history courses. For admission to the doctoral program, each applicant should submit to the department, in addition to the material sent to the Graduate School, the following: three letters from former teachers, preferably at the graduate level; a letter in which the applicant expresses his professional and personal objectives; and a report of the result of the aptitude test (both verbal and quantitative) and the advanced test in history of the Graduate Record Examination.

The Master's Degree

Three concentrations are offered for the Master of Arts degree in history: American, Latin American, and European. History may be chosen as a minor when a student's program of study allows for a graduate minor or as a teaching specialty for the Master of Science in Education degree in secondary education or in higher education.

Students enrolled in the Master of Arts degree program must consult with the graduate adviser in the Department of History before registering for courses. Students enrolled in either of the Master of Science in Education degree programs must consult the appropriate adviser in the administrating department in the College of Education before registering for courses.

For the Master of Arts degree in history, 30 semester hours of satisfactory graduate work are required; at least 15 of these 30 hours must be on the 500 level. Within this general requirement, at least 20 semester hours must be in appropriate history courses, with at least 10 of the 20 hours on the 500 level. The remainder of the hours may be taken in courses on the 400 level. The M.A. student must take at least six hours of graded 500-level courses. A candidate for the Master of Arts degree must demonstrate proficiency in one foreign language, statistics, or computer programming.

The language requirement may be fulfilled either by passing Foreign Language 488b with a grade of *A* or *B* or by passing a reading examination offered by the Educational Testing Service.

Graduate students may demonstrate proficiency in quantitative methods by passing, with a grade of *A* or *B*, two courses from among the following: Computer Science 202; Guidance 506 and 507; Political Science 503; Math 514, 515,

and 516A and B. The courses selected will be determined in consultation between the student, the student's adviser, and the graduate adviser. With the consent of the graduate adviser and student's adviser, other courses in statistics and computer science may be accepted in fulfillment of the research tool requirement. The Candidate may fulfill the research requirement through either the thesis or the non-thesis program.

A candidate in the thesis program should, with the approval of the chairperson, select a thesis adviser and a thesis topic by the end of the first full-time semester in the program. As many as six semester hours may be in thesis research. Candidates must submit an acceptable thesis and pass a comprehensive oral examination covering their fields of specialization and their theses.

A candidate in the non-thesis program must receive an *A* or *B* in two separate research seminars. A copy of one paper must be filed with the Graduate School; copies of both papers must be filed with the department. Each candidate is required to pass a comprehensive written examination conducted by a committee consisting of three persons. The examination will cover two fields of the candidate's choice.

DIVISION I—AMERICAN HISTORY

United States to 1877

United States 1865 to present

DIVISION II—LATIN AMERICAN HISTORY

Colonial

19th Century

20th Century

DIVISION III—EUROPEAN HISTORY

Ancient

Mediaeval

England since 1600

Europe, 1450-1789

Europe, 1789 to present

DIVISION IV—ASIAN HISTORY

The Doctor of Philosophy Degree

Students seeking the Ph.D. degree in historical studies must complete at least two years of full-time graduate work beyond the bachelor's degree or one year beyond the master's degree (or its equivalent), and submit a satisfactory dissertation. The courses and hours of credit necessary for a doctoral student to prepare for preliminary examinations will be determined by the student's advisory committee. The goal is to develop high competence in the five selected fields in which the student will be examined. Full-time Ph.D. degree students who have not passed their preliminary examinations must take, in each semester, at least six hours of graded courses, at least three of which must be on the 500 level. Dissertation hours may be taken prior to admission to candidacy only with the approval of the graduate studies committee.

The department requires all candidates to pass a reading examination in two foreign languages. With the approval of the department, statistics or computer programming may be substituted for one language. Procedures for demonstrating proficiency in foreign language, statistics, or computer programming are the same as those required for the Master of Arts degree. The

language requirement must be satisfied prior to the preliminary examinations.

The department offers advanced study in thirteen fields of history which are grouped in four major divisions.

DIVISION I—AMERICAN HISTORY

Colonial

United States, 1776-1865

United States, 1865-1919

United States, 1919 to present

Mississippi Valley and Illinois

DIVISION II—LATIN AMERICAN HISTORY

Colonial

19th Century

20th Century

DIVISION III—EUROPEAN HISTORY

Mediaeval

England since 1600

Europe, 1450-1815

Europe, 1789 to present

DIVISION IV—ASIAN HISTORY

Each student will be responsible for five fields with either all five in history or four in history and one in a minor subject. For preliminary examinations, the student will present four fields, all in history or three in history and one in a minor field. The student will be certified in a fifth field, either in history or in a minor subject, by taking courses and passing them to the satisfaction of the advisory committee and the professors in that field. Not more than three fields may fall within any one of the above divisions. The preliminary examinations will consist of a three-hour written examination in each of the four fields and a two-hour oral examination covering all fields.

After completing the course work, fulfilling the foreign language requirements, and passing the preliminary examinations, the student will be recommended for Ph.D. candidacy and will devote full time to the dissertation. Dissertation subjects must be chosen from either American history, Latin American history, or European history. Subjects in American history may fall within any field listed in division I above. Subjects in Latin American history may fall within any field listed division II. Subjects in European history may be chosen from selected topics in modern continental European history. The final oral examination will cover the field of the dissertation and related matters.

Assistantships and Fellowships

Fellowships and teaching assistantships are available to qualified graduate students. All carry stipends and remission of tuition. Application for these awards should be submitted by February 1.

Additional information concerning the graduate program in history may be obtained by writing to the chairperson, Department of History.

Home Economics Education

(See Vocational Education Studies for program description.)

Home Economics

(See Comprehensive Planning and Design and Human Development)

Human Development

The Master of Science degree in human development is offered with concentrations in the professional options in child and family, family economics and management, and food and nutrition.

CHILD AND FAMILY

The concentration of child and family is designed to give students a knowledge and understanding of individual and family development within appropriate cultural contexts, to provide practical experience in a variety of settings that require an understanding of family life and relate to the people-helping fields, and to develop an academic setting for research and applied programs appropriate to the support of individual and family development.

FAMILY ECONOMICS AND MANAGEMENT

The concentration in family economics and management seeks to develop students' understanding and knowledge of factors associated with family resource management. Specific areas of concern are resources of economically disadvantaged families, the consumer's ability to handle available resources, and social and economic aspects of housing the family from the viewpoint of the household and the community.

FOOD AND NUTRITION

The concentration of food and nutrition provides advanced knowledge in human nutrition; the impact of nutrition upon the physical and mental well-being of individuals, families, and communities; and the scientific foundation and techniques supporting the knowledge of nutrition. The curriculum is dedicated to the areas of dietetics, community nutrition, and nutrition teaching and research. The concentration also provides a route, other than internship, to registration as a dietitian.

Degree Requirements

To be admitted to the program for the Master of Science degree in human development the student must:

1. Be admitted to the Graduate School.
2. Complete an undergraduate degree which need not necessarily be in human development. Deficiencies in course prerequisites to the graduate courses may be made up after acceptance into the program. Courses taken to satisfy prerequisite deficiencies will not apply to minimum hours' requirements for the degree.
3. Complete any additional divisional requirement which may include the Graduate Record Exam and letters of recommendation. If a foreign student, must present evidence of mastery of English; a score of 550 on TOEFL or at least a C in the appropriate course in ESL is required.

To qualify for the Master of Science degree in human development a student must:

1. Meet the general requirements of the Graduate School and successfully complete at least 36 semester hours of course work as described below.

2. Satisfactorily complete: 6 hours, selected from HD 400, 501, 502, and 503; plus 12 hours in the professional option concentration.
3. Complete an additional 9 hours in course offerings in departments external to human development.
4. Satisfactorily complete Guidance 502 or equivalent and Research Methods 500 as approved by the division.
5. Complete requirements for a thesis, research paper, or project.
6. Successfully pass an oral examination over coursework and thesis, research paper, or project.

Acceptance into the division shall be accomplished through a graduate admissions committee of three graduate faculty members in the division. After acceptance, graduate students shall be encouraged to have private consultation with every faculty member within their chosen concentration during the first semester on campus. Students shall then select major professors with whom they will work out tentative programs.

At the time that students are ready to consider designing a thesis, research paper, or project, they, in consultation with their major professors, will select at least two other qualified faculty members to serve as an advisory committee. The two additional members may be from the University at large or from the unit. At least one member must be chosen from outside the concentration.

The advisory committee shall be convened to discuss, revise, and approve a proposed thesis, research paper, or project, and approve the courses and schedule by which the student plans to meet the remaining requirements. When the thesis, research paper, or project has been completed, the advisory committee shall be convened by the student to administer an oral examination which covers coursework and the thesis, research paper, or project. They shall evaluate the performance of the student and report it to the Graduate School on appropriate forms.

Instructional Materials

(See Educational Media under Curriculum, Instruction, and Media for program description.)

Journalism

The considerable growth of the mass communication industries has caused an increased need for professionally educated men and women with graduate degrees who want to pursue careers as journalists in the mass media, communication specialists in industry and government, researchers, teachers, and university faculty members.

Graduate programs in the School of Journalism are designed to help students achieve significant intellectual growth as they prepare for these careers. It is intended that the student's entire graduate program be a challenging, stimulating, and valuable educational experience. For this reason, the School of Journalism has three degrees, each offering a different approach to graduate education. In each degree program, students take some of their work in departments other than journalism so that they may explore areas of interest to them and inquire into other disciplines.

The School of Journalism offers graduate programs leading to the Master of Arts, the Master of Science, and the Doctor of Philosophy degrees in journalism and mass communication. Students may concentrate their work in these general areas: media history, behavioral studies, legal studies in communica-

tion, and mass media and society. The Master of Arts and Ph.D. degrees are research degrees culminating in the preparation of a thesis or dissertation. Students are expected to conduct research to provide answers to important questions, to discover new information, to show new associations between previously known facts, or to supply historical or legal information about particular subjects.

The Master of Science degree is a media-oriented degree designed to be of benefit to individuals who wish to prepare themselves to be more proficient in their professions and does not necessarily involve the kind of research required in preparing a thesis.

Admission to the Degree Program

Persons seeking admission should consult the appropriate section of the Graduate Catalog. GRE Aptitude Test scores must be submitted either before a student enters the program or during the student's first term in residence. Students without a previous journalism or mass communication degree or professional media background are required to take some undergraduate courses without credit as a way of gaining background. The amount of this course work will be determined by an adviser in consultation with other faculty members. A TOEFL score of 600 or higher is required of all foreign students, except those from English-speaking countries. A minimum undergraduate GPA of 3.0 is expected for acceptance into the graduate program.

Academic Retention

In addition to the retention policies of the Graduate School, the School of Journalism requires that each master's degree student must maintain an overall grade point average of 3.00 (A=4) and each Ph.D. student must maintain an overall grade point average of 3.25 (A=4). Upon falling below this average, students will be allowed two academic terms to bring their averages up to the minimum; failing this they will be dropped from the program and will not be allowed to re-apply. No course in which the grade is below *C* shall count toward the degree nor fulfillment of any requirement, but the grade will be included in the grade point average. No more than three hours of *C* work in graduate courses will count toward either degree.

All students are subject to regular review by the School of Journalism graduate faculty. Those not attaining the minimum acceptable standards or who in any way fail to meet any other requirements or standards set by the faculty will be dropped as majors. Doctoral students may be required to take extra work if any grades of *C* or lower are earned at Southern Illinois University at Carbondale.

Master of Arts Degree

The Master of Arts degree student usually builds on a base of social science and a study of journalism or mass communication leading to a career in teaching, scholarship, or applied research in advertising, public relations, media management, opinion research, or similar areas. The degree also may lead to Ph.D. studies.

Candidates for the M.A. degree must complete a minimum of 30 semester hours of graduate work, including 3 hours for the thesis. Additional courses may be required if students change their areas of interest or if performance in course work or comprehensive examination results indicate the need for more course work. No fewer than 18 nor more than 21 semester hours of course work must be earned in journalism. Remaining course credits should be taken in departments whose disciplines have strong theoretical bases. Courses in some departments may not, therefore, be used to meet requirements. Students often

elect courses in history, psychology, political science, sociology, anthropology, economics, and guidance.

Each student is required to prepare, write, and defend a thesis which demonstrates a capacity for investigation and independent thought. Students must be enrolled for thesis credit during the semester they defend their thesis.

Failure to present and defend an acceptable thesis proposal, or failure to maintain continuous progress toward completion of degree requirements serve as reasons for dismissing a student from the program. Additional work may be required of those students whose progress is interrupted.

Master of Science Degree

The Master of Science degree program in journalism and mass communication provides advanced professional training for careers in the mass media and related areas. Persons with graduate degrees from accredited schools of journalism are in demand by newspapers, magazines, broadcasting, advertising and public relations firms, government, and industry. The growing complexity of communication increases the need for persons sensitive to the intricacies of communicating via the mass media.

The Master of Science degree program is broadly based. It draws upon the resources of a diverse and knowledgeable journalism faculty and upon many other academic areas in the University. From such resources, the School of Journalism provides individually developed programs for graduate students aiming at such careers as newspaper reporting, radio and television news, advertising, public relations, magazine editing, media management, and teaching.

Thirty semester hours are required for the Master of Science degree program, including 3 hours for thesis or a professional project, whichever the student chooses. From 9 to 21 semester hours of course work must be earned in journalism, including one research course and the seminar for Master of Science degree students. Remaining semester hours should be taken in a discipline or disciplines appropriate to the student's area of study. Formal, oral defense both of the thesis or project proposal and of the completed thesis or professional project is required.

Doctor of Philosophy Degree

The Ph.D. program is designed to produce scholars and teachers who can make significant contributions to the understanding and development of the mass media and their utilization. Doctoral studies include the entire process of mass communication, including communication theory, media history, mass media law, and mass media institutions and their interrelationships with other societal institutions. The program asks students to achieve breadth in their studies, but allows each student to develop a special area of interest and research.

Normally, three years of concentrated study, including preparation of a dissertation, will be required to earn the degree, which is built on the base of a suitable master's degree program.

Minimum course requirements for the Ph.D. degree include 38-40 semester hours beyond the master's degree, plus 12-14 hours of research tools. An evaluation of previous work is made and transfer credit is allowed only for work which fits the degree plan. Approximately two-thirds of course credit hours will be earned in journalism and mass communication; the remaining hours will be earned in a non-journalism area of study, which might include work in more than one department. Additional course work may be required if the student's area of interest changes or if performances in courses or comprehensive examination results indicate the need.

During the second semester of enrollment, each Ph.D. student will prepare a total program plan for the degree. The plan should include a list of courses and tools, with some explanation and justification for their selection in relation to academic goals. The plan will be discussed and modified, when appropriate, before approval. Once approved, the plan may be changed only with permission of the adviser. The student may deviate from the 2/3-1/3 pattern if the resulting program contains work leading to appropriate research or professional career goals.

Tool Requirements. Minimum course requirements listed above do not include courses taken to satisfy tool requirements. The Ph.D. student, in consultation with the adviser, will select two useful tools from among:

Journalism 500 and 501 (Research Design)

Journalism 530 and appropriate courses in the Department of History (Historical Research)

Guidance 506 and 507 (Statistics)

Journalism 540 and History 461a or 461b or Political Science 433a or 433b (Legal Research)

Computer Programming (Courses to be Selected)

Modern Foreign Language

Courses listed as tools are subject to change without notice at times when departments change course content, titles, or numbers. Only grades *A* or *B* are accepted for tool courses.

A student may propose other research tools for consideration by the School of Journalism, but such tools must be useful in the conduct of research, especially for the doctoral dissertation.

Examinations. Each student must pass rigorous comprehensive written and oral examinations after completing tool requirements and all course work (with all incomplete and deferred grades removed). The examination must be completed within one year after the student has satisfied all course and tool requirements. Failure to successfully complete the exams during the one-year period will result in dismissal from the program. The form and scope of the examinations are at the discretion of the graduate faculty members of the School of Journalism, with some basic parameters: each student will take a minimum of twenty hours of examination, including at least one methodology (appropriate to the student's proposed dissertation) and one area outside journalism and mass communication.

Students prepare dissertation proposals, defend and explain the proposals to their committees and complete the research and write their dissertations. Within one year after admission to candidacy, students must have written dissertation proposals approved by their committees. Dissertations must be based on scholarly research and independent thought.

Students must enroll for a minimum of 24 hours in Journalism 600. Each student must enroll in Journalism 600 each term between admission to candidacy and completion of all requirements for the Ph.D. degree.

Effective fall, 1980, graduate students who have completed their course work and the minimum number of credits required for thesis or dissertation must enroll in Journalism 601, Continuing Research, each semester until the completion of their degree programs. Students who will be making no demands on personnel or facilities can substitute graduate clerical registration. Determination as to the appropriate enrollment or registration is made by the journalism graduate faculty in consultation with the students involved.

The dissertation defense will be held before members of the dissertation

committee (all of whom must be present) and interested observers. Although others than committee members may ask questions of the student, the pass or fail decision on the oral will be made by committee members only.

Latin American Studies

The Master of Arts degree in Latin American studies is earned through an interdisciplinary program of courses offered in the Departments of Agricultural Education and Mechanization, Animal Industries, Anthropology, Botany, Economics, Foreign Languages and Literatures, Geography, History, Marketing, Philosophy, Plant and Soil Science, and Political Science. Southern Illinois University at Carbondale has a distinguished faculty of Latin Americanists and the Latin American holdings of the Morris Library are extensive. The program is supervised by the Latin American studies advisory committee.

Prerequisites for the master's degree include a basic knowledge of the Latin American area obtained through previous academic work, independent study, or personal experience in the region. Students also must demonstrate language skills (in Spanish, Portuguese, or both) appropriate to their career goals. The chairperson of the Latin American studies advisory committee will determine if the student has met these prerequisites and prescribe additional work to eliminate any deficiencies.

Requirements for the Master of Arts Degree

1. The completion of at least 20 hours in courses pertinent to the Latin American area offered for graduate credit in one of the departments listed above.
2. The completion of a minimum of 10 hours in complementary courses approved by the student's supervisory committee. To meet this requirement students may select offerings in a maximum of three fields.
3. The completion of a satisfactory thesis on a Latin American topic in the major department. Students will receive 3 to 6 hours of credit for the thesis. Three of these hours may count toward the 20 hour requirement in the major department.

In every case the student's final program must be approved by the supervisory committee, acting under the policies established by the Latin American studies advisory committee, in accordance with the rules of the Graduate School.

Linguistics

The goal of the Department of Linguistics is to bring students to an understanding of language systems which is both theoretical and practical. For students committed to the study of language, the department offers two M.A. programs. Students whose career goals are to enter the large and ever-increasing job market of teaching English as a foreign/second language, to help train other teachers, and to develop curricula and teaching materials are advised to pursue the Master of Arts degree in English as a foreign language. Students who wish a more extensive theoretical training, alone or in combination with marketable EFL skills, should consider the Master of Arts degree in linguistics. For students who are curious about language study, but not committed to either of our graduate majors, the department offers a number of interesting, non-specialist courses which may constitute a minor or a selection

of electives in related degree programs, such as speech pathology and audiology, psychology, English, foreign languages, speech communication, and anthropology.

Graduate courses in theoretical and applied linguistics are offered leading to the Master of Arts degree in linguistics or to the Master of Arts degree in English as a foreign language. Both 400- and 500-level courses are offered for a minor in linguistics, and in English as a foreign language. Applicants for admission should send inquiries to the chairperson, Department of Linguistics, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Admissions. Applicants for admission to either degree program, besides meeting the general conditions for admission to the Graduate School, must have an undergraduate GPA of at least 2.7 ($A = 4.0$). Applicants with GPA's between 2.4 and 2.7 may be granted conditional admission. (Students admitted on a conditional basis must earn a graduate GPA of 3.0 after the first 10 hours of letter-graded coursework taken in their program; failure to do so will result in the student's being dropped from the program.) In addition, applicants who are not native speakers of English must have a TOEFL score of at least 550. Applicants are encouraged to submit GRE scores in support of their application for admission. An undergraduate background or work experience in one of the following fields is desirable but not required: anthropology, English, foreign languages, mathematics, philosophy, psychology, speech, sociology.

All students entering either the M.A. in linguistics or M.A. in English as a foreign language programs must demonstrate a minimum level of knowledge of traditional English grammar. This is tested by a department diagnostic examination administered in the first week of the fall term. Students not able to pass the test will be required to take Linguistics 430 (traditional English grammar) and pass the course with a grade of *B* or better. The course yields three credit hours and may count toward a graduate degree in EFL or linguistics.

Applicants for admission who are not native-speakers of English must also demonstrate spoken and written proficiency in English, which is measured by department diagnostic examinations given upon the student's arrival. Students not able to pass these tests must take suitable remedial work provided for by the department. The master of arts degree will be awarded to non-native English speaking students only when they have demonstrated satisfactory proficiency in spoken and written English, in addition to meeting the other degree requirements.

Preprofessional Assignments. As a vital part of one's graduate educational experience each student must be engaged in an appropriate research or teaching assignment each term. These assignments vary according to the needs and professional goals of the student. They are designed to supplement the formal course work with a variety of preprofessional activities in research and teaching, under staff supervision.

The amount of time required of the student varies according to the progress made, the type of assignment, etc. The purpose of these assignments is to expose the student to some of the types of activities that will ultimately be engaged in after receiving the M.A. degree. Performance on these assignments is evaluated.

Retention. Students admitted on a conditional basis because of having a GPA between 2.4 and 2.7 must earn a graduate GPA of 3.0 after the first 10 hours of letter-graded course work taken in their programs; failure to do so will result in the student's being dropped from the program.

If, after one term on academic probation, as defined either by the Graduate School or herein, any students who fail to return to good standing, will not be entitled to financial assistance from the department. If, after two terms on academic probation, they fail to return to good standing, they will be dropped from the program.

When students accumulate three or more incompletes, they will be put on academic probation and will return to good standing by reducing the number of incompletes to two or less. While on academic probation the student is subject to the above stipulations for financial assistance and for being dropped from the program.

Comprehensive Examination. Toward the end of their course work, students must take and pass a written comprehensive examination covering the areas of their concentration. This examination may not be taken more than twice. In order to be eligible to take the examination, department students must have at least a 3.0 GPA when the examination is given, and must have passed the test of traditional English grammar. Students having a GPA just below 3.0 may petition the Department's executive committee to be considered for a special waiver of the requirement. However, petitioning the committee does not automatically result in a waiver.

Grade Point Average to Graduate. All graduate work must be completed with an overall GPA of 3.0.

Master of Arts Degree in Linguistics

Applicants for admission to the linguistics program must satisfy the following prerequisites: coursework corresponding to articulatory phonetics (402a) and general linguistics (401).

Applicants with partial deficiencies in these prerequisites may be provisionally admitted until the prerequisites are met. With regard to these prerequisite courses (which do not carry degree credit), the students who believe themselves capable in the material of any of these courses may ask that a proficiency examination be administered. Such an examination will be equal in scope to that usually given at the end of the course.

Candidates for the M.A. degree must have current proficiency in a language other than English; this may be native proficiency or the equivalent of the proficiency expected after three academic years of coursework. Such proficiency is demonstrated by obtaining at least a grade of *B* in the appropriate Foreign Languages 488b course or by obtaining a score of at least 500 on any option of the Graduate School Foreign Language Test given by the Educational Testing Service.

A thesis is required for the M.A. degree in linguistics. The student, in consultation with the departmental graduate adviser, shall propose a topic and a chairperson and two other faculty members to serve as the thesis committee; the executive committee of the department must approve the topic and structure of the thesis committee. The chairperson is to be a member of the graduate faculty of the Department of Linguistics. One or both of the other committee members may be from outside the department. The topic of the thesis may come from the major field of linguistics, or from the area of the student's minor, with the stipulation that the topic be demonstrably related to the major in linguistics. In the latter case, the thesis committee may be co-chaired by a faculty member outside the Department of Linguistics. In addition to the two copies required by the Graduate School and requested by committee members, the student must submit a copy of the thesis to the department.

The total credit requirement is a minimum of 32 credit hours; a minimum of

15 of these hours must be at the 500-level. Students are encouraged to attend the summer linguistic institute of the Linguistic Society of America; credit will be allowed for course work successfully completed.

Major Requirements.

The following 19 hours of linguistics:

- Ling 405-4 Phonological Theory
- Ling 408-4 Syntactic Theory
- Ling 415-3 Sociolinguistics
- Ling 506-4 Historical Linguistics
- Ling 550-4 Seminar in Linguistics

Thesis Requirement.

Ling 599-3 to 6 Thesis

Minor Requirement.

Ten hours of courses relevant to linguistics.

A wide variety of courses which will interest the linguistics major is offered both within and outside the department. In consultation with an adviser, the student should structure a coherent minor. Possible areas are psycholinguistics, sociolinguistics, language and culture, language area studies, instrumental phonetics, language and literature/stylistics. If the student with a major in linguistics wishes to choose English as a foreign language as a coherent minor, the department requires the following:

Minor in English as a Foreign Language.

(for linguistics majors), 10 hours:

- Ling 570-3 Theory and Methods of EFL/ESL
- Ling 580-3 Seminar in Special problems of EFL/ESL
- Ling 581-2 Practicum in EFL/ESL: Oral English
- Ling 585-2 Practicum in EFL/ESL: Written English

If the student can demonstrate equivalent experience or academic credit for any of the above course requirements, other appropriate courses may be substituted to make up the total number of required hours.

Master of Arts Degree in English as a Foreign Language

Applicants for admission to the English as a foreign language program who are not native speakers of English must have an undergraduate concentration in English language or literature, or the equivalent in practical experience.

The EFL program at Southern Illinois University at Carbondale is uniquely different from many such programs in the way it blends theory and practical matters; it prepares the students intellectually as well as experientially, so that the student will be capable not only of conducting a class in English, but of making the decisions necessary for choosing among competing approaches, conflicting situations, and unforeseen activities. The methodology sequence of the EFL program is based upon the application of theoretical linguistics to EFL pedagogy. In addition, the EFL program provides for practice in control of gestures, tone of voice, and tempo of class management as practical aspects of pedagogy. Thus, graduates of this program are prepared to be teacher-trainers as well as classroom teachers.

As a vital part of the graduate training program in EFL, all students in that program are required to engage in practice teaching assignments through enrollment in Linguistics 581 (practicum in EFL/ESL: Oral English) and Linguistics 585 (practicum in EFL/ESL: Written English). Waivers may be given for comparable teaching experience of this specific type. These courses are

designed to enable the student to carry out practice teaching responsibilities in the Linguistics 100 (Oral English), Linguistics 101, 102, 103, 290 (composition for foreign students), classes in oral or written English at CESL, tutorial work in the English remedial workshop, (i.e. the writing clinic or developmental skills), or undergraduate grammar courses (i.e. GSD 104). The purpose of these practice courses and practice teaching assignments is to expose students to some of the types of teaching activities they will ultimately be engaged in after they receive their degrees.

The total credit hour requirement is a minimum of 32 credit hours. A minimum of 15 of these hours must be at the 500-level.

Required Courses.

(10 hours of EFL courses; 7 hours of Ling courses):

- Ling 570-3 Theory and Methods of EFL/ESL
- Ling 580-3 Seminar on Special Problems of EFL/ESL
- Ling 581-2 Practicum in EFL/ESL: Oral English
- Ling 585-2 Practicum in EFL/ESL: Written English
- Ling 401-4 General Linguistics
- Ling 402a-3 Articulatory Phonetics

Approved Electives.

(15 hours, at least 9 of which must be chosen from the following list):

- Ling 571-2 Language Laboratories
- Ling 572-2 Materials Preparation in EFL/ESL
- Ling 501-3 Contrastive Linguistics
- Ling 403-3 English Phonology
- Ling 408-4 Syntactic Theory
- Ling 415-3 Sociolinguistics
- Ling 445-4 Psycholinguistics
- Ling 575-2 EFL/ESL Testing

The additional 6 hours of electives may be chosen from the above list, from other linguistic department offerings, or, in consultation with the departmental graduate adviser, courses in other departments which may be related to the student's program and interests.

All EFL students who are native speakers of English must have the equivalent of one semester of study of a modern language (including exotic language) within the preceding five years, (excluding high school). This study may have been academic or direct experience (living in another country) with formal study (e.g. Peace Corps classes, FSI, Army language schools). In default of such background, the student must register for at least one semester of study of a modern language at SIUC. Enrollment in an undergraduate level course for credit or for audit satisfies the requirement. Foreign students in recognition of their experience in learning English, are exempted from this requirement.

A thesis is not required for the M.A. degree in English as a foreign language; however, such a candidate may optionally choose to write a thesis. In that case, the thesis policy and guidelines for the M.A. in linguistics apply. A research report is required in lieu of a thesis. The research report may have been prepared as a term paper for any advanced course, must have earned an A or B, must give evidence of the candidate's ability to do research reporting, and must be in acceptable form. In addition to the copy required by the Graduate School, the student must submit a copy to the department.

A certificate of attendance may be granted to those students who do not satisfy the graduation GPA requirement (3.0), the comprehensive examination requirement, the English language proficiency requirement, or the traditional English grammar proficiency requirement.

Mathematics

Graduate work in mathematics is offered leading to the Master of Science, Master of Arts, and Doctor of Philosophy degrees in mathematics and the Master of Science degree in statistics. A program may be developed for a teaching specialty in mathematics in the Master of Science in Education degree in secondary education or in higher education. Minor work for graduate degrees in other fields, which allow for a minor, is also offered. In addition to general rules, regulations, and requirements of the Graduate School, the following specific requirements pertain to the degrees available in mathematics.

Acceptance for graduate study in mathematics and subsequent continuation in the graduate program are at the discretion of the Department of Mathematics, provided that the student has been admitted to the Graduate School and meets the retention standards of the Graduate School. For unconditional acceptance the student will be expected to have taken a sufficient number of undergraduate courses in mathematics, including a course in linear algebra in preparation for the graduate program, as would be the case in a strong undergraduate major in mathematics or in a well chosen minor in mathematics with a major in a related discipline.

Students will also be expected to have completed a year of French, German, or Russian or to have a working knowledge of a computer programming language (such as is covered in Computer Science 202 and either 302 or 311). A student who does not fully meet these conditions may be admitted conditionally but will be expected to remedy any deficiencies in undergraduate preparation.

Master of Science Degree in Mathematics

1. Graduate credit must total at least 30 semester hours of which at least 15 must be at the 500 level. This will ordinarily be in courses offered by the Department of Mathematics unless an approved minor is taken outside the department; in this case at least 21 semester hours of graduate credit must be in courses offered by the Department of Mathematics. (One such approved minor in operations research-management science consists of courses BA 501, BA 541, BA 544.)
2. The candidate's program must include at least one course from each of four of the following areas: (i) pure and applied algebra; (ii) pure analysis; (iii) applied analysis; (iv) geometry and topology; (v) probability and statistics. This requirement may be met in whole or in part by means of courses taken elsewhere prior to acceptance for graduate study in the department; such courses must be judged comparable to corresponding 400 or 500 level courses offered by the department.
3. The student must demonstrate ability formally to communicate mathematical concepts either by preparing a research paper (3 hours credit in Math 595) or by successfully completing at least two semesters of the master's seminar, Math 550k (a total of 3 hours credit required), including the preparation of a research report based on a seminar presentation.
4. At the completion of the program, the student must demonstrate satisfactory performance on an oral examination based on course work and a research paper or report. The examination will be administered by a committee appointed by the chairperson of the department.

Master of Arts Degree in Mathematics

1. Graduate credit must total at least 30 semester hours of which at least 15

- must be at the 500 level. This will ordinarily be in courses offered by the Department of Mathematics.
2. The candidate's program must include at least one course from each of four of the following areas: (i) pure and applied algebra; (ii) pure analysis; (iii) applied analysis; (iv) geometry and topology; (v) probability and statistics. This requirement may be met in whole or in part by means of courses taken elsewhere prior to acceptance for graduate study in the department; such courses must be judged comparable to corresponding 400- or 500-level courses offered by the department. The candidate must take each of the courses (or have taken the equivalent elsewhere) Math 419, 421, 433 or 437, 452, and at least four mathematics courses at the 500 level.
 3. The candidate must demonstrate ability to read mathematical literature in French, German, or Russian. This requirement may be met in any of the following ways: (1) by passing an examination given by the Educational Testing Service of Princeton, New Jersey; (2) by passing an examination given by the foreign language examining committee of the mathematics department; (3) by passing with a grade of *B* or better, the *b* part of the research tool course (in the language elected) offered by the Department of Foreign Languages and Literatures.
 4. The candidate must write a thesis carrying 3 to 6 semester hours of credit in Math 599.
 5. The candidate must exhibit distinguished performance in course work, the thesis, and on an oral examination given at the completion of the program. The examination will be administered by a committee appointed by the chairperson of the department.

Master of Science Degree in Statistics

1. Graduate credit must total at least 30 semester hours of which at least 15 must be at the 500 level. This will consist of at least 21 semester hours offered by the Department of Mathematics and at least 6 semester hours in an approved minor area outside the department.
2. The candidate's program must include:
 - a. In mathematics: 452 or 501, and at least one course in applied analysis or topology.
 - b. In statistical theory: 480 and 580.
 - c. In statistical methods: 486 or 489, and at least one of the courses 473, 487, or 488. This requirement may be met in whole or in part by means of courses taken elsewhere prior to acceptance for graduate study in the department; such courses must be judged comparable to the corresponding 400 or 500 level courses offered by the department.
3. The student must demonstrate ability to formally communicate statistical concepts by preparing a research paper (3 hours of credit in Math 595).
4. If the student has not learned a computer programming language before entering the program, he will be required to either take a formal course such as CS 202 or pass a proficiency examination.
5. At the completion of the program, the student must demonstrate satisfactory performance on an oral examination based on his course work and research paper. The examination will be administered by a committee appointed by the chairperson of the department.

Doctor of Philosophy Degree

A student will be considered for acceptance into the Ph.D. program if above average performance in graduate work has been demonstrated comparable to that required for a master's degree at most American universities.

Once accepted, the requirements are:

1. Satisfactory performance on a comprehensive examination in three areas. At least two of the areas must be selected from those represented by Math 501, 520, 530, 555. The third area must cover material commensurate with that in a 500-level mathematics course other than 514, 515, or 516. However, with the approval of the graduate adviser, the student may substitute a 500-level course in a related field outside mathematics.
2. Demonstrated reading competence in mathematics in two of the three languages: French, German, Russian. One language may be replaced by passing, with at least a grade of *B*, either (a) Computer Science 202 and 204, (b) Computer Science 202 and 222, or (c) the equivalent. The language requirement may be met in any of the following ways: (1) by passing an examination given by the Educational Testing Service of Princeton, New Jersey; (2) by passing an examination given by the foreign language examining committee of the mathematics department; (3) by passing with a grade of *B* or better, the *b* part of the research tool course (in languages elected) offered by the Department of Foreign Languages and Literatures.
3. Completion during the first year in the program of any of the courses 501, 520, 530, 555 not previously taken at SIU at Carbondale or elsewhere at an equivalent level. Course work must include 12 hours in one field as a major concentration and 6 hours in each of two other fields (minors) from the following list: algebra; analysis; applied mathematics; differential equations; logic; number theory; probability and statistics; topology and geometry. The course work in the major and minor areas must be at the 500 level and be exclusive of the courses 501, 520, 530, 555.
4. Satisfactory performance on a preliminary written and oral examination on the student's major and minor areas. The written examination will be confined to the student's major area; the oral examination will cover both major and minor areas. The preliminary examination will ordinarily be taken after completion of the language (research tool) requirement and 24 hours of credit in the program. However, students should pass their preliminary examinations by the end of the academic year following that in which they passed their comprehensive examinations.
5. A dissertation (representing at least 24 hours of credit in Mathematics 600) demonstrating the candidate's capacity for original and independent research in the concentration chosen from the following list: algebra; analysis; applied mathematics; differential equations; probability and statistics; number theory; topology and geometry; numerical analysis; combinatorics. This list is subject to change due to changes in the graduate faculty. Candidates must pass an oral examination on their dissertation.

Microbiology

The Department of Microbiology offers graduate work leading to the Master of Arts and Doctor of Philosophy degrees in microbiology. The programs are designed to provide a basic knowledge of the field of microbiology as well as to allow each student to specialize in some particular area of study with the goal of developing microbiologists with a broad perspective and scientific sophistication who will advance human knowledge and meet the changing needs of society.

Admission and Advisement

Prospective graduate students must submit separate application forms obtainable from the Graduate School and the Department of Microbiology. Graduate

Record Examination (GRE) scores and three letters of recommendation are required as part of the departmental application.

Admission to the doctoral program in microbiology requires a master's degree, or its equivalent, a minimum grade point average in graduate work of 3.25, and approval by the department.

The departmental graduate adviser will assist each student with the initial planning of a program of study, including required courses, anticipated dates for fulfillment of specified requirements, etc. The adviser will also assist the student in arranging for a graduate faculty advisory committee and its chairperson to assume the continuing responsibility of planning the program of study and directing the research project for the degree.

Master's Degree

Each candidate for the master's degree is required to complete 30 semester hours of acceptable graduate credit, an approved thesis, and pass a comprehensive examination. Most students require two years to complete the work for a master's degree.

At least 15 of the 30 semester hours must be in courses numbered 500 or above. Within the 15 semester hours of 500 level credit, each student must successfully complete 10 semester hours of credit selected from departmental courses numbered 502, 504, 505, 540, 542, 551, 562, 564, taken once.

The remaining credit hours requirements may be elected from the 400- and 500- level courses in the department or *other* departments with the approval of the graduate adviser. Additional credits may be earned in courses 504 and 505 provided that they are repeated with different instructors.

During each semester, every graduate student is expected to register for Microbiology 500 (Seminar) either for credit or audit.

Copies of the draft thesis must be submitted to the advisory committee and the department chairperson at least six (6) weeks before commencement. Each candidate for a master's degree is required to pass a comprehensive final examination administered by the advisory committee. The approved thesis, in final form, must be submitted to the dean of the Graduate School at least three (3) weeks before commencement.

Doctoral Degree

Each prospective candidate for the doctorate is required to complete 96 semester hours of acceptable graduate credit including 24 hours of dissertation credit, satisfy the statistics requirement, pass the qualifying examination, write and defend an acceptable dissertation based on a laboratory research problem, and spend at least two consecutive semesters in residence after admission to the doctoral program and before admission to candidacy.

All students will be expected to complete a core of courses consisting of 403-2, 425a,b-4, 441-3, 451-3, 460-3, or their equivalent. All students will be expected to complete at least three of the following five courses: 404-2, 426a-2, 442-2, 452-2, and 461-3 or their equivalent.

The remaining credit hour requirements may be elected from the 400- and 500- level courses in the department or other departments with the approval of the advisory committee.

During each semester, every graduate student is expected to register for Microbiology 500 (Seminar) for credit or audit.

Students may petition the department to accept credit earned in the master's program toward the credit requirements of the doctoral program.

The microbiology department requires that all students enrolled in the doctoral program present evidence of competence in statistics by earning a

grade average of *B* in a series of courses or by passing a proficiency examination (administered by the course instructor) equivalent to one of the series of courses as follows:

1. Guidance 506 and 507
2. Mathematics 483 and 487
3. Mathematics 514 and 515

Students must satisfy the statistics requirements before taking the qualifying examination. After passing the qualifying examination, the student is advanced to candidacy for the doctorate.

The qualifying examination will consist of the three parts which are indicated below.

1. **General Microbiology.** This examination will be constructed and graded by the entire faculty.
2. **Area of Concentration.** The nature of this area, either a departmental or interdisciplinary speciality, shall be determined by the student together with the advisory committee and the chairperson. The examination shall be prepared and graded by the chairperson of the advisory committee.
3. **Outside Area.** The nature of this area, involving one or more departments or areas outside of the department shall be determined by the student, together with the advisory committee and the chairperson. The examination shall be prepared and graded by a faculty member outside of the department.

In order to pass the qualifying examination, students must satisfy every member of the examining committee. If they fail to do so, they will fall in one of three categories. (1) They may fail and be denied a re-examination. (2) They may fail and be given an opportunity to be re-examined after an interval of time agreed upon by the students and the chairpersons of the committees. (3) They may be required to repeat a part of the examination. This re-examination will be conducted by the member(s) dissenting from passing the student initially.

Students working towards the doctoral degree should consider the following steps applicable to the dissertation:

1. The student and the chairperson of the advisory committee determine the general nature of the research problem.
2. After formulation, the problem should be discussed with the advisory committee before extensive work is done. A discussion of the problem may be presented in a departmental seminar.
3. Periodic meetings of the student with the advisory committee are encouraged.
4. Copies of the draft dissertation should be available to the advisory committee at least *two months* prior to the deadline established by the Graduate School. The dissertation must be defended by the student in a public oral examination. The approved completed dissertation is transmitted to the dean of the Graduate School.

Mining (Coal Extraction and Utilization) Engineering

Department of Mining Engineering

The mining engineering department at SIUC is a young and upcoming department in the College of Engineering and Technology. The department presently offers a four-year Bachelor of Science degree in engineering with an option in mining engineering and a graduate program leading to a Master of

Science degree (coal extraction and utilization) in mining engineering. The current enrollments in the two programs are 40 and 12, with considerable increases in undergraduate enrollment expected in the future. Undergraduate enrollments should level off at about 120-150 students.

Current research in the department emphasizes four areas: rock mechanics and strata control, mine planning and design in surface and underground coal mines, mine ventilation, and coal preparation. Ongoing and completed projects in these areas include pre-mining investigations to delineate ground instability problems in advance of mining, effects of moisture absorption and swelling on strata stability in coal mines, the effect of moisture on anchorage capacity of roof bolts, development of pin-set bolting concept, remote control of backfilling in abandoned room-and-pillar mines, industrial engineering studies of mined land reclamation, integrated mining and reclamation concepts, production potential of novel underground mining systems, model studies of air flow in multiple entries, removal of pyritic sulfur from coal using flotation, and recovery of coal from refuse and slurry ponds.

The department is equipped with modern laboratories in the areas of rock mechanics, coal preparation, and mine ventilation and provides excellent opportunities for research.

The University Coal Extraction and Utilization Research Center is located on campus and assists researchers in developing research funding sources. In addition, the Carbondale Mining Technology Center of the U.S. Department of Energy is located about 10 miles away from campus and provides strong interaction possibilities. Many of the faculty members currently have research support from this DOE center. Excellent opportunities exist for graduate students to work at the center during summers.

A graduate program leading to a Master of Science degree in mining (coal extraction and utilization) engineering is available in the Department of Mining Engineering Technology for students who are interested in coal extraction and utilization. The program is administered academically by a program committee. Course offerings and research activities include:

Coal Extraction—mine ventilation and environment control, mine extraction systems, strata control and rock mechanics, mine management, design of mine machinery

Coal Utilization—coal preparation processes, coal conversion and combustion processes

Environmental Effects—mine-waste management, emission control engineering, waste-heat management, mining and the environment

Basic Science Related to Coal Mining—coal geology, hydrology, coal chemistry

Admission

Students seeking admission to the graduate program in mining engineering must meet the admission standards set by the Graduate School. In addition, a bachelor's degree in engineering or its equivalent is required for admission into the program. A student whose undergraduate training is deficient may be required by the program committee to make up coursework without graduate credit.

Requirements

A graduate student in mining engineering is required to develop a program of study with a graduate adviser and establish a graduate committee of at least three members at the earliest possible date. The graduate committee must be approved by the mining engineering program committee. For a student who wishes to complete the requirements of the master's degree with a thesis, a

minimum of thirty semester hours of acceptable graduate credit is required. Of this total, eighteen semester hours must be earned in the mining engineering major. Each candidate is also required to pass a comprehensive examination covering all of the student's graduate work including thesis.

If a student prefers the non-thesis option, a minimum of thirty-six semester hours of acceptable graduate credit is required. The student is expected to take at least twenty-one semester hours in the mining engineering major including no more than three semester hours of the appropriate Mining Engineering 592 course to be devoted to the preparation of a research paper. In addition, each candidate is required to pass a written comprehensive examination. The graduate committee of a student who is in the non-thesis option will:

1. Approve the student's program of study,
2. Approve the student's research paper topic,
3. Approve the completed research paper,
4. Administer and approve the written comprehensive examination.

Graduate students in mining engineering are required to take one term of internship in coal industries, research institutes, or governmental agencies for practical experience during the early stages of their advanced study. For this activity, the student will earn appropriate credits (up to 3 semester hours) as determined by the instructor.

Every student is required to enroll in the course MNGE 550 for one term and to submit a term paper describing the work conducted and knowledge gained during the internship period.

Assistantships and fellowships are available for qualified applicants. Additional information about programs, courses, assistantships, and fellowships may be obtained from the Department of Mining Engineering.

Molecular Science

Molecular science is an interdisciplinary Ph.D. program designed to provide advanced education for those students who desire to pursue scientific careers which require understanding at the molecular level. The program draws its faculty from departments in the College of Science, the College of Engineering and Technology, the College of Liberal Arts, and the School of Medicine. This faculty offers a variety of interdisciplinary areas of research. Examples of such areas are molecular biology, biophysics, geophysics, geochemistry, coal science, chemical physics, catalysis, engineering science, and applied mathematics.

Students may enter the program with a master's degree from diverse educational backgrounds including the physical sciences, engineering, the life sciences, and mathematics. During the initial phase of study it is expected that most students will take some undergraduate courses in the areas of mathematics, physics, chemistry, and biology to expand their basic knowledge to the required breadth. Then in their second phase of study, each student will take three preliminary examinations in the graduate breadth areas of their choice. Additionally, a written examination will be required for each student in their own specialty area, and this will be followed by an oral examination which will include the three breadth areas as well as the specialty area. Passing these preliminary examinations and a research tool requirement qualify a student for admission for candidacy.

In their third and final phase, candidates for the Ph.D. must complete their research, write their dissertation, and pass an open oral examination on their dissertation work.

Because students enter the program from different backgrounds, it is difficult to predict the time required for each student to complete each phase. In practice

the phases overlap. Phases one and two occur in the first year with phase two continuing through the second year. Research usually starts during the second year. A well prepared student might complete the program in three years; however, four years is a reasonable average time to expect most students to complete the program.

Admission to Graduate Study

Admission to the Ph.D. program in molecular science requires a master's degree or its equivalent in the physical sciences, life sciences, mathematics, or engineering. In addition, the student must have a grade point average of at least 3.25 in graduate courses.

Students holding the baccalaureate degree in the above listed fields are admissible to graduate study in preparation for subsequent admission to the molecular science program. They may join the program after either obtaining a master's degree or its equivalent. Application for master's equivalency requires (a) completion of 30 semester hours of acceptable graduate credit, at least 15 hours of which must be courses numbered 500 or above, and (b) completion of an approved research paper which demonstrates evidence of the student's knowledge of research techniques, and which is based on a special research project. In addition to the other subject matter they may have studied, students must have the background listing below (SIUC equivalency courses are listed in parentheses):

Mathematics—through differential equations (Math 150, 250, and 305).

Chemistry—freshman chemistry, one semester of organic chemistry, and one semester of either physical chemistry or the third semester of university physics (Chem 222AB-8, or 224-5 and 225-2 plus 340-4 and either 460-3, or Physics 205C-3).

Physics—two semesters of sophomore level physics and either the third semester of university physics or physical chemistry (Physics 203AB-6, or 205AB-6 plus 205C-3, or Chem 460-3).

Biology—a minimum of two semesters beyond General Studies biology (either two courses chosen from Botany 335, Chemistry 352, Microbiology 301, Microbiology 302, Psychology 312, and Zoology 309 or three courses from Biological Sciences 305, 306, 307, 308, 309, and Physiology 210).

Since the program in molecular science is interdisciplinary and broadly based, it is anticipated that many students entering the program will not have the breadth indicated above. This breadth may be attained by taking the regularly offered courses listed in parentheses. The program chairman will determine course equivalencies between SIUC and other schools.

Retention in the Program

After completion of phase one, the performance of each student will be evaluated by the executive committee. The executive committee will make a decision on the continuation in the program for each student. Affirmative action by the committee certifies the student to be qualified to undertake further study in molecular science.

Admission to Candidacy for Ph.D.

After satisfying the breadth requirements and completing the research tool requirement, the student may seek admission to candidacy for the Ph.D. degree in molecular science. This may be accomplished by passing three preliminary breadth examinations from the following list and by passing a fourth preliminary specialty examination in the student's specialty area. The nature of these examinations is described in the following paragraphs.

The student will choose three breadth areas from the following list of eight

broad preliminary examination areas. Each of these breadth areas is described by graduate courses. The student may pass each breadth area in two ways: (1) by passing two or more the designated courses with a grade average of at least 3.5, or (2) by passing a comprehensive written examination in the breadth area.

Breadth Areas.

Quantum Theory and Molecular Spectroscopy.

Statistical Mechanics and Thermodynamics.

Engineering Sciences I: Electrical Sciences and Systems or Fluid and Solid Sciences.

Engineering Sciences II: Transfer Processes or Material Sciences.

Applied Mathematics.

Biochemistry or Organic Chemistry.

Biophysics.

Molecular Biology.

The chairman of the molecular science program will appoint faculty members to design, administer, and evaluate the preliminary examinations in the breadth areas.

The student and the student's dissertation adviser will designate a specialty area. The preliminary examination in this specialty area will be written and will be followed by an oral examination which will also include the three breadth areas. The written examination will be composed under the direction of the student's dissertation adviser. The oral examination will be conducted by the student's committee. The purpose of this last oral examination is to establish that the student is, in fact, a Ph.D. candidate.

Failure by the student to pass any preliminary examination will lead to a review of the student's status by the executive committee and the student's committee. They may decide (1) to allow the student to retake only the failed examinations, (2) to require the student to retake both the failed examinations as well as the examinations in which the student demonstrates weakness to the extent that the performance was considered border line pass, or (3) to terminate the student. In any case, no student will be allowed more than two tries at passing any one preliminary examination in any area. Additionally, permission to choose a different area after failure in one must be approved by both the executive committee and the student's committee. Such permission may be approved only once.

The research tool requirement is satisfied either by passing the ETS examination in French, German, or Russian by demonstrating competence in computer programming.

Requirements for the Ph.D. in Molecular Science. A candidate for the Ph.D. degree must meet the general requirements as set forth by the Graduate School.

Advisement Procedures

The program chairman will serve as graduate adviser for the program. Each student is expected to consult the chairman in planning the initial part of the graduate program in developing a course of study in preparation for the preliminary examination. The student must also request approval for a dissertation adviser no later than three semesters after being admitted to the program. The dissertation adviser will recommend a Ph.D. committee which the program chairman will submit for approval by the dean of the Graduate School. The student's committee will work out with the student and monitor a scheduled program for completion of the Ph.D. degree.

Music

The School of Music faculty numbers thirty-four full-time positions. Within its ranks are to be found many outstanding performers and educators, representing a broad diversification of background and talent. Faculty members present many solo and small ensemble performances, as well as clinics and workshops, during the school year. Fourteen members of the faculty hold doctorates.

Library Facilities

In addition to Morris Library, the School of Music has its own recording and score library, including modern stereo listening facilities, cassettes, and cassette decks for self-instruction in ear training and music literature, some 1600 LP recordings and tapes, over 1100 scores, many in multiple copies, and 94 books and reference works. The self-instruction center in Morris Library provides tape recordings of theory and literature for student use as well as access to the PLATO computer system.

Musical Organizations

A wide variety of performing opportunities are available, including the University Symphony, strings and laboratory orchestras, symphonic band, wind ensemble, jazz ensemble, Marching Salukis, brass ensemble, percussion ensemble, University Chorus, Collegium Musicum, Male Glee Club, Women's Choral Ensemble, University Choir and Chorale. The Opera Workshop presents one full opera production each year in addition to several programs of operatic excerpts. The Summer Music Theater presents two full-scale musicals during the summer session.

Musical Performances

Some 130 School of Music programs a year are presented, plus Southern Illinois Concert Series and Celebrity Series appearances by well-known concert artists. A program booklet for further details concerning concert activity is available through the School of Music.

Other Resources

A studio for electronic music makes possible exploration in electronic composition. A new fifty-eight rank Reuter pipe organ, the principal instrument for recitals and teaching, has recently been installed in Shryock Auditorium. Available for practicing are a six-rank Moeller Double Artiste, a four-rank Wicks, and an electronic organ. Eighty-five pianos, including twenty-two in practice rooms, an eighteen-unit electronic piano lab, and a full complement of band and orchestral instruments are available.

Graduate Assistantship and Fellowship Applications

Any student seeking a master's degree may apply to the coordinator of graduate studies in music for a graduate assistantship. An undergraduate overall grade-point average of 2.8 (A = 4 points) is required for consideration. The assignment of assistantships, for those who are eligible, is based upon School of Music needs and student qualifications. A student with an overall grade-point average of 3.5 or better is eligible to apply for a graduate fellowship involving no School of Music assignment.

The School of Music offers programs leading to the Master of Music degree and to the Master of Music Education degree. Each master's degree requires a minimum total of 30 credits, with a minimum total of 15 credits at the 500

level. Students enrolled in a program leading to a Ph.D. degree in education, with a concentration in secondary education, may choose the elective portion of their programs from graduate courses offered in the School of Music.

Master of Music Degree Standard Curricula

HISTORY-LITERATURE

Majors complete Music 501-3; 502-4 (2,2); 2 credits in 414 or other performing ensembles; 6 credits selected from 475, 476, 477, 573, 574, or 578; 599-6; 6 credits in music history-literature electives; 3 elective credits in non-music history-literature courses.

THEORY-COMPOSITION

Majors complete Music 501-3; 502-4 (2,2); 545-3; 3 credits from the 470 or 570 series; 480-4 (580-4 must be completed by composition majors); 2 credits selected from 566, 414, 567, or 568; 599-6; 5 credits of approved music electives in theory-composition, history-literature, conducting, or performance.

PERFORMANCE

Majors complete Music 501-3; 502a or b (2); 5 credits from 461, 482, or 470-570 series; 8 credits in 540 (440 if specializing in pedagogy); 2 credits from 566, 414, 567, or 568 (or other electives if keyboard major); 6 credits in 595 and 598 (recital and document); 4 credits in non-performing music elective. If specializing in conducting, majors must complete Music 501-3; 502-4 (2,2); 556-4 (2,2); 3-6 credits from the 470-570 series; 2-4 credits in 440; 2-3 credits from 566, 414, 567, or 568; 6 credits in 595 and 598 (recital and document); 3 credits in music electives.

OPERA/MUSIC THEATER

Opera and music theater majors must have an undergraduate degree in music with appropriate experience in opera or music theater, or in theater with additional music study sufficient to qualify in performance, theory, and history of music. Majors complete Music 468-2; 4 credits from 567 or 568; 12 credits selected from 440-540, 461, 501, 570, 556, 567, 568; six credits selected from Theater 402a, b; or 404; 409; 412, 415, 417; 432; 505; and six credits from Music 499 and 595; or 598 and 595; or 599.

Master of Music Education Degree Standard Curriculum

Majors complete Music 503-3 (or 501-3); 502a or b (2); 4-5 credits from 509, 550, or 460; 7-8 credits selected from music education courses; 2 credits from 566, 414, 567, or 568; 5 credits selected from non-music education courses including at least one course from 410, 482, or the 470-570 series; 599-6 or six credits from 499 and 595; or 595 and 598; or from approved electives in music or related fields.

General Information

Fees. Fees are not charged for individual instruction, practice rooms, or instrument lockers. Instruments are loaned without charge when needed. Student expenses for music, textbooks, and other incidental supplies usually range from \$30 to \$60 per term.

Advisement. After initial advisement by the graduate coordinator in music, each entering student will be assigned a faculty adviser. The adviser for a student with a performance major will normally be the student's instructor in performance. Assignments of advisers in music theory, education, and history literature will be made on a rotational basis from faculty in those areas, unless

otherwise requested by the student. The faculty adviser supervises the overall planning of the student's program and consults with the student and the graduate coordinator in regard to the eventual designation of a document or thesis director.

Diagnostic tests in music theory and history are given during orientation at the beginning of the fall semester and must be taken by all students at the first opportunity after admission. The student with weaknesses in certain areas may be asked to take specialized work in those areas. A student will be accepted as a performance major in the Master of Music degree program after satisfactory audition in person, either before admission or during orientation. A performance major may be conditionally accepted on the basis of a tape recording; but a student accepted conditionally may be asked to audition in person during orientation or during the first term of residence, and may be required to register at the 400 level in performance until approved by personal audition. Current brochures from various performance areas and the *Graduate Handbook in Music* describe the level of repertory expected, audition procedures, and diagnostic tests.

Exceptions to Degree Requirements. Appropriate substitutions in or for the curricula for either the Master of Music degree or the Master of Music Education degree may be made if recommended by the student's adviser and approved by the graduate committee in music. Students who expect to earn more than half of their credits during summer terms only, or by a combination of summer attendance and night classes, may similarly propose a specialized sequence of course offerings, following the above curricular patterns as far as possible. All specialized curricula must meet Graduate School requirements and be approved by the graduate committee in music. Special summer students changing plans and registering for more than one regular fall or spring semester will ordinarily follow the appropriate standard curriculum.

The Thesis, Document, and Research Paper. All Master's degree candidates will complete either (1) a thesis, or (2) a large, original composition and document, or (3) a full recital performance and document, or (4) courses which involve research papers or creative projects demonstrating professional abilities equivalent to the above.

No later than the beginning of the semester preceding the semester in which the student expects to graduate, the graduate coordinator—in consultation with the student and the student's adviser—will designate a document or thesis director from the current list of graduate faculty serving in that capacity. Exceptions to this procedure must be approved by the music graduate committee. The document or thesis director guides the student's choice of topic and is responsible for the progress and quality of the resulting work. The document director normally heads the student's orals committee. Before extensive work is done on the thesis or document, the student submits a proposal, together with a selective bibliography where applicable and the reactions of the document or thesis director, to the coordinator of graduate studies in music for approval by the graduate committee. Changes of topic or of document director after initial approval must be approved by the music graduate committee.

Graduate Recital (598-4) is supervised by a jury of at least three members, headed by the student's instructor in performance or adviser. This jury approves the level of literature to be performed and the quality of performance by audition in advance of the final performance, the acceptability of which must also be judged by the performance jury.

Although the Master of Music Education degree does not require a thesis or document, the student may elect to write one and enroll in Music 599 or 595.

Students working toward the Master of Music Education degree who do not elect to write a thesis or document must complete six hours of course work including research terminating with a paper or papers following thesis style. These research papers are filed with the graduate coordinator for music.

Three copies of all theses, thesis-composition manuscripts and tapes, documents, and research papers must be submitted in final form to the music graduate office at least five weeks before the intended date of graduation, carrying the approval of the document or thesis director, when applicable. The coordinator of graduate studies will forward two copies to the Graduate School and retain one copy. Guidelines for preparing theses and documents are available from the Graduate School and the music graduate office.

Comprehensive Examinations. During the final semester of study, the student will take comprehensive examinations, written and oral, dealing with general areas of music and concentrations of music study, and when appropriate with the student's thesis or document. Application to take comprehensive examinations must be made not later than five weeks before the expected date of graduation, and the examinations must be passed no later than three weeks before graduation. Application for comprehensive examinations may not be made until all other requirements, with the exception of terminal-semester courses, for the degree have been satisfied. A failed section of the comprehensive examinations may be taken again in a following term.

The oral examination committee, appointed by the coordinator of graduate studies in music, is headed by the student's document or thesis director, with two or more faculty members representing the student's areas of concentration to assist, as requested by the student. If the student has scheduled six or more hours in a department other than music, a member of this department will be invited to serve on the examining committee. The examination committee will conduct the student's oral examination and may supply questions for the student's written examination under the general supervision of the music graduate committee.

Occupational Education

(See Vocational Education Studies for program description.)

Philosophy

The Department of Philosophy offers a wide range of advanced courses in the major areas within the field leading to the M.A. and Ph.D. degrees. Students are offered a diversified curriculum not dominated by one school of thought or method of approach. The broad range of specializations represented by the faculty exposes students to a variety of aspects of philosophy and at the same time permits them to concentrate on their own particular area of interest. Graduate-level courses in such allied fields as the natural and social sciences, the arts, linguistics, and law offer supplements to the philosophy curriculum.

An important part of the graduate program is a philosophy colloquium in which faculty and students participate. Distinguished visiting philosophers from this country and abroad present lectures to this colloquium throughout the academic year. The graduate students have their own philosophy club which meets for papers and discussion on alternate weeks. They also edit and publish *Kinesis*, a graduate journal in philosophy.

Associated with the department are the Center for Dewey Studies, which is

preparing and publishing the definitive edition of the collected works of John Dewey, and The Library of Living Philosophers, edited by Paul Schilpp. The University library provides excellent research facilities with 1.8 million volumes, an extensive collection of philosophical journals, and important archives in American philosophy, including the Open Court papers, and the papers of John Dewey, J. H. Tufts, Stephen C. Pepper, Edward Scribner Ames, Henry N. Wieman, and Herbert Schneider.

The Department of Philosophy offers graduate work leading to the Master of Arts and Doctor of Philosophy degrees. Graduate courses in philosophy may be used also as a minor in programs leading to the Master of Arts or Master of Science in Education degrees. Students who do not plan to continue work in philosophy beyond the master's degree level are encouraged to elect a graduate minor or to combine philosophy with another subject in a 40-hour double major.

All graduate students in philosophy are expected to have some supervised experience in teaching basic work in the field, either through regular teaching assistantships or through special assignments. Opportunities for intern experience at area junior or community colleges are made available.

Admission

Admission to the philosophy graduate program requires the following:

1. An application form to be sent to the Graduate School.
2. An official transcript of each school attended to be sent to the Graduate School.
3. A sample of written work, e.g. a term paper written for an undergraduate philosophy class, to be sent to the department's director of graduate studies.
4. Three letters of recommendation from individuals familiar with the student's work should be requested by the applicant to be sent to the department's director of graduate studies.
5. Scores for the Graduate Record Examination verbal and quantitative aptitude tests are to be submitted by applicants to the department. Doctoral applicants should also submit scores on the GRE advanced test in philosophy. The department may, where other evidence of competence seems so to warrant, accept candidates on the condition that acceptable scores are later submitted.

The department expects an applicant for admission to its graduate program to have had at least 15 semester hours work in philosophy or closely related theoretical subjects, including at least one semester in ethics, one in logic, and a year in the history of philosophy. The department may waive a portion of this requirement in favor of maturity and of quality of breadth of academic experience. The applicant will be required to make up serious background deficiencies by taking appropriate undergraduate philosophy courses without credit.

Applications for fellowships and special doctoral assistantships should be sent to the department by February 1 of the academic year preceding that for which application is made. Applications for departmental graduate assistantships should be sent to the department by April 1 of that year.

Master of Arts Degree

The department's M.A. degree program is designed both for students wishing to continue on for a Ph.D. degree within a pre-doctoral program and those who plan to receive a terminal master's degree. For the latter students the department offers increased opportunities for electives in the field of education or in subjects related to philosophy.

Pre-Doctoral Program. In order to receive an M.A. degree within a program leading to the Ph.D. degree the student must fulfill the following requirements:

1. Complete 30 semester hours of course work in philosophy or allied fields, 6 of which may be credited toward preparation of a thesis.
2. Demonstrate competence in formal logic during the first year of residence either through appropriate course work or by passing with a grade of *B* or better an examination equivalent to the Philosophy 320 final suitably supplemented with additional materials on Aristotelian logic.
3. Pass an M.A. comprehensive examination on the history of philosophy to be taken no later than in the fall semester of the student's second year of graduate work.
4. Demonstrate reading knowledge of one foreign language, usually French or German, by passing a proficiency examination in that language or by passing the appropriate 488b foreign language course with a grade of *B* or better.
5. Fulfill a research writing requirement by either: a) writing an M.A. thesis of approximately 50 pages; or b) submitting three edited research papers written in conjunction with graduate seminars. This requirement should normally be met no later than one's second year of residence. The candidate for the M.A. degree will take an oral examination conducted by a three-member faculty committee on the research subject.

Teaching Master's Program. In order to receive an M.A. degree within a program designed to prepare students for two-year college teaching the student must:

1. Complete 30 semester hours of course work, 9 of which may be taken outside the field of philosophy in either the Department of Higher Education or in fields related to philosophy approved by the department's director of graduate studies.
2. Demonstrate competence in formal logic as in 2 above.
3. Pass the department's M.A. comprehensive examination on the history of philosophy as in 3 above.
4. Fulfill the department's research writing requirement described in 5 above.

Students within this program are not required to demonstrate reading knowledge of a foreign language.

Doctor of Philosophy Degree

The Ph.D. degree in philosophy is designed to prepare students for college teaching and for research in their field of study. To enter the doctoral program leading to this degree the student must have received an M.A. degree in philosophy at either Southern Illinois University at Carbondale or some other institution.

In order to receive the Ph.D. degree the student must fulfill the following requirements:

1. Complete 30 semester hours of course work in philosophy or allied fields beyond the M.A. degree.
2. Demonstrate competence in formal logic during the first year of residence as required for the M.A. degree.
3. Demonstrate a background in the history of philosophy by passing the department's M.A. comprehensive examination on the history of philosophy. Incoming doctoral students will be expected to take this examination prior to taking the preliminary examination.
4. Fulfill a research tool requirement in one of the following ways: a) demonstrating a reading knowledge of two foreign languages by proficiency ex-

amination or by passing the appropriate 488b language courses with grades of *B* or better; b) showing an appropriately higher proficiency in one language; or c) demonstrating a reading knowledge of one foreign language and completing satisfactorily at least two courses at the graduate level in an outside area approved by the director of graduate studies. These courses do not count toward the fulfillment of 1 above.

5. Pass a written preliminary examination on the following four areas: metaphysics; epistemology and philosophy of science; value studies (ethics, social philosophy, and aesthetics); and an area of historical specialization. This examination will normally be taken only after the student has accumulated at least 24 hours of credit beyond the M.A. degree.
6. Write a doctoral dissertation under the supervision of a faculty dissertation committee. This dissertation is started only after the student has completed 30 hours of work beyond the M.A. degree and has been admitted to candidacy for the Ph.D. degree. After the dissertation has been accepted by the candidate's committee, the student is given an oral examination on the dissertation and related topics. Should a student fail to complete the dissertation within five years after admittance to candidacy, the student must take an oral examination (usually administered by the internal members of the dissertation committee) to be admitted to candidacy a second time.

Physical Education

Graduate courses in physical education are offered toward the Master of Science in Education degree in physical education or toward a concentration for the Doctor of Philosophy degree in education. In addition, students may elect courses in physical education to complete requirements for a minor when their program of study allows for a minor.

The minimum number of hours required in physical education at the master's level is 24. The total number of hours required for the master's degree is a minimum of 30 semester hours.

Master's Degree

The departmental requirements for unconditional admission as a master's degree candidate are:

1. Fulfillment of the requirements for admission to the Graduate School.
2. Presentation of an undergraduate course in kinesiology physiology of exercise, human anatomy, motor learning, measurement and evaluation and at least one in educational psychology or psychology of the particular field of the student's specialty.

A student may be conditionally admitted to the program and may be permitted to do graduate course work while removing deficiencies.

Requests for transfer of credits from other institutions will be considered by the department only before the completion of the first term of enrollment.

Requirements

The following required courses common to all concentrations are PE 500, 503, and either 592 or 599. The courses are designed to provide common experiences to all students regardless of their specialization. For 599 two bound copies are deposited with the department. Two unbound copies are deposited with the Graduate School.

Ph.D. Program

A Doctor of Philosophy degree in education with a concentration in physical

education is offered. This program is based on the policies of the Graduate School and the College of Education.

Physics and Astronomy

The Department of Physics and Astronomy offers graduate work leading to the Master of Arts and Master of Science degrees in physics. Graduate courses in physics may also be taken to satisfy teaching specialty requirements for the Master of Science in Education degree in secondary education or in higher education.

In addition to the general requirements of the Graduate School, the student must complete Physics 500 (or mathematics equivalent), Physics 510, and Physics 520A. Other specific requirements for the master's degrees are as follows:

Master of Arts

This program is designed primarily for those planning to enter a Ph.D. program. A reading knowledge is required in French, German, or Russian as demonstrated by passing one of the Educational Testing Service's graduate foreign language examinations administered by the testing center of the University's Career Planning and Placement Center or by passing Foreign Language 488b with a grade of *A* or *B*.

The M.A. degree in physics will be granted on the basis of a research paper and 30 semester hours of course work, of which 22 semester hours must be at the 500 level. Each candidate for the M.A. degree is required to earn one credit in Physics 581 by lecturing in the graduate seminar and is required to pass an examination, written or oral or both, covering graduate work including the research paper. This examination is given by the student's advisory committee.

Master of Science

This program is specifically designed for those who wish a professional degree and do not plan to continue beyond the master's level. A reading knowledge of a foreign language or demonstrated competence of computer skill is required. This requirement can be met by passing one of the Educational Testing Service's graduate foreign language examinations for the language option, or by passing Foreign Language 488b with a grade of *A* or *B*, or a similar examination for testing computer skill. English can be substituted for either of the above requirements at the discretion of the graduate adviser provided it is not the native language of the candidate.

A thesis is required, based upon not more than six nor less than three semester hours of 500-level credit. The 599 credit requirement is in addition to the minimum of 15-hour requirement at the 500 level as stated in this catalog and should be distributed preferably over several terms of enrollment. Each candidate for an M.S. degree is required to earn one credit in Physics 581 by lecturing in the graduate seminar and is required to pass an examination, written or oral or both, covering graduate work including the thesis. This examination is given by the student's advisory committee.

Physiology

Graduate courses in physiology may be taken leading to the Master of Science or the Doctor of Philosophy degrees in physiology. Graduate courses in physiology may also contribute to a program leading to a Master of Science

degree in biological sciences or to a teaching specialty for the Master of Science in Education degree in secondary education or in higher education.

The Department of Physiology offers advanced training in mammalian physiology, cellular and comparative physiology, endocrinology and pharmacology, biophysics, and human anatomy. Students entering the graduate training program are advised to plan the course work so as to acquire a broad knowledge of the field before concentrating in one of these sub-disciplines. The advisory system in the department is set up to help students in planning their work. All graduate training programs in the department are subject to approval of the graduate training committee of the department.

Each term the student must be engaged in a training assignment which supplements formal course work and will consist of research or teaching or both. The student is required to have participated in both types of activities, research and teaching, as a graduate student at SIUC as a condition for receiving a graduate degree.

Prerequisites for graduate training with a major in physiology usually include the equivalent of an undergraduate major in one of the biological sciences, plus inorganic and organic chemistry and a minimum of one year each of physics and mathematics. Students with undergraduate training in related areas, such as chemistry, physics, mathematics, computer science, psychology, or engineering are strongly encouraged to consider graduate work in physiology; deficiencies in the requirements listed above can be made up early in graduate training.

Master's Degree

To complete the master's degree in physiology, the student must ordinarily have completed a minimum of 30 semester hours of graduate credit. The student is required to pass an oral or written examination over the field of physiology and the thesis topic, and must present an acceptable thesis demonstrating ability to perform high quality research under supervision.

Equivalent work completed at other institutions or in other departments may be substituted for a part of the course requirements for graduate work in physiology.

Master's students are encouraged but not required to attain competence in at least one research tool (computer sciences, statistics, electronics, advanced mathematics, electron microscopy, etc.). Competence may be demonstrated by successful completion of appropriate courses or by private study, as determined by the student's graduate advisory committee. A minor is not required for the master's degree in physiology; however, a student may elect to obtain a minor in any other intellectual area approved by the department.

Doctoral Program

Students entering the doctoral program in physiology should present as a minimum the requirements listed above for the master's degree program. In addition, it is strongly recommended that the doctoral student have completed calculus and physical chemistry. Students with prior training in chemistry, physics, engineering, computer sciences, etc., can usually expect to spend some additional time acquiring the requisite biological sciences background.

For admission to doctoral candidacy, the doctoral student should have completed a reasonably broad spectrum of courses offered by the department, should have acquired a competence in two of the research tools mentioned above, and must have successfully passed a written examination and an oral qualifying examination.

Ordinarily, doctoral students should expect to spend a minimum of three years beyond the bachelor's degree or two years beyond the master's degree, in

residence. They will be required to present an acceptable dissertation describing original research performed with minimal supervision and deemed by their graduate committee to be of such quality as to merit publication in the refereed literature of the field. A final oral examination will be held over the field of the dissertation.

Plant and Soil Science

The Department of Plant and Soil Science offers programs of study leading to the Master of Science degree in plant and soil science with concentrations in the areas of crop, soil, and horticultural sciences; a specialization in environmental studies in agriculture is also available in each of these concentrations. Supporting courses in botany, microbiology, chemistry, statistics, and other areas essential to research in the student's chosen field may be selected. Supporting courses are selected on an individual basis by the student and the advisory committee. Once the general field has been selected, the research and thesis may be completed in any one of the many divisions of that field. In field crops, the research may be directed toward crop production and management, weeds and pest control, or plant breeding and genetics; in horticulture, the research and thesis may be in vegetables, tree-fruits, small-fruits, floricultural and ornamental plants, or turf management; in soils, the research may relate to soil fertility, soil physics, soil microbiology, soil chemistry, or soil and water conservation; in environmental studies, the research may be directed toward sound pollution, water pollution, reclamation of strip-mined soil, or agricultural chemical pollution problems. Often two of these more restricted areas can be combined in one thesis problem.

Students interested in plant and soil science at the doctoral level can be admitted to a program of study leading to the Ph.D. degree in botany. The program, which is administered by the Graduate School through the Department of Botany, is adequately flexible to allow students to explore such interests as plant physiology, plant nutrition, chemical control of plant growth, plant genetics, etc.

Admission

Application for admission to graduate study in the department should be directed to the Graduate School. The applicant must have the registrar of each college previously attended send an official transcript directly to the Graduate School. In addition applicants should send a letter directly to the chairperson of the Department of Plant and Soil Science expressing their professional and personal career objectives. Applicants should also request that three persons who can evaluate the student's academic ability write letters directly to the chairperson in their behalf. Final admission to the program and a particular concentration administered by the Department of Plant and Soil Science is made by the department. Minimal admission requirements to the program are: a) completion of the plant and soil science undergraduate requirements and b) a minimal grade point average of 2.7 ($A = 4.0$). The students who do not meet the requirement of completing the required courses in the undergraduate program in plant and soil science may apply to enroll as unclassified students to make up these deficiencies. Undergraduate course work taken to correct these deficiencies will not apply to the minimum requirements for the master's degree. Students entering the plant and soil science graduate program with a GPA below 2.70 are accepted on a conditional basis and must enroll in 12 hours of structured courses at the 400-500 level and make a GPA of 3.0 or be suspended from the program.

Program Requirements

Minimum requirements for the master's degree may be fulfilled by satisfactory completion of 30 semester hours of graduate credit. Of the 15 hours required at the 500 level, no more than 10 credit hours of unstructured courses may be counted toward the degree. If the student writes a thesis, 15 semester hours (which may include thesis credits) must be in plant and soil science courses; if the student submits a research paper (non-thesis option), 20 semester hours must be in plant and soil science courses. There is no foreign language requirement.

Each student, whether in the thesis or non-thesis option will be assigned a mutually agreed upon major professor to direct the program. The major professor will serve as chairperson of the student's advisory committee which will consist of at least three members from within the department and one member from another department. Each master's degree candidate must pass a comprehensive oral examination covering graduate work including the thesis or research paper. The departmental chairperson will always serve on the examining committee.

Political Science

The Department of Political Science endeavors to accommodate the special and general interests of students through a broad curriculum, individualized programs, and varied teaching and research assistantships. The department takes a personal interest in its students throughout their period of enrollment and assists them in finding satisfying professional employment upon graduation. Graduates now hold academic appointments in sixty American universities and colleges and ten foreign institutions of higher education. These include the Universities of Arkansas, Missouri, Massachusetts, Nebraska, and Oregon, California State at San Diego, and Texas A & M. Within Illinois, they serve on the faculties of Eastern Illinois University, University of Illinois, Sangamon State University, Southern Illinois University, and Western Illinois University. Graduates are also employed in various governmental agencies at the national, state, and local level.

The professional interests of the faculty range over all of the fields of political science, and have resulted in significant scholarly publications and presentations at professional meetings.

Graduate programs in the Department of Political Science may be designed to lead to a Master of Arts degree in political science, a Master of Public Affairs degree, or a Doctor of Philosophy degree in political science. Graduate work in political science may be taken to satisfy requirements for a teaching specialty for the Master of Science in Education degree in secondary education or in higher education. Graduate work in political science may also serve as a cognate field for a student majoring in another discipline.

Provisions of this catalog are supplemented by policies spelled out in the regulations and procedures of the graduate studies program of the Department of Political Science and made available to all graduate students.

Application Procedures

Application for admission to graduate study in political science should be directed to the Graduate School in conformity with the requirements. In addition, supporting materials should be sent to the director of graduate studies, political science department. These materials consist of (1) the personal

and professional data form; (2) three letters of recommendation from persons who can evaluate the applicant's academic ability; (3) a careful explanation of reasons for seeking graduate study; and (4) scores on the Graduate Record Examination (GRE) verbal and quantitative tests. Foreign students applying from abroad are not required to submit GRE scores, but are advised to do so if they are applying for financial assistance. In exceptional cases the GRE may be waived as an admission requirement, but it must be taken at the first offering of the examination after the student enters the program. Application material, including forms for applying for financial assistance, may be obtained from the director of graduate studies, political science department. Applications and supporting materials should be submitted at least four weeks before the term of registration. Those applying for teaching assistantships or fellowships should complete their applications by February 1.

Master of Arts Degree Requirements

Admission. Applicants for the Master of Arts degree program are admitted only with the approval of the graduate studies committee of the department. The department imposes requirements for admission in addition to those of the Graduate School. The department will ordinarily accept as candidates for the Master of Arts degree only those applicants who (1) have graduated from an accredited four year college or university; (2) have completed a minimum of 24 quarter or 16 semester hours in government or political science; (3) have a 2.7 (4-point scale) overall grade point average or, alternatively, have a 2.9 overall grade point average for the last two years of undergraduate work; and (4) have a 3.0 average in government or political science.

Retention. Retention is governed by the rules of the Graduate School. Students should avoid the accumulation of incomplete grades. No student with more than two incomplete grades can be awarded a graduate student appointment, and a student holding a graduate student appointment is subject to having the appointment terminated upon acquiring two or more incomplete grades.

Course work. The director of graduate studies serves as adviser to each M.A. student until an advisory committee has been selected by the student with the approval of the director, normally no later than the middle of the student's first semester in residence. The advisory committee must approve the student's program. The student must earn a minimum of 30 semester hours of acceptable graduate credit to qualify for the Master of Arts degree. A maximum of 12 hours can be earned in 400-level courses. A minimum of 6 semester hours must be completed in each of three of the fields of concentration listed under the Ph.D. requirements. The selection of fields of concentration must be approved by the student's advisory committee.

The student who completes the minimum of 30 semester hours of course work may devote no more than 6 of those hours to courses taken outside of the department unless the work is in an approved cognate area. In the latter case, a maximum of 12 hours in the cognate area may be counted toward the fulfillment of the area and degree requirements.

Each candidate for the Master of Arts degree must complete Political Science 500. Proficiency in one research tool complementing the selected fields of concentration is also required, i.e. statistics, computer science or foreign language. Methods of demonstrating proficiency are the same as those required of Ph.D. students. A student may count a maximum of 6 semester hours of 400- or 500-level tool course work toward partial completion of degree requirements, provided that (1) no more than 6 semester hours of an approved cognate are

counted as part of the 30 semester hours and (2) the tool courses are not counted as fulfilling one of the field requirements.

Thesis. In addition to the required course work, the student must submit a thesis, an internship report of thesis quality, or two research papers approved by a department committee as satisfactory demonstration of research ability. A student may receive a maximum of six hours credit for the thesis or internship report, but the student offering two research papers must complete 30 hours of course work. Before registering for thesis or internship credit, the student must have an overall GPA in M.A. work of at least 3.0 ($A = 4.0$) and must have completed the research tool requirement and selected a thesis or internship committee approved by the director of graduate studies. The membership of the advisory committee and the thesis or internship committee need not be identical. A prospectus outlining the research proposed for the thesis or internship report must be approved by the members of the thesis or internship committee and filed with the director of graduate studies. The acceptability of the two research papers offered as an alternative to a thesis shall be determined by a committee consisting of the student's advisory committee and two members of the graduate studies committee appointed by the director of graduate studies.

A final oral examination conducted by the appropriate committee and open to the public will cover the thesis, internship report, or the two research papers and the student's general competence in political science. A student may not take the examination if there are any incomplete grades on record except by petition to the graduate studies committee. If the student fails the examination or if the thesis, internship report, or research papers are rejected, the student may be dropped from the department's degree program or may submit a new or revised thesis, report or research papers, or repeat the examination at the discretion of the examining committee.

Copies of the thesis, internship report, or two research papers should be submitted to the student's thesis, internship or advisory committee members no later than one week before the scheduled final oral examination. A copy of the approved thesis, internship report, or research papers must be filed with the director of graduate studies.

Exceptions. An exception from these rules must be justified in a petition approved and signed by the student's committee members, submitted to the director of graduate studies and approved by the members of the graduate studies committee at a scheduled meeting.

Master of Public Affairs Degree Requirements

Applications for admission should be directed to the Graduate School and the director, Master of Public Affairs degree, Department of Political Science. Graduate Record Examination scores are required. To be considered for an assistantship from the M.P.A. program, a letter indicating interest and extent of financial need should be sent to the director prior to April 1 for awards beginning the following fall. Applications are evaluated by the director, Master of Public Affairs degree program, and the program's steering committee.

To be considered for admission, applicants must have: (1) graduated from an accredited four-year college or university and (2) received an overall grade point average of 2.7 (4.0 scale) or, alternatively, a 2.9 overall grade point average for the last two years of undergraduate work. In instances where a candidate's promise is indicated by professional experience rather than undergraduate record, consideration will be given on an individual basis to condi-

tional admission. If a candidate's undergraduate background is inadequate preparation for specific graduate courses being planned, it may be necessary to enroll in preliminary or prerequisite courses at the undergraduate or graduate level. Graduate-level courses taken to remedy undergraduate deficiencies may be applied to the degree on approval of the director.

Retention is governed by the standards of the Graduate School.

Requirements for completing the degree are: (1) satisfactory completion of courses as listed below; (2) completion of 36 semester hours of graduate credit, 15 of which must be on the 500 level; and (3) satisfactory performance in either an agency internship or an applied study project, for which up to 6 semester hours of graduate credit can be earned.

Core courses required of all candidates are advanced public administration, planning and budgeting systems, and program evaluation. Before taking certain advanced courses, students must have acquired a basic knowledge of statistics. In addition, prerequisite courses are required in some instances.

The student must also complete the specified minimum number of hours in each of the following core areas, taking courses in any of several departments of the University which are certified by the director of the program as fulfilling area requirements:

1. Theory (3 semester hours minimum)—courses in management theory or organization theory.
2. Techniques (6 semester hours minimum)—courses in accounting, budgeting, public finance, personnel administration, collective bargaining, planning, statistics, computer science, research design and methods, policy analysis, information systems, and operations research.
3. Behavior and Institutions (6 semester hours minimum)—courses in political, managerial, and organizational behavior, administrative institutions and processes, American government and politics, public policy, economics, sociology, political communication, labor relations, and urban geography.

Additional credits may be completed either in these areas or elsewhere in the graduate curriculum. In selecting these added credits, candidates are encouraged to consider courses in their substantive professional area, e.g., administration of justice, community development, educational administration, forestry, recreation, rehabilitation, social work, transportation and highway engineering, and water resources.

Students who have not taken an undergraduate course in public administration must audit POLS 340-3 or make other satisfactory arrangements. In addition, each candidate must have completed at least one graduate course in American government. The director must approve the student's initial program of study. This program should be tailored, to the extent possible, to the students' individual needs and interests and to those of the agency in which they are employed or intend to be employed, if known. Course work may be taken on a full-time or part-time basis, although all work must be completed within six years.

Candidates who have not had at least one year of professional experience in an approved government agency or related organization must enter an internship arranged or approved by the director. Candidates with one year or more of approved experience must undertake an approved applied study project. For either the internship or project a written report must be prepared, in accordance with a prospectus approved by an advisory committee (formed for this purpose), and filed with the director.

Each candidate shall satisfactorily complete a final oral examination, conducted by the advisory committee and open to the public. The examination may be given only after all course work is complete. It will cover the written report, the major area in which it is written, and the student's general

competence in the fields studied. If the examination is failed more than once, the candidate is dropped from the program. A copy of the approved written report must be filed with the director and with the Graduate School before the student's graduation application will be approved.

An exception from these rules must be justified in a petition approved and signed by the student's advisory committee members, submitted to the director, and approved by members of the program's steering committee at a scheduled meeting.

Concurrent Degrees in Law and Public Affairs

Students who have been admitted separately to the Southern Illinois University at Carbondale School of Law and graduate program in public affairs may study concurrently for the Juris Doctor and Master of Public Affairs degrees. Students interested in concurrent study should inform both programs before entering the second academic year of either program and will register as law students with a minor in public affairs. Each program will maintain records and evaluate final degree requirements as if the student were enrolled in only one program.

Concurrent study students must complete a minimum of 81 semester hours of School of Law credits which meet all law area requirements, as well as all M.P.A. requirements to receive the J.D. degree. Students will not be permitted to take coursework outside the prescribed law curriculum during the first year of law classwork. Students may enroll for both law and graduate coursework during subsequent years provided a minimum of ten semester hours of law and twelve semester hours total are taken in any term which has law course enrollment.

Concurrent study students must complete a minimum of 36 semester hours which meet the distribution requirements of the M.P.A. program to receive the M.P.A. degree. A maximum of 6 semester hours of School of Law credits of a public affairs nature (for example administrative law, environmental law, labor law, natural resources law) may be applied to both J.D. and M.P.A. requirements if approved by the director of the M.P.A. program. All concurrent study students will complete either the M.P.A. internship experience and project, or the applied study project. Internships will normally be scheduled during the third or fourth year of concurrent study.

Psychology

The Department of Psychology offers graduate work leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees in psychology with concentrations in the following areas: experimental, clinical, and counseling psychology. The primary emphasis is on doctoral training, for which the master's degree is a prerequisite.

The goal of graduate study in the Department of Psychology at Southern Illinois University at Carbondale is to develop psychologists who will have a broad perspective and scientific sophistication as well as the requisite skills to advance the field of psychology and meet changing needs. The program emphasizes formal course work in the core curriculum and concentrations, and preprofessional activities in training assignments and in research and practicum opportunities.

Admission and Advisement

Separate application forms must be submitted to the Department of Psychology and to the Graduate School. Graduate School application forms may be

obtained from the Graduate School office, and departmental application forms may be obtained from the Department of Psychology. Separate forms are not required for application for financial assistance, except for Graduate School fellowships. Students will be accepted for graduate work in psychology only upon approval by the departmental admissions committee as well as the Graduate School. Evaluations of applicants by the departmental admissions committee are based on information from the application form, GRE scores, transcripts, and letters of recommendation.

Upon admission to the department, each student is assigned to a faculty adviser, who assists in academic matters, including the planning of the entire program of study: required courses, planned electives, anticipated dates for fulfillment of specified requirements, etc.

A new adviser may be assigned to a student for two reasons: (a) the student or adviser may request a change of adviser; (b) the student may change to a different major area. Requests for a change of adviser should be made in writing to the student's major area committee. To change majors, the student should petition the area subcommittee of the new major.

Core Curriculum

During the first year all students are required to take a two-course sequence in quantitative methods and research design (522a and b, or the equivalent). All students enrolled in the master's degree program should have completed the thesis requirement (599, 4-6 hours) by the end of the second year. Six additional elective courses in areas other than the major are required in order to provide breadth as well as some degree of depth in the total field of psychology. In consultation with the adviser, the student selects electives. Those in the experimental program select from the following areas, subject to the approval of the faculty teaching in those areas: applied experimental, biopsychology, learning or any other area in the department or an approved area outside the department. Students in the clinical and counseling programs meet this requirement by selecting courses from the above area with the stipulation that, at minimum, the distribution of courses meet the American Psychological Association accreditation requirements.

Areas of Concentration

EXPERIMENTAL PSYCHOLOGY

The concentration in experimental psychology offers courses of study toward careers in teaching and research and in applied research. The student is expected to specialize in at least one of three areas of experimental psychology: applied, biopsychology, learning. In addition to general departmental requirements, students are required to take a course in computer programming and a seminar in procedures and problems in clinical psychology. The student is also required to take research credit during all but the first two semesters of residence.

CLINICAL PSYCHOLOGY

The clinical psychology program, approved by the Education and Training Board of the American Psychological Association, is designed to develop clinical psychologists for careers in clinical service, teaching, and research. All clinical students take the core of courses and receive early and continued practicum training in both clinical activities and research. Individual interests are accommodated through electives and training assignments and through specialty programs. The following courses are required of all clinical students: 523, 530a and b, 531, 535, 432, 540, 594E, 598.

In addition to the clinical core students take a minimum of six additional

courses in their specialty: (1) general clinical students are required to take an assessment practicum and an additional semester of therapy practicum plus 4 electives; (2) the experimental clinical students are expected in their six additional courses to take those which have a research orientation, e.g., 532, 533, 539, etc.; in addition, except when enrolled for thesis or dissertation hours, the student is expected to be involved in research each term after the first year; (3) students in the child clinical specialty are required to take 556 plus 5 electives. In addition it is expected that they will take 552 and 554 as a part of departmental electives.

COUNSELING PSYCHOLOGY

The counseling psychology program, approved by the Education and Training Board of the American Psychological Association, is designed to teach students a wide range of skills which will prepare them to function as scientist-practitioners. Graduates are qualified for employment in a university setting (either in an academic department or a counseling center), in hospitals, community agencies, and educational and correctional institutions. The student is expected to develop competence in counseling, psychological assessment, consultation, research, and teaching. The required courses are as follows: 530a, 538, 547, 548, 585, 594f, and 598. In addition, the following electives are recommended: 530b, 531, 532, 539, and 585.

Research, Practicum, and Training Assignments

Research or practica are required in each area of concentration. In addition, each term the student must be engaged in a training assignment which supplements formal course work by professional activities such as research, teaching, or clinical service. The assignment varies according to the needs, professional goals, and competencies of the student, and increases in responsibility as the student progresses. The assignments require from 10 to 20 hours of service per week. This is a degree requirement of all students each term and is independent of any financial support. Therefore, each term the student signs up for one hour of 597.

Master's Degree Requirements

The master's degree requires a minimum of 48 semester hours of acceptable graduate credit, distributed according to the requirements of the student's major area, and the completion of an approved thesis. The master's thesis may be either original research or the replication of an important study. The master's degree is a prerequisite for the doctorate.

Doctoral Requirements

Admission. Admission to the Ph.D. program requires a master's degree, a grade point average of 3.25 or above in graduate studies, and acceptance by the department. A student who receives the master's degree from SIU at Carbondale must apply formally to the Graduate School for admission to doctoral-level study, and be approved by the department chairperson.

Records of students entering the program with a master's degree from another institution are evaluated by the departmental admissions committee which notes deficiencies, recommends methods for removing them, and specifies a time limit to do so. Such deficiencies must be removed before the student can be classified as a Ph.D. candidate. The student is recommended to the graduate dean for admission to Ph.D. candidacy only when the statistics sequence, core requirements, and all of the preliminary examinations have been completed.

Internship. Doctoral students who are majoring in clinical or counseling psychology must complete an approved internship: 48 weeks for clinical students, and the equivalent of nine months for counseling students. The timing of the internship varies from program to program; clinical students may take their internship at any time after the completion of the M.A. In order to intern in the third year, a master's thesis prospectus must be approved by the end of the fall semester of the second year. They will not be approved for internship unless this stipulation is met. Alternatively, they may opt to complete all academic requirements before internship. Counseling students are approved for internship after completion of three years of academic work, unless they have opted for a concurrent internship. In the latter case, the student carries a half-time internship for two years concurrent with school attendance. Since the internship is viewed as an integral part of training, the Ph.D. degree is not awarded until the completion of all academic work and the internship.

Students are responsible, in consultation with their advisers, for scheduling and obtaining internships. It is expected that the internships will be with an APA approved internship agency, unless an exception has been approved.

Preliminary Examinations. Ph.D. candidacy is contingent on successful completion of written examinations in both the minor and major areas. Both examinations are composed primarily of essay questions that require substantive knowledge of experimental and theoretical topics. Questions are not limited to course content. The examinations are designed to ensure the breadth and depth in the student's training, encourage the student to organize and integrate knowledge, and inform the faculty as to the student's competence.

Every student is expected to pass each examination the first time it is taken. In any event, the student will not be permitted to take either the minor or the major exam more than twice.

Minors. The examining committee shall consist of at least two faculty members, one of whom will be designated as chairperson. After preliminary discussion of a topic area with the proposed committee chairperson and potential committee members, the student must meet with the major area director and present for final approval a request for the topic area and the examining committee (including additional examiners, if appropriate, and alternate readers).

The student must meet with the committee at least ten weeks prior to the examination in order to agree upon topics to be covered by the examination and to decide what additional preparation is necessary to assure adequately prepared action. Any changes in topic area or composition of the committee must be approved by the major area director. Should the student fail an examination there is the option of forming a different committee to administer the second examination subject to all the rules stated above.

Major. Fields of concentration for the preliminary examination in the major are listed below:

1. **Experimental.** Any one field from the following may be selected for the major examination: applied, biopsychology, learning.
2. **Clinical.** The major examination includes the following: psychological assessment, psychotherapy, psychopathology, and personality. In addition, for the student, the examination reflects the specialization emphasis, i.e., general, child, experimental, or clinical.
3. **Counseling.** The major examination includes the following areas: (a) vocational psychology and career development, (b) assessment, (c) counsel-

ing theories and techniques, (d) research methodology and measurement, (e) group counseling, and (f) counseling as a profession.

The major examinations are scheduled by the department once a term, ordinarily within the first two weeks. Notices are posted well in advance and students are expected to notify the graduate secretary of their intention to take the examination. Examination committees are appointed by the chairperson.

Dissertation. Each candidate for the Ph.D. degree must write a dissertation showing high attainment in independent, original scholarship and creative effort. A total of 24 credit hours is required. A maximum of 8 hours of dissertation credit may be taken subsequent to passing the minor preliminary examination and prior to passing the major preliminary examination. A student may not hold a prospectus meeting before successful completion of both minor and major examinations.

Thesis and Dissertation Committee

Because the thesis or dissertation project and the proposed committee composition must be formally approved by the department chairperson, the student should arrange a meeting with the chairperson well in advance of the prospectus meeting.

A master's thesis committee consists of three members including the chairperson of the committee and a psychology faculty member who is typically from some field other than the student's major area of interest. The Ph.D. dissertation committee consists of five members, one of whom serves as chairperson. One of the members must be from a department other than psychology.

Prospectus. Prior to starting the experimental research on a thesis or dissertation, a student must submit a written prospectus to each member of the committee. A carefully written prospectus ordinarily serves as the opening chapters of the thesis or dissertation. The student also prepares an abstract (normally no more than two pages) to be posted in the psychology department office one week before the prospectus meeting.

The approval of the prospectus indicates that the committee members accept the research design. Faculty members not on the committee may attend the prospectus meeting, or may forward suggestions and comments to the committee chairperson prior to the meeting. Prospectus meetings are not scheduled during the recess period between semesters.

Doctor of Philosophy Degree Requirements

Admission. Applicants for the doctoral degree are admitted only with the approval of the graduate studies committee of the department. In addition to Graduate School and other departmental requirements, the committee ordinarily requires a grade point average of 3.5 (4-point scale) in graduate-level work and adequate background in political science.

Retention. Retention is governed by the rules of the Graduate School. Students should avoid accumulating incomplete grades. Students holding graduate student appointments are expected to make reasonable progress toward a degree. No student with more than two incomplete grades can be awarded a graduate assistant appointment, and a student holding a graduate assistant appointment is subject to having appointment terminated upon acquiring two or more incomplete grades.

Program of Study. The work of a Ph.D. student is directed toward admission

to candidacy for the doctorate, for which the student must meet the residency requirement, meet methods and research tool requirements, maintain a GPA of at least 3.5, and pass preliminary examinations in four fields of concentration.

The student must be in residence for at least one year (two semesters in each of which the student completes at least 9 hours or 6 hours if the student holds an appointment) after admission to the Ph.D. program before preliminary examinations can be taken. Residence shall be counted from the time when the student passes the final examinations for the master's degree.

The student's program must be approved by an advisory committee selected by the student and approved by the director of graduate studies. The members of the advisory committee should represent the student's field of concentration.

The student must take four written examinations with an oral examination following. The fields of concentration are: political theory or methodology; American government and politics, public administration and policy analysis; comparative government and politics; international politics, law, and organization; a cognate or interdisciplinary field.

The examinations will be taken in four of these fields; or the student may, with the consent of the advisory committee, take examinations within two sub-fields of the field of primary concentration and in two other fields. Thus, for example, a student might take examinations in urban politics and in political parties within the American politics field, and also in international politics and political theory. The student must have completed a minimum of six hours of course work, including not more than three hours of readings or individual research, at the M.A. or Ph.D. level, in each field or sub-field of examination. In addition, the student must complete the requirements for two research tools (see below) and the two Political Science 501 research methods courses best complementing the student's fields of study. Students may propose substitutes to the graduate studies committee for approval. The student's advisory committee may require additional course work, in or out of the fields of examination. At least half of all course work must be in 500 level courses.

Preliminary Examinations. Before preliminary examinations can be scheduled the student must have successfully completed two of the Political Science 501 courses, all coursework, and two research tools, have an overall GPA in Ph.D. work of at least 3.5 and have had an appropriate preliminary examination committee approved by the director of graduate studies. Students may not take preliminary examinations if there are any incomplete grades on their records except by petition to the graduate studies committee.

The four written preliminary examinations are to be completed within a period of ten days; an oral examination follows within one week of the last written examination upon the approval of the examination committee. If the students pass the written and oral examinations, they are advanced to candidacy for the Ph.D.; if they do not pass, they may be permitted to retake the examinations at a later date or be dropped from the degree program of the department, at the discretion of the examination committee.

Research Tools. All Ph.D. degree students must satisfy a statistics tool requirement by earning at least a C in both Mathematics 516a and 516b, an interdisciplinary sequence taught by mathematicians, political scientists, and sociologists. Any exception to this statistics tool requirement must be approved by the graduate studies committee, e.g., a student with adequate course work in calculus might propose Mathematics 483 and 487 or 488. The second required tool may be satisfied by selecting either a foreign language, computer science, or a tool designed specifically for the student's research interest and approved by the student's advisory committee and the graduate studies committee. A

tool field may be offered as a preliminary examination field only if (1) it does not include the course work used to fulfill the tool requirement; (2) it is of a more advanced level of expertise than that assumed for the tool requirement (at least one more year of advanced coursework); and (3) it is approved by the student's advisory committee.

Passing the Educational Testing Service foreign language examination with a minimum score of 465 may be used to fulfill the requirement in the common languages (Spanish, German, French, or Russian). A special examination locally administered is used for the uncommon languages, such as Arabic, Chinese, or Vietnamese.

Alternatively, the language requirement may be satisfied through the successful completion of 488a and b in the Department of Foreign Languages and Literatures with a minimum grade of *B* in 488b. Where the Department of Foreign Languages and Literatures recommends that the student start with 488b, the completion of the recommended course with a grade of *B* in 488b will satisfy the requirement. Students whose native language is not English may offer English to satisfy one tool requirement.

The student may choose one of three options for demonstrating proficiency in computer science.

1. Computer Science 202 and either Computer Science 204, or an appropriate upper-level course, e.g. 302, 314, 314L, 370, or 470, with a grade of *C* or better required in the second course to fulfill the requirement.
2. Computer Science 202 and Political Science 503 with a grade of *C* or better required in each course to fulfill the requirement.
3. Computer Science 202 and the successful completion of a programming problem assigned by the Department of Political Science faculty.

Research tool courses taken at other institutions may be submitted to the director of graduate studies for consideration as courses equivalent to those specified above.

This department is amenable to self-tailored programs subject to the expertise of the faculty and the approval of the graduate studies committee. Such approved programs may suggest the need for tools in addition to or in place of those tools specified in this section.

Dissertation. A dissertation must be written under the direction of and with the approval of a five member committee, one of whom must be from outside the Department of Political Science. The members of the committee need not be the same as the members of the preliminary advisory committee. A dissertation prospectus must be approved by the members of the dissertation committee and filed with the director of graduate studies. Students must register for a minimum of 24 hours of dissertation credit, and cannot register for dissertation credit until they have been admitted to candidacy or, with the approval of the advisory committee and the director of graduate studies, for the term during which preliminary examinations are scheduled.

An acceptable dissertation must be completed within 5 years after admission to candidacy, or the student will have to repeat preliminary examinations. Final copies of the dissertation should be submitted to the members of the dissertation committee no later than 10 days before the scheduled oral examination. The successful passing of a final oral examination devoted primarily to a defense of the dissertation and open to the public will complete the requirements for the Doctor of Philosophy degree. A final copy of the dissertation must be filed with the director of graduate studies.

Application of Rules and Exceptions. The department's rules in force at the time of the student's admission to the Ph.D. program will apply while the stu-

dent is in the program unless (1) the student voluntarily selects a newer set of rules in total before graduation or (2) the time between admission to the Ph.D. program and passing the preliminary examinations exceeds 5 years. In the latter case, the student will automatically come under the rules in force at the beginning of the sixth year and every fifth year thereafter until the preliminary examinations are passed.

Requests for exceptions to any of the above requirements must be presented in a petition approved and signed by the members of the student's committee, submitted to the director of graduate studies and approved at a scheduled meeting of the graduate studies committee.

If the prospectus is approved with no major modifications, one copy of the prospectus and a letter of approval, noting any minor modifications are sent by the committee chairperson to the department chairperson for filing in the student's permanent records. If major modifications are needed, the student may be asked to rewrite the prospectus, circulate the revised prospectus, arrange another committee meeting, and then file the revised prospectus as above. A prospectus must be approved at least one semester before graduation.

Style. The student has the option of writing the thesis or dissertation in the traditional fashion or in journal style. In the latter case, ancillary material (full survey of literature, subsidiary analyses, etc.) are placed in the appendices, although figures and tables appear in the text. The psychology department prefers that citations, table headings, etc. follow the APA style (Publication Manual of the American Psychological Association, 1974 revision, Washington, D.C.).

General Procedures. Students should not register for 599 or 600 hours until they have supervisors and will actually be using university facilities, or faculty time for assistance and direction.

Prior to graduation (a minimum of five weeks for master's students and eight weeks for doctoral students) the candidate must submit a final rough draft of the thesis or dissertation to the full committee so that appropriate suggestions can be made. At least one week usually expires between the submission of the rough draft and the oral examination.

Number of Copies. Four copies of the complete thesis or dissertation are required: two copies are submitted to the Graduate School for placement in the University library, and two bound copies—one for the committee chairperson, and one for the departmental thesis and dissertation library.

Oral Examination

The Department of Psychology requires an oral examination, conducted by the student's thesis or dissertation committee, for each M.A. and Ph.D. candidate. The examination covers the thesis or dissertation and also includes questions designed to ascertain the student's general competence in psychology.

Oral examinations are open to all interested observers. Notices of the time and place of the examination, and abstracts of the thesis or dissertation, are circulated throughout the department and, in the case of Ph.D. examinations, throughout the University. Two copies of the abstract should be given to the graduate program secretary.

The candidate obtains copies of the oral examination form and the thesis or dissertation evaluation form from the graduate program secretary, and delivers them to the committee members on the day of the orals. Orals meetings are not scheduled during the recess period between semesters.

General Information

Waiving of Course Requirements. Students who wish to have a course waived should consult with their advisers, the course instructor, and the head of their major area. One of the following recommendations will be made: (a) the course will be waived; (b) a proficiency examination (theoretical, practical, or both) will be given prior to deciding on the student's request; (c) the request will be refused and the student will take the course. A student may appeal the decision by writing a letter to the department chairperson requesting that the case be reviewed.

Grading Policies. Any student who receives a grade of *Inc.* is responsible for contacting the instructor to determine the time allowed for the completion of the course (normally not more than one year).

For internal records to be used within the department only, plusses and minuses are added to the standard *A, B, C* grades reported to the registrar.

Student Evaluation. All students are evaluated by the faculty at least once a year, at the end of spring semester. In addition, new students are evaluated in the beginning of the spring semester (first year), and students on probation at times specified in their probation. The evaluation is based on the following criteria: (1) academic performance on a ten point rating scale (*A* = 10); (2) ratings on the training assignment; and (3) progress toward the degree. The student's evaluation may also be based upon evidence relating to professional attitudes or ethical behavior.

Each student's adviser informs the student of the evaluation and of any faculty recommendations as soon as possible after the meeting. In addition, the department chairperson writes a formal letter notifying the student of the evaluation and recommendations.

Public Affairs

(See Political Science for program description.)

Public Visual Communications

The Master of Arts degree in public visual communications is sponsored jointly by the Departments of Cinema and Photography and Radio-Television and is intended to provide substantial advanced training in the theory, history, and practice of public communications. Emphasis in the program is upon the social influences and applications of the electronic and photographic media.

CINEMA, TELEVISION, OR STILL PHOTOGRAPHY

Within the general program students can elect to concentrate either in cinema, television, or still photography or any combination of cinema, television, or still photography in an interdisciplinary configuration.

In the cinema concentration students may specialize in film history, in film theory, or in motion picture production. Cinema students may earn credit toward their PVC degree by studying at the Inter-University Film Study Center in Paris. Information about this program is available from the Department of Cinema and Photography. In the television concentration work will ordinarily be limited to the theory and practice of public telecommunications in

the areas of content development, audience analysis, media characteristics, management and administration, and social effects. In the still photography concentration students may specialize in history of photography, publications photography, scientific photography, or creative photography.

Acceptance in the program, and subsequent continuation in it, are at the discretion of the Graduate School and the program in public visual communications. Minimal admission requirements are those of the Graduate School. Prior to admission into the program, applicants will be expected to present evidence of their creative work, scholarship, and specifically, a minimum of 9 semester hours of courses in the social sciences to a program acceptance committee. In addition students will be expected to have a minimum of 18 semester hours in photography, film studies, or radio-television courses. Students who seek admission without undergraduate preparation in any of the above will be required to make up deficiencies before receiving graduate credit for work in this program. Courses taken to satisfy such undergraduate deficiencies will not apply toward the graduate degree.

Course hour requirements for the program are 30 semester hours. Of these, 6 hours must be in a department other than cinema and photography or radio-television, and 15 hours must be at the 500 level. All students in the program will be required to successfully complete the common core courses PVC 500, introduction to public visual communications; and, as a capstone, PVC 589, seminar in public communications in a dynamic society. All television concentration students will be required to select two from among the following PVC courses: 510, 530, 532, 570, 571, or 580. A 3.0 grade point (on a 4.0 scale) must be maintained for retention in the program. It is expected that students will be in full-time residence for a minimum of one calendar year. If additional prerequisites are necessary, or if extensive creative work is involved, the program may require a longer period for completion.

A maximum of 12 hours of transfer credit may be petitioned into the student's program. An out-of-program course, designed to aid the student in the methodology and skills of research, may be required as agreed upon by the student's committee. This course will not qualify as meeting minor requirements.

As soon as possible after admission to the degree program, and not later than the end of the first term in residence, the student will select a major adviser and a committee of two additional graduate faculty members. This committee will develop with the student a specific plan of study according to the requirements of the Graduate School, the program, and the goals of the student. The major adviser will direct the thesis. Students will be reviewed by the graduate faculty for continuation in the program at the end of their first 12 hours of class work.

In all instances students will be held responsible for a comprehensive written examination over the entire work taken for the degree. An oral examination by the faculty advisory committee will normally constitute part of the graduation requirements.

Graduation requirements may, in part, be satisfied by a traditional written thesis or a final creative project. If the non-thesis option is chosen, the student must take the full 30 hours of coursework including 3-6 hours of PVC 597 resulting in a creative work presented to a public. A related essay or research paper will be submitted to the Graduate School as evidence of ability to undertake formal research. The University reserves the right to retain a sample of each student's work.

Radio-Television

(See Public Visual Communications for program description)

Recreation

The Department of Recreation offers a broad interdisciplinary program of studies preparing students for administration careers in leisure education and recreation management. The program leads to the Master of Science in Education degree in recreation.

Graduate work in recreation stresses research and administration and is open only to highly qualified students. All students must be admitted to the Graduate School in good standing.

The graduate students in recreation may select from two tracks which lead to the M.S. in Education degree. Track I is designed to focus attention on research and those students who plan to pursue graduate work beyond the master's level. The track I option requires a minimum of 30 semester hours of credit, no more than 3 of which may be for the thesis. Students are expected to complete (1) 13 hours of core course work listed below plus (2) an additional 8 hours of recreation course work. A minimum of 24 of the 30 hours required for the track I option must be taken in 500-level courses.

The track II option is designed for those students seeking a terminal degree which will better prepare them for administrative positions in program or management areas. The 36 hour program requires (1) 9 hours of core course work listed below plus (2) an additional 12 hours of recreation course work. A minimum of 18 of the 36 hours required for track II must be taken in 500-level courses.

Core Courses

Track I

Rec 500-3, Rec 550-3 or EDL 500-3, Guid 506-4, Rec 599-3

Total core hours: 13

Track II

Rec 500-3, Rec 550-3 or EDL 500-3, Rec 575-3

Total core hours: 9

A student must maintain an overall 3.0 (4-point scale) grade point average in order to be eligible for the Master of Science in Education degree.

The student should select the chairperson of the supervisory committee as soon as is practicable. The student in conjunction with the chairperson will then select a minimum of two other graduate faculty to complete the committee. Under the track I option, one committee member must be from an outside department. Under track II, all three members may be from within the department. Under either track, all elements of the students' program must receive the approval of the supervisory committee.

The final oral examination will cover the thesis or research paper and the major area in which it is written. A written comprehensive examination will be taken by each student seeking the M.S. in Education in recreation. The written examination, normally in essay form, will not exceed six hours in length, and will be taken prior to the final oral examination. The students must have completed a minimum of 24 hours of course work prior to taking the written comprehensive examination.

APPROVED CONCENTRATIONS

The areas of concentration in recreation are: (1) park and community recreation, (2) recreation for special populations, (3) outdoor recreation, and (4) commercial recreation.

Rehabilitation Institute

In response to pressing human and social needs, the applied field of rehabilitation has solidly entrenched itself as a professional discipline over the past twenty years. Multidisciplinary courses of study have been drawn together from the behavioral, social, and medical sciences appropriate to the development of competent practitioners, supervisors, and programmers in rehabilitation and welfare agencies. The overall program is left purposely broad and flexible to permit the inclusion of training innovations and emerging career patterns.

The Rehabilitation Institute offers graduate programs leading to the Doctor of Rehabilitation degree and to a Master of Arts or a Master of Science degree in behavior modification, rehabilitation administration and services, and rehabilitation counseling.

The Master's Degree Program

While a master's degree in rehabilitation administration and services requires a minimum of 30 semester hours of course work and field experience, behavior modification and rehabilitation counseling are 45 semester hour programs. The distinction between the M.A. and M.S. degrees is one of demonstrable research performance. Candidates for the M.S. degree concentrate primarily on preparation for entry into the helping profession, and ordinarily they complete a project or research paper in their area of specialization. The M.A. degree requires a thesis of an experimental nature, in which candidates demonstrate their skills in formulating researchable questions, in identifying and manipulating experimental variables and in the analysis and the judicious reporting of the data.

BEHAVIOR MODIFICATION

The behavior modification program is a 45 semester hour program leading to either an M.A. or M.S. degree. Formal training is offered in behavior modification and behavior therapy with focus on populations and settings such as mental retardation, emotional disorders, child behavior, sexual problems, behavioral medicine, and consumer and management-related issues.

Degree Requirements

In fulfilling the 45 semester hour requirement, the student must complete the required courses and at least 18 semester hours of didactic coursework in behavior modification as described below.

The internship is usually completed following the first spring or second fall. Some students seek external internships (out of Southern Illinois area). To qualify for one of these internships, students must complete all other program requirements including the thesis before they leave for an external internship.

REQUIRED COURSES

*503-3 Basic Behavior Analysis, taken first fall.

*409-3 Scientific Methods in Behavior Analysis, taken first fall.

- *535-1 Behavioral Observation Methods, taken first fall.
- *584-3 Seminar in Behavior Modification, taken first spring
- 1589-1 Professional Seminar in Rehabilitation, taken first fall and spring
- 2594b-3 Practicum in Rehabilitation
- 595-8 to 12 Internship in Rehabilitation
- 599 or 593-3 to 6 Thesis or Research Paper

RECOMMENDED COURSES

- *553-3 Learning Therapies for Special Populations
- *508-3 Complex Behavioral Analysis
- 3594b-3 Practicum in Rehabilitation

ELECTIVE COURSES

- *554-3 Behavior Therapy
- *543-3 Child Behavior
- *568-3 Sexual Behavior and Rehabilitation
- *545-3 Behavior Modification in Mental Retardation
- *515-3 Behavioral Applications to Medical Problems
- *574-3 Staff Training and Development
- *557-2 to 6 Self Regulation of Behavior
- *564-3 School Related Behavior

*Indicates didactic behavior modification course.

¹ Credit awarded after first spring.

² Usually first spring prerequisite to internship.

³ Taken from a different faculty member than the first practicum.

THESIS OR RESEARCH PAPER

M.A. Option. This degree requires that one receive an S grade for 1-6 hours of Rehab 599. The thesis will be reviewed both prior to its initiation (as a prospectus) by a 2-member committee, and following its completion (in an oral defense) by a 3-member committee made up of a chairperson and at least one additional member from within the behavior modification faculty. One other member, who may be drawn from outside the faculty of the behavior modification program, will serve as reader and attend the final review meeting.

M.S. Option. This degree requires that one receive a passing letter grade for 1-6 hours of Rehab 593. The research paper will be accomplished under the supervision of one of the faculty of the behavior modification program.

REHABILITATION ADMINISTRATION AND SERVICES

The rehabilitation administration and services program is designed to train students to serve as administrators, coordinators, vocational evaluators, adjustment specialists, placement specialists, and programmers in a wide variety of rehabilitation settings. Its major goal is to develop graduates who are practical, competent rehabilitation professionals through its applied and action-oriented curriculum.

All students in the RAS program receive their degree in rehabilitation administration and services, but each student may elect to pursue an administrative emphasis or a vocational (services) emphasis or both (double concentration). Students with less than 3 years of rehabilitation or related work experience are generally encouraged to pursue a services emphasis or double concentration. Students with no rehabilitation or related work experience are required to pursue a services emphasis or a double concentration. All students must complete a minimum of 30 semester hours of graduate course work and field experience in addition to completing a full-time internship and a research

paper or project. During the first semester of full-time study or a comparable time period for part-time students, the student must file and have approved a plan of study through an adviser with the concurrence of the degree program coordinator. This plan of study must include core requirements, professional course sequences, and electives. Specific requirements are as follows:

Core Requirements

Required of all students

Rehb 400-3 Introduction to Rehabilitation

Rehb 513-3 Medical and Psychosocial Aspects of Disability

Rehb 593-3 to 6 Research in Rehabilitation

Rehb 594-3 to 6 Practicum in Rehabilitation

Rehb 595-1 to 12 Internship in Rehabilitation*

Student Choice 2 to 4 One course dealing with either the specialized setting or population with which the student plans to work.

A Research Paper or Project

*Credit earned in Rehb 595 does not count as a part of the 30-semester hour minimum (A full time internship consists of a minimum of 480 consecutive clock hours. However, the minimum clock hours for 12 semester credit hours is 540.)

Professional Course Sequences

The student must complete a series of courses approved by the student's faculty adviser and degree program coordinator. This series of courses will normally contain a minimum of four courses from one of the professional course sequences below.

REHABILITATION ADMINISTRATION SEQUENCE

Rehb 570-3 Rehabilitation Administration

Rehb 573-2 to 3 Programming, Budgeting, and Community Resources

Rehb 576-2 to 3 Development and Supervision of Rehabilitation Employees

Rehb 579-3 Advanced Fiscal Management in Rehabilitation

Rehab 479-2 Technical Writing in Rehabilitation

Rehb 582-1 to 4 Seminar in Rehabilitation Services

VOCATIONAL EVALUATION SEQUENCE

Rehb 436-3 to 4 Vocational Evaluation and Adjustment Services

Rehb 431-3 Assessment Procedures in Rehabilitation

Rehb 531-3 Individual Assessment Procedures in Rehabilitation

Rehb 533-2 Vocational Appraisal

Rehb 421-3 Vocational Development and Placement

Rehb 479-2 Technical Writing in Rehabilitation

Rehb 501-2 Rehabilitation Foundations

ADJUSTMENT SERVICES SEQUENCE

Rehb 436-3 to 4 Vocational Evaluation and Adjustment Services

Rehb 406-3 Introduction to Behavior Modification

Rehb 553-3 Learning Therapies for Special Populations

Rehb 421-3 Vocational Development and Placement

Rehb 523-3 Job Restructuring for the Handicapped

Rehb 451-4 General Rehabilitation Counseling

Rehb 501-2 Rehabilitation Foundations

JOB DEVELOPMENT AND PLACEMENT

Required courses in addition to core above for this approved concentration:

Rehb 425-3 Developing Employment Opportunities

Two courses from either group A or group B below depending upon student's background:

Group A: Rehb 421, 523, 576, 533, 525, 586

Group B: Fin 476, Econ 436, Econ 532, POLS 428, Psych 576, Mktg 493, Mktg 438

Electives

The students are expected to complete their plans of study with other courses which are relevant to the declared professional course sequence.

Practicum and Internship Requirements

Although students are usually required to complete at least 3 to 6 semester credit hours of practicum as well as a full-time internship, prior and concurrent work experience may be substituted for these requirements if recommended by the student's adviser and approved by the rehabilitation administration and services faculty. The options available to the student wishing to substitute work experience for either practicum or internship requirements are as follows:

Option One. The student may request a waiver of the internship requirement and in turn, substitute 3 semester credit hours of practicum and one additional three semester-hour graduate course or substitute 6 semester credit hours of practicum. These hours are in addition to the required minimum of 30 semester hours of graduate course work.

Option Two. Students with extensive previous work experience in the field of rehabilitation may request waivers of both the practicum and internship requirements. Students currently employed may enroll in Rehb 494, Work Experience in Rehabilitation for up to 6 semester hours of credit. The granting of credit for previous experience is not permitted. Students granted a waiver of the practicum and internship requirements must still complete at least 30 semester hours of graduate course work.

Waiver requests related to options one and two above must be submitted by the student through the faculty adviser to the coordinator of the rehabilitation administration and services program and must be approved by a vote of the rehabilitation administration and services faculty. Waiver requests must include written documentation of the reasons for the request and provide sufficient supporting evidence. Suggested guidelines for the appropriateness of each of the options are: 1) option one for the student with three or more years of satisfactory rehabilitation-related work experience and 2) option two for the student with three or more years of satisfactory work experience directly related to the student's chosen professional course sequence. The student with minimal or no rehabilitation-related work experience will be expected to complete the required 3 to 6 semester hours of practicum and a full-time internship.

Research Paper/Project or Thesis and Comprehensive Examination

The student seeking the M.S. degree is required to complete a scholarly research paper or project in a rehabilitation-related area and an oral or written comprehensive examination. The student seeking the M.A. degree is required to complete a graduate thesis in a rehabilitation-related area and defend it before a thesis committee, an oral or written comprehensive examination, and in addition, an approved course in research statistics or research design.

REHABILITATION COUNSELING

The focus of the rehabilitation counseling program is the training of competent

professionals for the broad field of rehabilitation. The trained professional counselor must demonstrate competencies in establishing counseling relationships, case evaluation, assessment procedures, vocational placement, as well as have an awareness of professional and community resources that can be utilized in the rehabilitation process. Therefore, this master's level training program has three goals:

- a. Preparation of professionals who can provide effective rehabilitation counseling service to facilitate the person with a disability in their growth in personal, social and vocational areas.
- b. Training individuals to maximize their professional skills through an integration of the theoretical and applied basics of rehabilitation.
- c. Preparation of professionals who can provide leadership in the application and delivery of rehabilitation services.

This professional preparation program is based on nationally defined needs for rehabilitation counselor training and has been accredited by the Council on Rehabilitation Education. Upon completion of the program graduates are eligible to apply (via examination) for certification as rehabilitation counselors (C.R.C.).

The overall objective of this program is to provide students with the opportunity for professional development with the skills and knowledge necessary to meet effectively the many challenges in rehabilitation.

General Requirements

To meet these goals, the rehabilitation counseling program requires a minimum of 45 semester hours of graduate work leading either to a M.A. or M.S. degree. The M.A. degree requires a formal thesis and oral examination, while the M.S. specifies a research paper, and the oral examination is optional. Both M.A. and M.S. degrees require the satisfactory passing of a comprehensive examination. Further, all students after completing the majority of their didactic and experiential course work are required to satisfactorily complete a three month full-time supervised counseling internship in an approved rehabilitation setting.

Core Course Requirements

While there is sufficient flexibility in the curriculum so that special interest can be pursued by students through field training assignments, seminars, and the internship assignment, the following core requirements must be met:

- Rehb 400 Introduction to Rehabilitation
- Rehb 421 Vocational Development and Placement
- Rehb 431 Assessment Procedures in Rehabilitation
- Rehb 451 General Rehabilitation Counseling
- Rehb 501 Rehabilitation Foundations
- Rehb 513 Medical and Psycho-Social Aspects of Disability
- Rehb 594c Practicum in Rehabilitation
- Rehb 595 Internship in Rehabilitation

Students often specialize in working with particular disability groups, e.g., mentally retarded, emotionally disturbed, physically disabled, public offender, the elderly.

ALCOHOL SPECIALIST

The program in rehabilitation counseling includes the concentration of alcohol specialist. The objective is to prepare rehabilitation counselors who will have the knowledge and skills needed to serve the alcoholic populations and their families and other affected persons.

The student in this concentration will meet all the requirements for the M.A. or M.S. degree in rehabilitation counseling.

DOCTOR OF REHABILITATION

The doctoral program in rehabilitation prepares students to function effectively in areas of teaching, research, program development, and the administration of rehabilitation programs in a variety of human service settings. It does this by facilitating the student's development and acquisition of relevant conceptual and experiential backgrounds in evaluation and research methodologies, in rehabilitation service, and in programming and management of service units. The course of study requires a minimum of 96 semester hours, post-baccalaureate, 24 of which are dissertation hours. Research and applied experience are concurrently required of all students.

Admission and Retention Standards

All applicable policies and procedures of the Graduate School with regard to the admission of doctoral students will be followed. Admission to the doctoral studies program in rehabilitation however, requires credentials beyond those required by the Graduate School. The admissions committee of the doctoral program will review each candidate carefully to assess their special strengths. The following areas will be considered for all candidates:

1. Demonstration of high academic achievement at the master's level from an accredited university with a major in rehabilitation or closely related field. High academic achievement is normally indicated by a 3.5 GPA at the master's level.
2. Demonstration of basic research skills as indicated by a substantial master's level thesis, research project, or a commensurate research product.
3. Demonstration of successful performance that would accrue to two years full-time paid employment, post baccalaureate, in a rehabilitation or related professional position. This may include an approved internship experience at the master's level.
4. Demonstration of professional competence as indicated by at least three letters of recommendation by professional persons who are familiar with the applicant's performance in academic, research, and related work settings.
5. Personal contact with one or more members of the faculty, or personal contact with an individual not on the faculty but appointed by the admissions and review committee of the doctoral program to conduct the interview when it is not feasible for the candidate to visit the campus.

Applicants will be evaluated for acceptance into the doctoral program at the beginning of either of the two semesters of the year. For a student to be retained in the program, a 3.5 overall GPA must be maintained. Courses in which a grade below *B* is obtained will not be counted toward satisfying the hour requirements for the degree.

Upon admission, the student's preparation at the master's level will be evaluated and up to 30 hours of didactic course work may be accepted toward the completion of the 96 hour minimum requirement for the doctorate. Students must demonstrate course work/competence in the following areas: rehabilitation history and philosophy, foundations of human development and behavior, characteristics and services to special populations (two major populations), medical and psycho-social aspects of disability, standardized assessment procedures, intervention/developmental strategies, vocational development and economic factors in employment.

Students with deficiencies in one or more of these foundation areas may be required to take remedial course work which will not count in the minimum credit computation for the Rh.D.

Advisement

Soon after entering the program, the coordinator of doctoral studies shall, in consultation with the student, approve five members to serve as the student's doctoral committee. The committee shall have four faculty members from the Rehabilitation Institute. One of the persons who is authorized by the Graduate School to direct dissertations shall serve as the committee's chairperson. This individual will also serve as the student's major adviser. The fifth committee person will be chosen from the graduate faculty at large and shall be external to the institute.

Working together with the chairperson, the student shall develop a plan of study, designating the courses that are to be completed. This plan shall be approved by the student's doctoral committee and by the coordinator of the doctoral studies program, and then shall be made a matter of record.

Further, the committee, in accordance with the Graduate School guidelines, shall have the responsibility for developing and evaluating the written and oral preliminary examination and shall serve as the student's doctoral dissertation committee. The student's major adviser will normally assume the responsibility of supervising the conduct of the student's doctoral research. In consultation with the coordinator of the doctoral studies program, the student may request that another committee chairperson or various committee members be substituted for, by persons who, because of their interest or expertise, are more appropriate to the dissertation topic.

Admission to Candidacy

Admission to candidacy is granted by the dean of the Graduate School upon the recommendation of the faculty responsible for the student's program after the student has fulfilled the residency requirement for the Rh.D. degree and passed the preliminary examination.

Residency. The residency requirement for the Rh.D. must be fulfilled after admission to the doctoral program. The residency requirement is minimally satisfied by the completion of 24 semester hours of credit on campus as an Rh.D. student within a period not to exceed four calendar years. Most doctoral students will meet the residency requirement in one year. The residency requirement must be met before formal admission to doctoral candidacy.

Preliminary Examinations. Written and oral preliminary examinations are required of the student. The examinations are given to determine the breadth and depth of the student's knowledge within the discipline. The institute's doctoral committee in consultation with the student's individual doctoral committee has the responsibility of preparing, administering, and evaluating the examinations.

In addition to formal course work, the student will generally prepare for these examinations through independent study. The student shall, with the assistance of the appropriate committees, develop appropriate reading lists covering the areas of the examinations. Preliminary examinations will cover the entire program of study.

Generally, the student will have completed or be concurrently scheduled for a minimum of 30 hours of coursework before being considered eligible for the preliminary examination. These 30 hours shall include at least 21 in the core competency areas and 6 in the specific rehabilitation specialty breadth areas, with a 3.5 GPA or higher overall.

The preliminary examinations will ordinarily be offered in the fall of the second year of doctoral study.

Dissertation

After admission to candidacy, the student will prepare a dissertation based on original research conducted under the direct supervision of the dissertation adviser and dissertation committee. The requirements of the Graduate School will govern the formation of the dissertation committee, the preparation and the defense of the dissertation. While the dissertation is in preparation, the student will register for no fewer than 24 semester hours in Rehabilitation 600, Dissertation.

In addition to the Graduate School requirements, students will be encouraged to prepare an article based on the dissertation in the publication style of a nationally or internationally recognized scientific journal. The dissertation itself should conform to the 1974 revision of the *Publication Manual of the American Psychological Association* and the standards required by the Graduate School.

Degree Requirements

The Doctor of Rehabilitation emphasizes a problem-focus and applied research thrust. As such, each student must acquire appropriate skills in research methodology, a coherent and identifiable body of knowledge in the area of rehabilitation, human behavior, and rehabilitation practices. The core competencies are designed to facilitate this breadth of knowledge. The core competencies and minimal number of hours required in each area are listed below.

Core Competency Areas with Required Minimum Hours. Research Development and Utilization

Guid 506-4 Inferential Statistics

Guid 507-4 Multiple Regression

Rehb 588-4 Seminar in Research/Rehabilitation

Rehb 593-1 to 4 Research in Rehabilitation

Rehb 596-4 Research Design in Rehabilitation

Program Development and Evaluation

Rehb 573-2 to 3 Programming, Budgeting, and Community Resources

Rehb 575-2 Case Management and Reporting

Rehb 578-3 Program Evaluation in Rehabilitation

Rehb 582-1 to 4 Seminar in Rehabilitation Services

Rehb 587-3 Seminar in Correlates of Disabilities

Administration and Supervision

Rehb 501-2 Rehabilitation Foundations

Rehb 570-3 Rehabilitation Administration

Rehb 574-3 Staff Training/Development

Rehb 576-3 Development and Supervision of Rehabilitation Employees

Rehb 579-3 Advanced Fiscal Management in Rehabilitation

Rehb 580-2 Seminar on Community and Professional Relations

Professional Issues in Rehabilitation

Rehb 581a-2 Legal and Ethical Issues

Rehb 581b-2 Policies and Legislative Issues

Rehb 589-1 to 18 Professional Seminar in Rehabilitation

Rehabilitation Specialty Breadth Areas—12 to 18. Six hours of 500 level course work is required in each of the following areas: behavior modification, rehabilitation counseling, rehabilitation administration and services. The student's master's degree specialization may fulfill one of these requirements.

The Doctor of Rehabilitation minimally requires 96 semester hours of course work beyond the baccalaureate. Most students completing a master's degree in

rehabilitation counseling, rehabilitation administration and services, behavior modification, or related master's programs earn 45 semester hours of recorded course work. On approval of the student's doctoral committee as many as 30 of these hours may be accredited in the doctoral program. Excluded will be non-didactic hours (e.g., practica, research papers, internships, etc.) and other hours judged to be inappropriate. Thus a doctoral degree student might meet the 96 semester hour requirement post baccalaureate in the following manner.

Master's Degree Work—30

Core Competencies—23

Rehabilitation Specialty Breadth Areas—12

Electives—7

Dissertation—24

Total—96

Since the goal of the program is to produce action-oriented professionals, the student must demonstrate a breadth of competence in the areas of rehabilitation services offered by the Rehabilitation Institute. This is accomplished via the student's master's degree program, previous work experience, and the doctoral program's competency requirements in rehabilitation. Thus, recipients of the doctoral degree in rehabilitation should be relatively well prepared in leadership-type functions, permitting them to become specialists in one of the areas (e.g., a director of research and research utilization) or to function broadly as teachers or administrators.

The graduate of the Rh.D. program can thus expect employment or career mobility in public and private human service agencies and organizations, universities and colleges, medical-rehabilitation settings, business-industrial settings, and institutions.

Secondary Education

(See Curriculum, Instruction, and Media for program description.)

Sociology

The Department of Sociology offers work leading to the M.A. and Ph.D. degrees. The M.A. degree program provides students with the opportunity to acquire a solid general knowledge in sociology through survey courses and seminars and exposure to a variety of approaches characterizing the discipline. The Ph.D. program is centered around advanced offerings in the areas of sociological theory-methodology, social deviance and control, sociology of the family, sociology of science and technology, and social psychology. On the Ph.D. degree level, the department favors flexibility over a prestructured program. Students are encouraged to design an organized and sensible course of study suited to their individual needs and interests. In the development of such a curriculum students can rely on the assistance of a personal adviser and the faculty in their areas of interest. There are no specific course or research tool requirements on either the M.A. or Ph.D. degree level.

The department is committed to providing financial assistance to the thirty or so graduate students whom it usually has in residence. Type and amount of the assistance varies with the student's progress in the program. Entering students may apply for teaching or research assistantships (ca. \$450- per month for the length of the academic year). Assistantships and other stipends include a tuition waiver. Funding is restricted to two years for M.A. degree students and four years for Ph.D. degree students.

The Department of Sociology maintains ties with other departments, especially with the Center for the Study of Crime, Delinquency, and Corrections. It is also linked to the Social Science Research Bureau and supports, in conjunction with other departments, a data bank, a computer program library, and a remote entry computer terminal. These cooperative arrangements provide opportunities for practical training in research and data analysis.

The faculty of the Department of Sociology is research-oriented and supports such an orientation on the part of its Ph.D. degree students. The University offers very good research facilities. Morris Library holds some 1,800,000 volumes and subscribes to about 10,000 periodicals. It also possesses a set of the Yale Human Relations Area Files. The Information Processing Center has the latest computer facilities. It carries a variety of data analysis software including the SPSS data analysis package. The Department of Sociology has a small group laboratory with observation facilities and video-tape recording equipment.

The department attempts to counteract potential parochial tendencies among its faculty and students through appointments of visiting professors from abroad. In the past this has included scholars from England, Ireland, Poland, Rumania, and Sweden.

Currently the official journal of the Midwest Sociological Society, *The Sociological Quarterly*, is located in the department.

The Department of Sociology offers programs of graduate study leading to the Master of Arts and the Doctor of Philosophy degrees in sociology. The department ordinarily requires a grade point average of at least 3.0 for admission to the master's program and a minimum graduate grade point average of 3.5 for admission to the Doctor of Philosophy degree program. Graduate Record Examination scores on both the aptitude and the advanced (sociology) sections must be submitted with the application for admission.

Master of Arts Degree

A minimum of 30 semester hours is required for the master's degree, and the total number of hours may be taken entirely in sociology. Courses in other fields which are related to a student's program of study may, with approval of the adviser, count toward the total minimum hours.

There are no specific course requirements, but the student must pass a comprehensive written examination covering major areas of the discipline. Two of these areas, theory and methodology, are required by all students. The student must elect three additional areas from the following: social psychology; social organization; social and cultural change; the family; social disorganization, deviance, and control; and demography and ecology.

If the student fails to pass the examination or any part, the student may request re-examination appropriate to the case. Re-examination will be made at a time designated by the departmental graduate examination committee, usually no sooner than the next regularly scheduled examination period. The committee may elect to deny a request for re-examination after the student has failed twice.

A thesis or research paper is required for the degree. Up to 4 hours of individual research credit may be earned for the research paper and from 3 to 6 hours credit for thesis. The sociology master's programs should take about 4 terms of normal study to complete. Students on departmental stipends cannot expect continuance of such support beyond the second year of study at the master's level.

Students who have completed all requirements for the master's degree except the thesis or research paper may petition the academic affairs committee to be permitted to by-pass the master's degree and be admitted to the Ph.D. program.

The committee will ask the Graduate School to certify that the student's previous work is equivalent to a master's degree.

This request must be followed by a formal application to the Graduate School for admission. The petition will be given consideration only under the following conditions:

1. The student has passed all sections of the comprehensive examination on the first trial and received grades of outstanding in a majority of the sections of the examination.
2. The student has achieved a grade-point average of at least 3.5 for all graduate courses taken in sociology prior to petition.
3. The student has completed all key sociology courses in required and elective areas of the program and has not acquired an excessive number of incomplete or deferred grades in other courses.

Doctor of Philosophy Degree

Advisement. The responsibility for initial advisement rests with the departmental director of graduate studies. As soon as a tentative general plan of study has been worked out, the director of graduate studies shall, in consultation with the student, request an appropriate member of the graduate faculty of the department to serve as the student's personal adviser.

As soon as possible, the student shall, in consultation with an adviser, prepare a plan of study designating the primary and secondary areas of examination (see below). At this point, the student expresses a preference for a program committee of three or four members representing the chosen areas of examination. The committee is, with the consent of its members, formally appointed by the director of graduate studies and entered in the student's records along with his declared primary and secondary areas of examination.

Areas of Examination. All students must declare two primary areas of examination, one of which must be sociological theory-methodology, and two secondary areas of examination. For students with a special interest in theory, the department offers a maximum examination area in sociological theory-methodology, corresponding to a combination of a primary and a secondary area.

At present, the department regularly offers the following primary and secondary areas of examination: theory-methodology, deviance and social control, quantitative methods, social change, social psychology, sociology of religion, sociology of science, sociology of the family.

Social organization (focusing on the city, community, complex organization, or stratification) is also regularly open as an area of examination, but prior approval of a special study plan is required.

Other areas of examination may be offered in particular cases as student needs arise and faculty resources permit. Approval of a special area of examination must be obtained from the academic affairs committee at least one semester before the intended date of examination.

One secondary area may be chosen in any department other than sociology which offers a Ph.D. program. The student shall in this case meet the requirements for a Ph.D. secondary field in the department concerned. Relevance of the outside area to the student's total program must be demonstrated, and approval must be obtained from the academic affairs committee.

Course Work and Reading. Lectures and seminars are offered in the various fields according to the resources of the department. Guided reading and research courses are also offered according to the availability of faculty members.

In addition to the formal course work, the students are expected to qualify

themselves by independent reading in primary and secondary areas of examination. Students shall, with the assistance of the program committee, develop their own list of readings covering chosen areas of examination. As a general rule, the personal reading list shall include the most important works in each of the chosen areas. The final reading list must be approved by the program committee.

Comprehensive Examination. To qualify for the status of candidate for the Ph.D. degree, the student must pass a written comprehensive examination, which will be prepared by a special examination committee, consisting of the student's program committee supplemented as need may arise by other members of the graduate faculty in order to provide at least two readers in each of the student's areas of examination. The supplementary members of the examination committee, are, upon the recommendation of the student's program committee, appointed by the chairperson of the department graduate examination committee.

Normally, the comprehensive examination consists of a six hour examination in each of the two primary areas of examination and three hours in each of the two secondary areas. In the case of a maximum examination in theory-methodology, there will normally be a three-hour general examination and a six-hour examination in the student's chosen area of theoretical emphasis as it appears in the reading list.

The examination may, at the request of the student, be taken in two parts, each consisting of a primary and secondary area of examination. The second part of the examination must be taken during the following regular semester. Failure to do so negates all examinations previously passed.

A student who fails to pass the examination in any declared areas must be re-examined in those areas. This re-examination must be taken during the following semester. After failing twice, the student may be denied further examination by the chairperson of the department.

On successful completion of the comprehensive examination, and upon the recommendation of the director of graduate studies to the dean of the Graduate School, the student attains the status of candidate for the Ph.D. degree.

Dissertation. The responsibility for advisement of the candidate in relation to the dissertation is borne by the dissertation director, who is selected by the student in consultation with the department chairperson and approved by the dean of the Graduate School. The candidate, in consultation with the dissertation director, shall prepare a prospectus, showing the purpose and scope of the proposed research, its relation to previous work in the field, its theoretical relevance and significance, and the methods and techniques to be used. When the candidate is ready to present a prospectus, the dean of the Graduate School shall, on the recommendation of the department chairperson, approve a dissertation committee with the student's dissertation director serving as chairperson. According to the present Graduate School requirements, the dissertation committee shall consist of five members, one of whom shall be from outside the department.

The completed dissertation must be accepted by the dissertation director before being circulated among the dissertation committee members for final evaluation. A final draft must be submitted to the committee members at least two months before the date of graduation.

Oral Examination. After acceptance of the dissertation by the candidate's dissertation committee, an oral examination will be scheduled and conducted by the committee in open meeting. The examination shall be based primarily on the contents and implications of the dissertation.

Sociology as a Secondary Specialization. A student enrolled in another graduate program who wishes to declare sociology as a secondary area must submit a written request to the chairperson of the departmental academic affairs committee outlining the following:

A tentative plan of course work, a tentative personal reading list, and a tentative overall program indicating the relationship of the student's program in sociology to the total program.

The student will be expected to stand comprehensive examination in the area.

Applicants for admission to graduate study in sociology should apply in writing to the chairperson of the department. Additional information on programs may be obtained from the departmental director of graduate studies.

Interdisciplinary Program. Students who have been admitted to the doctoral program in sociology and who wish to develop an interdisciplinary program, should review the guidelines set forth by the Graduate School. The graduate dean approves interdisciplinary Ph.D. programs only when they bear the endorsement of the principal sponsoring department. A student who wishes to apply for an interdisciplinary program in which sociology will be the principal sponsoring department should understand that the program of study must include substantial involvement with courses in sociology and that the department may require the student to meet other requirements similar to those established for the doctoral program of sociology.

Special Education

The department offers programs leading to the Master of Science in Education degree in special education and to a concentration in special education for the Doctor of Philosophy degree in education.

Master of Science in Education degree

In the master's degree program, which requires a minimum of 30 semester hours for completion, four options are offered. All are designed primarily for those who are already certified to teach, and who have attained an undergraduate grade point average of at least 2.7 on a 4 point scale. Some of the options require prior certification in one area of special education as well. Students desiring entry into the program but lacking appropriate certification may complete the necessary requirements as a part of a longer master's program planned for them by their graduate adviser. Applicants with grade point averages less than 2.7 may at the discretion of the departmental faculty be admitted conditionally. They may also be required to complete all or a part of the Graduate Record Examination and to submit the results as a part of their application to the department.

There are five options open to those seeking a master's degree in special education: (1) resource teacher of the elementary age mildly handicapped, (2) teacher in self-contained classes for the severely handicapped, (3) coordinator of classes for the pre-school handicapped, (4) teacher of the gifted, and (5) secondary age mildly handicapped. Program requirements for each of these options include the following courses: Sp Ed 580-3, 517-2, 500-3, and 502-2. In addition, they require completion of the courses listed below with the explanation of each of the options.

Resource teacher of the mildly handicapped. Students choosing this option

will ordinarily enter the program with certification in at least one area of special education, and during the program will add another area of special education certification. Their training will prepare them to work as resource personnel in school programs where mildly handicapped children have been returned to regular classes, or to teach in self-contained classes for mildly handicapped in their areas of certification. In addition to the core courses, they must complete: Sp Ed 594-2; one of Sp Ed 401-3, 402-3, or 404-3; 511-3; at least one of 513-3, 515-2, or 514-3; and additional electives selected in cooperation with their graduate adviser, to a total of at least 30 semester hours.

Teacher in self-contained classes for the severely handicapped. Students choosing this option will ordinarily have been certified previously in the same area, and during the master's program may or may not add another area of certification. After completion of the program they will be prepared to work as teachers in self-contained classes for severely handicapped, to work as coordinators of classes for these children, or to coordinate the development of suitable programs for them across a long span of their school experience. In addition to the core courses, they must complete: Sp Ed 594-2; 421-3; at least one of 513-3, 515-2, or 514-3; and additional electives selected in cooperation with their graduate adviser, to a total of at least 30 semester hours.

Coordinator of classes for the pre-school handicapped. Those selecting this option will, as a rule, have completed certification requirements in at least one other area of special education, and during the program will complete requirements for certification in the pre-school handicapped area. Upon completion of the program they will be prepared to work either as classroom teachers or as program coordinators in this area. In addition to the core courses, they must complete: Sp Ed 594-2; 505-3; 511-3; and additional electives selected in cooperation with the graduate adviser to a total of at least 30 semester hours.

Teacher of the gifted. Those selecting this option will usually have completed certification requirements as an elementary or secondary teacher although not necessarily as a special education teacher. At the completion of the program, they will be prepared to work as itinerant or resource teachers for gifted children in elementary or secondary grades. In addition to the core courses, they must complete Sp Ed 594-2; and additional electives selected in cooperation with the graduate adviser to a total of at least 30 semester hours.

Secondary aged mildly handicapped. Teachers in this area will be expected to have a bachelor's in special education and have taken Special Education 400, 404, 414, and 420, or their equivalent. At the conclusion of this program the students will be qualified to teach secondary aged handicapped youths in a variety of public and private school settings. The students must successfully complete Special Education 500, 502, 516, 519, 580 and 594. In the program the student must take Guidance and Education Psychology 502, and at least nine hours from either vocational education studies, administration of justice, Rehabilitation Institute, or some combination of the above. Each student in this option must either complete the oral examination and research paper, or the thesis. No more than nine hours of credit from another institution of higher education may be transferred into this program. The students academic programs are planned in consultation with their adviser on the basis of interest and experience.

Research requirements for the master's program are as follows:

1. The student must successfully complete Sp Ed 500-3, and then Sp Ed 502-2 during which the research paper is completed.

2. The student must successfully defend the research paper in an oral examination conducted by the student's committee chairperson and two additional committee members.

A comprehensive examination over the field of special education is also required, and is conducted by the student's committee chairperson and two additional committee members.

All full-time graduate students in the department may be required to work a maximum of 5 hours per week in departmental activities as a part of their professional development.

The Doctor of Philosophy Degree in Education

A Doctor of Philosophy degree in education with a concentration in special education is offered. This program is based in the policies of the Graduate School and the College of Education.

Speech Communication

At a time when many speech communication departments are staffed by individuals representing the same school of thought, our department has a healthy diversity of outlooks and approaches. Nevertheless our diversity has not prevented the development of an exceptionally supportive interpersonal climate. While we argue about a great many issues, we are committed as colleagues to effective teaching and productive scholarship. We believe that our students share these commitments, and we are most anxious to recruit students who want to study in such an environment.

Our facilities include a superior laboratory for oral interpretation productions, the Calipre stage, computer terminal laboratory room, video tape laboratory, library and research carrells—all housed in the department. We offer graduate assistants the opportunity for independent teaching experiences as well as the usual support duties as teaching and research assistants. All graduate students are eligible for training experiences through internships in business, governmental, and political organizations.

Financial Assistance

There are several forms of financial assistance available to graduate students in the Department of Speech Communication. First, there are *graduate fellowships* awarded on the basis of superior scholarship, which do not require any departmental service. Second, there are several *special fellowships* offered annually to students who show promise of success in graduate studies even though their academic records have been only average because of economic or social disadvantages. These special fellowships have no service requirements. Third, there are *graduate assistantships* available which require up to twenty hours per week of service in teaching or research. Finally, there are *dissertation research awards* for students in their final year of work toward the Ph.D. degree.

The stipends for the above awards currently range from \$3978 to \$4230 for the nine-month academic year depending on the level of graduate study of the appointee and the type of appointment. These rates may be increased for the forthcoming year. All the appointments, fellowships, and assistantships, also include a waiver of tuition (both in-state and out-of-state) for the student. Students who hold assistantship appointments for two consecutive semesters also receive a tuition waiver for the following summer session, and a limited number of appointments pay stipends for summer assignments as well.

Applications for financial assistance may be obtained by writing to the Director of Graduate Studies, Department of Speech Communication, Southern

Illinois University at Carbondale, Carbondale, Illinois 62901. Completed applications for fellowships should be received by February 1 for appointment during the subsequent fall semester. Applications for fall semester assistantships should be received by March 1.

The Department of Speech Communication offers three graduate programs of instruction and research in the discipline of human communication leading respectively to the Master of Arts, Master of Science, and Doctor of Philosophy degrees.

Curriculum. The graduate faculty of the department offers a core of courses in communication theory and methodology as well as course work in the following areas of human communication: communication education, creative dramatics, interpersonal and small group communication, language behavior and intercultural communication, oral interpretation, organizational communication and public relations, phenomenology and philosophy of communication, political communication, rhetoric and public address, semiology, and (at the doctoral level) theater.

Admissions. Applicants must meet the minimum requirements of the Graduate School and should have completed a minimum of 24 quarter or 16 semester credit hours in speech or related subjects. A program for remedying deficiencies in background can be arranged upon petition to the graduate committee of the Department of Speech Communication.

Application for admission to graduate studies in speech communication should be directed to the Graduate School. For admission to the Graduate School, GRE Aptitude Test or Miller Analogies Test scores must be submitted before a student enters the program or during a student's first term in residence. G. CS 56 OFFor MAT scores are used as supporting evidence in the consideration of applications for admission to the department. Except for persons from English-speaking countries, international students are required by the department to have a TOEFL score of 600 or higher for admission. In addition to materials sent to the Graduate School, each applicant should submit to the Department of Speech Communication three recommendations from former instructors and an application form indicating professional and personal objectives. The official application forms for the supporting materials requested by the department may be obtained from the chairperson of the graduate committee of the Department of Speech Communication. In addition, applicants for the Ph.D. degree program may be requested to furnish a thesis or research paper as evidence of research and writing ability.

Acceptance for graduate study in speech communication and subsequent continuation in the graduate program is determined by the graduate committee of the Department of Speech Communication. Students who are awarded graduate assistantships to provide assistance in the instruction of the department are required to take Speech 539 if they have not had previous teaching experience at the secondary, college, or university level; the course is strongly recommended for all students planning careers in university teaching. Because of the research emphasis at the graduate level in the Department of Speech Communication, students may be required to purchase additional textbooks or materials.

Research Style. In most cases graduate students are required to write a term research paper for each course taken; and, depending on the degree program, each student is required to write a research report, thesis, or dissertation. In all cases the writing must conform to the latest edition of *The MLA Handbook* or the *APA Publication Manual*, depending on the nature of the research. In all

cases the writing must conform to the current edition of the Graduate School *Guidelines for the Preparation of Research Reports, Theses, and Dissertations*.

Proficiency Examination. A student who has previously had course work that is required in the "Communication Theory and Methodology" curriculum area may petition the graduate committee of the Department of Speech Communication for a waiver of all or part of the course requirements. When a student submits such a petition, the director of graduate studies will appoint a special committee to administer a written examination and certify the results to the graduate committee of the department.

Master's Degree Programs

A minimum of 30 semester credit hours is required for the M.A. or M.S. degree. At least 15 of these hours must be at the 500 level. A student who completes only the minimum of 30 hours of work may devote no more than 9 hours to work outside the Department of Speech Communication. However, a student may petition the graduate committee for a program to include 15 hours outside the department. Such outside work must be germane to one of the departmental curriculum areas for purposes of research and examination. Competence in one foreign language is required for the M.A. degree. Competence may be demonstrated by (1) E.T.S. examination, (2) achieving a grade of *B* or *A* in French 488, German 488, Russian 488b, or Spanish 488b, or (3) achieving a *PASS* grade in French 410, German 416, Russian 411, or Spanish 412. Current standards for passing the E.T.S. examination in French, German, Russian, or Spanish are available from the director of graduate studies.

A faculty adviser is named for the individual student before the end of the first semester. The faculty adviser and the student will plan the program of study. The program must consist of course work in at least two, but not more than four, of the curriculum areas. All students selecting theater as a curriculum area must complete three of the curriculum areas. In order to satisfy a given area of study, a student must complete at least 9 semester hours of work in that area, 3 hours of which must be at the 500 level (this requirement is waived in the case where such a 500 level course does not exist). A course used for one curriculum area may not be counted toward another area. All master's students planning to study for a Ph.D. degree should select the communication theory and methodology as one curriculum area.

The requirements for the master's degree may be met by either of the following plans chosen by the student in consultation with the adviser.

Plan 1: Thesis. Each student must complete a minimum of 30 semester credit hours, with no more than 6 hours or fewer than 3 hours of thesis credit in Speech 599 counted toward the 30 hour minimum. In addition, the student must register for at least one semester hour of credit in Speech 599 during any academic term in which the services of any faculty member are utilized in the supervision of or consultation concerning the thesis. If the student's reliance upon faculty assistance justifies, the director may require an appropriately greater number of credit hours in Speech 599. The thesis is submitted to a committee of three members of the graduate faculty, at least two of whom must be from the Department of Speech Communication. The committee must approve the prospectus and will administer an oral or written examination over course work taken. Students are required to submit two copies of the thesis to the Graduate School, one copy to the Department of Speech Communication, and one copy to the thesis director.

Plan 2: Research Report. Each student must complete a minimum of 30

semester credit hours, with at least one and no more than 3 hours of research report credit in Speech 595 counted toward the 30 hours minimum. A research report is submitted as evidence of knowledge of research techniques. This paper should be based on a special project or specific courses as recommended by an advisory committee composed of the student's adviser and one other member of the graduate faculty in the Department of Speech Communication selected by the student and the adviser. This advisory committee must approve the research paper before it is submitted to the graduate committee and, then, to the Graduate School. One copy of the research report is submitted to the Graduate School, one copy to the Department of Speech Communication, and one copy to the adviser. A comprehensive written examination is taken over the course work.

The subject of the thesis or research report must be in one of the curriculum areas chosen by the student. A student must have a graduate grade point average of 3.25 in order to be eligible for the master's degree. Students planning to pursue a doctoral degree upon completion of the master's degree are often advised to select Plan 1: Thesis, since some universities view Plan 2: Research Report, as a terminal degree.

Doctor of Philosophy Degree

A minimum of 42 semester credit hours of course work beyond the master's degree and 24 semester credit hours of dissertation work are required for the Ph.D. degree. A student who completes only the minimum of 42 hours of course work may devote no more than 21 hours to course work outside the department. Such outside work must be germane to one of the departmental curriculum areas for purposes of examination and dissertation research. Throughout the program of study, the student must maintain a 3.25 grade point average in all work taken. If the grade point average drops below the minimum, the student is placed on academic warning for the following two semesters.

During the last half of the second semester of course work, the student's progress shall be reviewed by the graduate committee to determine continuation, change, or termination of the program. The advisory committee for each student shall be responsible for assembling the necessary information (grades, recommendations, progress in curriculum areas, etc.) for consideration in reaching the above decision.

Advisory Committee. An advisory committee shall be established during the first semester of graduate study to plan the program of study with each student. The committee shall be composed of one faculty member from each curriculum area chosen by the student. The chairperson of the committee shall act as the primary adviser and sign the graduate course request form. This advisory committee is responsible for certifying to the graduate committee that the student has met all departmental requirements for admission to candidacy and has passed the Ph.D. preliminary examination.

Program of Study. The advisory committee and the student will plan the program of study. The program of study must consist of course work in at least two, but not more than four, of the curriculum areas. In order to satisfy a given area of study, a student must complete at least 12 semester credit hours of course work in that curriculum area, 3 hours of which must be at the 500 level (this requirement is waived in the case where such a 500 level does not exist). A course utilized for one curriculum area may not be counted as part of another area. All students are required to select communication theory and methodology as one curriculum area. The communication theory and methodology area consists of the following requirements:

1. Spch 501-3 Introduction to Speech Communication Research. (Theater students may substitute Thea 500-3 Introduction to Research Methods and Thea 530-1 to 12 Independent Study.)
2. Spch 401-3 Communication Theories and Models, or Spch 510-3 Seminar: Rhetoric and Communication.
3. Three credit hours selected from:
 - Spch 502-3 Seminar: Quantitative Communication Research.
 - Spch 503-3 Seminar: Phenomenological Communication Research. Spch 572-3 Critical Perspectives in Interpretation.
4. Four semesters of Spch 598 Proseminar in Human Communication. As a non-credit course, a grade of Satisfactory *S* or Unsatisfactory *U* will be assigned on the basis of attendance and participation.
5. Six semester hours at the 400 and/or 500 levels, in or outside the department. These may include courses required as prerequisites to courses in 3 above and/or selection of courses in 2 and 3 above as long as these are not counted as courses meeting other area requirements.

Preliminary Examination. The student must pass a preliminary examination on each of the declared curriculum areas in the program of study. The preparation and administration of the examination are determined by the advisory committee in consultation with the student. The examination is taken near the end of the degree program. The examination will call for demonstrated theoretical competence in the particular methodology selected by the student as part of the communication theory and methodology area. In the case of a foreign language, an E.T.S. examination may be substituted for the departmental examination by petition to the graduate committee of the Department of Speech Communication. In the case of a foreign language one of the following may be substituted for the departmental examination by petition to the graduate committee of the Department of Speech Communication: (1) E.T.S. examination, or (2) achieving a grade of *B* or *A* in French 488, German 488, or Russian 488b, or Spanish 488b, or (3) achieving a *PASS* grade in French 410, German 416, Russian 411, or Spanish 412. Current standards for passing the E.T.S. examination are available from the director of graduate studies.

Dissertation. Each student must register for at least 24 semester hours of dissertation credit in Spch 600 or Thea 600. In addition, the student must register for at least one semester hour of credit in Spch 600 or Thea 600 during any academic term in which the services of any faculty member are utilized in the supervision of or consultation concerning the dissertation. If the students' reliance upon faculty assistance justifies, they may be required by the dissertation adviser to register for an appropriately greater number of credit hours in Spch 600 or Thea 600.

The dissertation director shall, upon consultation with the student, be responsible for setting up a dissertation committee, supervising the dissertation and administering the final oral examination. The dissertation committee shall approve the dissertation prospectus and pass upon the completed dissertation and oral examination. Students are required to submit two copies of the dissertation to the Graduate School, one copy to the Department of Speech Communication, and one copy to the dissertation director.

Interdisciplinary Program. Students who have been admitted to the doctoral program in speech communication and who wish to develop an interdisciplinary program, should review the guidelines set forth by the Graduate School. The graduate dean approves interdisciplinary Ph.D. programs only when they bear the endorsement of the principal sponsoring department. A student who

wishes to apply for an interdisciplinary program in which speech communication will be the principal sponsoring department should understand that the program of study must include substantial involvement with courses in speech communication and that the department may require the student to meet other requirements similar to those established for the doctoral program in speech communication.

Theater

The Department of Theater blends scholarship and practical experience into an academically sound unit of study and practice. Through the department's dramatic production schedule a variety of learning experience is offered. The practical experience is augmented by training courses in the theater arts and complemented by courses of study in theory and criticism in all areas of theater. The Department of Theater maintains two theaters for public productions. The University Theater has a proscenium stage with a modified thrust and seats 568. The Laboratory Theater has a flexible stage and seats up to 110 persons.

The Department of Theater offers programs of study leading to the Master of Arts and the Master of Fine Arts degrees in theater. Doctoral studies in theater are sponsored by the Department of Speech Communication. Interested students should consult the description of this program under speech communication.

Master's level studies in theater offer the following areas: acting, acting-directing, scenic/costume design and technical direction, playwriting, history, and criticism. All students enrolled in degree programs are expected to select one of these areas as one of special interest and to demonstrate competency in it.

Admission

Application for admission to graduate study in theater should be directed to the Graduate School. Supporting materials for the application should be sent to the director of graduate studies in the theater department. These materials consist of (1) a personal and professional data form, and (2) three letters of recommendation from former teachers or supervisors. The official forms for these materials may be obtained from the director of graduate studies, Department of Theater. Applications and supporting materials should be submitted at least eight weeks prior to the beginning of the semester in which the student expects to begin study.

An undergraduate major in theater is not essential for admission to a graduate degree program in theater. A student with an undergraduate major in another area may audit undergraduate courses in theater to make up any deficiencies.

Departmental processing of applications for acceptance as a graduate student in theater is the responsibility of the department's graduate adviser, who serves as adviser for all graduate students until such time as a faculty adviser or committee is named for the individual student, which is usually done not later than the middle of the first semester in residence.

Graduate students are urged to supplement their class work with practical experience in acting and production.

Master of Arts Degree

The Master of Arts degree in theater is primarily an academic degree with an emphasis in history, theory, and criticism.

Departmental requirements for admission are in addition to those of the

Graduate School. The department will ordinarily accept as candidates for the master's degree only those applicants who: (1) have graduated from an accredited four-year college or university; (2) have completed a minimum of 24 quarter or 16 semester hours in the field of theater or speech communication; (3) have a 2.7 (4 point scale) overall grade point average, or alternatively, a 2.9 overall grade point average for the last two years of undergraduate work; and (4) have a 3.0 overall average in theater or speech communication. Applicants who do not meet these minimal requirements or their equivalent, but who do meet the minimum standards of the Graduate School, can be considered for acceptance only on petition to the department's graduate adviser which, if granted, will be accompanied by a statement specifying the special conditions or requirements of admission.

A minimum of 30 semester hours of credit, including 15 hours at the 500 level, constitutes the basic hour requirement for the Master of Arts degree. Core, area, elective, and thesis requirements are as follows:

Core- 5 hours

Theater 400a, 500, 501

Area- 8 to 9 hours

Theater 504, 505, 526B, 500 (select 3)

Electives (by advisement)- 10 to 11 hours

Thesis- 6 hours

Total- 30 hours

A student must maintain an overall 3.0 (4 point scale) grade point average in order to be eligible for the Master of Arts degree. In addition, students must demonstrate proficiency in language or complete a research-tool project relevant to either (1) professional skills (acting, directing, playwriting, etc.) or (2) a research area in a specialized interest.

The topic of the thesis is chosen in consultation with the candidate's committee chairperson at the earliest practical time. The final oral examination will cover the thesis and the major area in which it was written, and may also test the candidate's general competence in the field of theater.

The Master of Fine Arts

The Master of Fine Arts degree in theater is a preparation for professional theater work. The emphasis is on practical expertise in one of the following four areas: acting, acting-directing, design (scene/technical or costume), play-writing.

Applicants should have a broad undergraduate background in theater. While the department's requirements for admission to graduate degree programs coincide with those of the Graduate School there are, in addition, special admissions requirements established by each of the four areas of study in the M.F.A. program.

Applicants in the acting and the acting-directing areas are required to audition for the program. Applicants in the design area are required to submit samples of their work. It is strongly suggested that applicants in the play-writing area also submit examples of their work. More information about these requirements can be obtained from the director of graduate studies, Department of Theater.

All M.F.A. students must complete a minimum of 48 hours of courses including the M.F.A. core requirements which are as follows:

Theater 400a,b- 2 hours

Theater 500, 501- 4 hours

(Basic course in area)- 3 hours

Total M.F.A. Core- 9 hours

In addition, each of the four areas of study has specific area and elective requirements which are as follows:

Acting.

M.F.A. Core (including 417a)- 9 hours

Area requirements- 31 hours

Theater 417b, 517a,b- 9 hours

Theater 403a,b 503a,b- 8 hours

Theater 413a,b, 513a,b- 8 hours

Theater 526a- 3 hours

Theater 599- 3 hours

Electives- 8 hours

Total- 48 hours

Acting-Directing.

M.F.A. Core (including 417a)- 9 hours

Area requirements- 37 hours

Theater 417b,517a,b- 9 hours

Theater 403a,b, 503a,b- 8 hours

Theater 413a,b, 513a,b,- 8 hours

Theater 402a,b, 502- 9 hours

Theater 599- 3 hours

Electives- 2 hours

Total- 48 hours

Design. (separate concentrations in scene/technical and costume)

M.F.A. Core (including one of: 407,414,418)- 9 hours

Area requirements- 12 hours

Theater 407,414, 418 (those not in Core)- 6 hours

Theater 599- 6 hours

Scene/Technical, Costume, and Electives (by advisement)- 27 hours

Total- 48 hours

Playwriting.

M.F.A. Core (including 411a)- 9 hours

Area requirements- 27 hours

Theater 402a or b- 3 hours

Theater 411b, 511- 6 hours

Theater 504, 505, 526b- 9 hours

Theater 530- 3 hours

Theater 599- 6 hours

Electives (by advisement)15 hours

Total- 51 hours

Thesis requirements vary for each area of study. Some require practical projects accompanied by written research and evaluation while others require only written work.

In most instances, a minimum 2-year residency is required of all M.F.A. students.

Vocational Education Studies

The Department of Vocational Education Studies offers three programs (business education, home economics education, and occupational education) and cooperates with the Department of Agricultural Education and Mechanization in offering a concentration in agricultural education. The programs are described below.

BUSINESS EDUCATION

Graduate courses in vocational education studies and business education may be taken as a major or minor leading to the Master of Science in Education degree in business education.

Admission to the program must be approved by the faculty of business education, in the Department of Vocational Education Studies with approval dependent upon the preparation, ability, and promise of the individual student. For the Master of Science in Education degree, there are no formal admission requirements beyond those of the Graduate School.

The graduate program is planned for those students who have an adequate subject-matter background in at least one of the following business teaching areas: (1) secretarial, (2) general business or consumer education, (3) book-keeping and accounting, (4) distributive education, or (5) data processing. Deficiencies in background, if any, must be eliminated by taking appropriate courses.

Master's Degree

The program is aimed at upgrading and making more proficient those individuals who have already met or surpassed the minimum requirements for teaching business subjects in the high school, community college, or other type of educational institution offering business education curricula.

The major consists of a minimum of 30 semester hours of course work distributed as follows:

1. Twelve or more hours in vocational education studies and business education courses (including thesis), such as: improvement of instruction in the secretarial subjects, teaching distributive education, teaching consumer education, principles and problems of business education, research in vocational, occupational, and career education, and organization and administration of cooperative vocational business education. A minimum of two of the following courses is required: VES 561, VES 566, VES 511, VES 512. Four-hundred level courses taken for undergraduate credit cannot be taken again for graduate credit.
2. Six or more hours in business or economics courses offered by departments in the College of Business and Administration, or by the Department of Economics, or in the concentration of business education in the Department of Vocational Education Studies.
3. Eight or more hours in courses not generally considered to be business education.

Each student's program is tailored to meet the particular needs and interests, within the general requirements of the Graduate School.

In keeping with the general requirements of the Graduate School, each student is required to conduct an investigation and write a thesis or a research report. Those who have special interest and ability in research or who expect to go on to advanced graduate study are encouraged to write a thesis.

The thesis may be counted for not more than six nor less than three semester hours of credit. Two copies of the approved thesis must be presented to the Graduate School at least three weeks prior to the date of graduation, to be bound and shelved in the library. For nonthesis programs, a research paper should show evidence of the student's knowledge of research techniques and should be based on a special project.

The passing of a final written examination is required at the end of the program. The examination is given each April and July. Broad, essay-type questions are asked that require the student to apply the knowledge acquired

in solving realistic problems. Each student selects four of the following areas to be included in the examination, writing on each area from forty to sixty minutes: (1) teaching typewriting, (2) teaching shorthand and transcription, (3) teaching bookkeeping and accounting, (4) teaching office practice and machines, (5) teaching general or basic business and consumer education, (6) teaching distributive education, (7) teaching data processing, (8) vocational business education, (9) office management, (10) records administration, (11) principles and problems of business education, (12) research in business education, (13) tests and measurements in business education, (14) administration and supervision of business education.

Fellowships and teaching assistantships are available to qualified graduate students. All carry stipends and remission of tuition. Applications for these awards should be submitted by February 1.

Additional information concerning the graduate program in business education may be obtained by writing to the program coordinator of business education in the Department of Vocational Education Studies.

HOME ECONOMICS EDUCATION

Graduate programs in home economics education in the Department of Vocational Educational Studies are designed to prepare persons to qualify for the following types of positions:

- a. High school teaching, including supervision of student teachers in home economics.
- b. Teacher education in colleges and universities.
- c. City, state, or similar supervisory positions.
- d. Directing or teaching of adult programs of home economics.
- e. Teaching or coordinating occupational education programs.
- f. Junior college teaching.

These programs also meet the needs of those who desire to go into teacher training, state supervision, vocational education, or cooperative extension work. All students are encouraged to supplement their courses in home economics education with preparation in related areas and general professional education.

In addition, a student enrolled in a program leading to the Ph.D. degree in education with a concentration in secondary education, higher education, or occupational education may select the elective portion of the program from graduate courses offered in the program of home economics education in the Department of Vocational Education Studies.

Program Requirements for Admission

- a. Admission to the Graduate School.
- b. A bachelor's degree from an accredited college, with a major or its equivalent in home economics education. Under certain circumstances a student without sufficient background in home economics education and education may be admitted with the approval of the adviser and allowed to make up undergraduate deficiencies concurrently with graduate study. Courses taken to correct undergraduate deficiencies will not apply to minimum requirements for the degree.

Program Requirements for the Degree

- a. The Master of Science in Education degree in home economics education requires a minimum of 30 semester hours of graduate credit. Twenty to twenty-two hours in home economics education and vocational education studies courses are required for all students. The additional hours required will be

selected in terms of the candidate's vocational objectives from one or more related fields such as: education, anthropology, art, psychology, and sociology.

b. Required courses for all students in the home economics education program are: Guidance 502, introduction to statistical methods; Vocational Education Studies 561, methods of research, or equivalent.

c. All students are expected to evidence competency in the areas of curriculum, methodology, evaluation, and philosophy. High school teachers wishing to qualify as supervising teachers in student teaching centers should include VES 522 in their programs.

d. Students preparing for positions listed in b and c above will include VES 522 and when possible 597, the practicum in supervision. Such students will, in addition to the home economics education requirements, include a minimum of 6 hours of related work from the field of education.

e. Students preparing for work in occupational education programs include VES 466, principles and philosophy of vocational-technical education; VES 525, vocational cooperative education; a work experience practicum; and other courses as needed to provide sufficient skill background. Two thousand hours of work experience in home economics related occupations are required for full approval for vocational coordinator positions.

f. Students preparing for junior college teaching should take HIEd 526, the community junior college; VES 466, principles and philosophy of vocational-technical education; and subject matter courses in two or more areas of home economics. An internship program is available for qualified students.

OCCUPATIONAL EDUCATION

Programs leading to the Master of Science in Education degree and the Master of Science degree in occupational education and to a concentration in occupational education for the Doctor of Philosophy degree in education are offered through the Department of Vocational Education Studies. Each program is individually tailored by the student's advisory committee to meet the student's career objectives.

Students with degrees in education, science, technology, or other specialties may qualify for advanced study which involves technical subjects, study in work situations and educational institutions, and internship in teaching, research, or other professional assignments.

Programs of study are developed by the student and the adviser depending upon interests, and career goals. Programs are flexible, and course work may be done in other units of the University. The student is advised to prepare for one major area of study; no minor is required. Some areas of study are: teacher of industrial oriented health, or personal and public service occupations; industrial arts; coordinator of cooperative occupational education; and supervisor, director, or administrator of programs in secondary, area vocational, community junior colleges, industry, or other vocational-technical or occupational systems.

Teaching or research assistantships, and fellowships are available to qualified applicants. Additional information about programs, courses, assistantships, and fellowships may be obtained from the coordinator of graduate studies in occupational education in the Department of Vocational Education Studies.

Master of Science in Education Degree

The Department of Vocational Education Studies offers the Master of Science in Education degree in occupational education to students who desire to develop applied competencies in one of the occupational or vocational-technical

concentrations. This degree requires a minimum of 30 hours, including 2-6 hours of research paper.

Requirements. Other requirements include:

1. Completion of a minimum of 16 hours in occupational education and vocational education studies with the following courses required: VES 466-3, VES 561-3, VES 562-3, and VES 574-3.
2. An individually designed program of studies approved by the student's advisory committee before completion of 8 hours of the credit applied to this degree.
3. A research paper which meets guidelines of the Graduate School and has the approval of the student's graduate adviser.
4. Copy of draft research paper must be submitted to the student's adviser 6 weeks before graduation.

Master of Science Degree

This degree specialization is offered to the student who desires to develop research oriented competencies in the study of occupational education such as the construction and testing of teacher-learning equipment, physical measurement problems, curriculum development, and evaluation. Each candidate for the Master of Science degree is required to complete 32 hours of graduate credit and to submit an approved thesis.

Requirements. Other requirements include:

1. Complete a minimum of 20 hours in vocational education studies and occupational education. Required courses are: VES 466-3, VES 561-3, VES 562-3, VES 574-3, and 2-6 hours of VES 599.
2. An individually designed program of studies approved by the student's advisory committee before completion of 8 hours of the credit applied to this degree.
3. Required research competency such as statistics, computer programming, or other research methodology as approved by the student's advisory committee.
4. Nine to 12 hours in a concentration selected to strengthen the student's expertise in the thesis topic area. Selection of courses must be approved in advance by the student's advisory committee.
5. Advisory committee approval of thesis topic and proposal no less than 4 months in advance of graduation.
6. Copies of draft thesis must be submitted to the student's advisory committee 6 weeks before graduation.

Zoology

The Department of Zoology's teaching and research programs are supported by appropriate courses, equipment, and facilities in a modern life science building. Available are an electron microscope complex, a centralized animal holding unit, a variety of sophisticated computer facilities, shops for design and construction of research equipment, Morris Library with approximately 1.8 million volumes, specialized research laboratories, and significant research collections. In proximity to the central campus are experimental ponds, wildlife enclosures, and natural laboratories. The Cooperative Fisheries and Wildlife Research laboratories, closely allied with the Department of Zoology, make important contributions to research facilities and research appointments for graduate students. The geographic location, physiographic features, and pre-

vailing land use practices of southern Illinois and adjacent states offer unequalled opportunities for the use of natural and man-made environments in teaching and research. Of special value are the numerous refuges and parks, a national forest, large acreages of surface-mined lands, and a variety of streams and lakes. The Department of Zoology offers the Master of Arts, Master of Science, and the Doctor of Philosophy degrees. These degrees are awarded on the basis of demonstrated scholarship and the ability to organize, conduct, and report original research. Opportunities are available for experience in teaching and research.

Admission

Applicants for all graduate degrees must fulfill the requirements of the Graduate School.

Applicants for the master's degree must possess the following academic background: 24 semester hours in courses covering the basic principles of zoology; one year of college chemistry (organic or biochemistry is also desirable); one year of college mathematics including college algebra and trigonometry (calculus and statistics are desirable). A grade point average of 2.70 ($A = 4.0$) or above. Applicants with less than 2.70 will be considered on individual merit.

Applicants for the doctoral degree must demonstrate a sound background of academic training in the animal sciences; hold a master's degree or its equivalent and have a grade point average in graduate work of 3.25 (where $A = 4.0$) or above.

Inquiries should be directed to the director of graduate studies in zoology. Separate applications must be made to the Graduate School and to the Department of Zoology. A completed departmental application for admission includes: departmental application form, transcript of all previous college credits, scores from the aptitude test of the Graduate Record Examination and three letters of evaluation relative to professional and academic competence. All applicants will be notified of the action taken on their application by the director of graduate studies in zoology.

Advisement

Following admission to the department, and prior to registration, a student should consult appropriate faculty (representing student's area of interest) or the director of graduate studies in zoology for assistance in registration. Each student must arrange with a faculty member to serve as an adviser no later than the end of the first semester of registration in the program. A change in the adviser will be coordinated by the director of graduate studies in zoology at the request of the student and with the approval of the current and prospective professors.

Following selection and approval of an adviser, an advisory and research committee is to be recommended to the director of graduate studies in zoology for approval by the graduate dean. For the master's degree, the committee shall consist of a minimum of three members, one of whom may be from outside the department, with the adviser serving as chairperson.

For the doctoral degree the advisory and research committee shall consist of five faculty members, one of whom must be from outside of the department. The adviser shall serve as chairperson.

A program of course work and research tools as required must be approved by the advisory and research committee, and made a part of the student's departmental file no later than the first week of the second semester of registration in the program.

A research plan approved by the student's advisory and research committee

must be placed in the student's departmental file prior to registration for Zoology 598 (when 598 is used as part of the M.S. requirement), 599, or 600 no later than the end of the second semester of registration in the program.

While pursuing the completion of degree requirements, continuous registration is expected until such time as the degree has been completed. The number of hours required per session will reflect the extent of the demand for use of time and/or university-department facilities and academic personnel.

Academic Credit

Audited courses may not be counted toward completion of minimum hour requirements toward the degree. No course with a grade below *C* will fulfill minimal requirements of the degree. A petition for the use of transfer credits must be approved by the student's advisory and research committee and submitted to the director of graduate studies in zoology for forwarding to the dean of the Graduate School for approval.

Master of Arts Degree

A minimum of 30 hours of graduate credit is required beyond the bachelor's degree including at least 18 hours of formal course work in zoology and 6 hours of Zoology 599.

In addition, one of the following tools is required: a foreign language either by completion of FL 488 with a grade of *A* or *B* or a score of at least 465 on the ETS proficiency exam, or two semesters of one of the following: statistics, computer science, mathematics, biochemistry, or biotechnology.

A thesis embodying results and analysis of original research and a final examination are required.

Master of Science Degree

A minimum of 38 hours of graduate credit is required beyond the bachelor's degree including at least 24 hours of formal course work in zoology, and 2 hours of Zoology 598. A research paper demonstrating the ability of the student to collect and analyze data and report results in a scientific manner is required. A library research problem is acceptable but must include an original contribution in the form of correlations and interpretations. A final examination is required.

Required Level of Performance in Master's Program. A cumulative grade point average of at least 3.0 must be attained during the first two semesters in all graduate level work, and must be maintained thereafter. Failure to meet this requirement will result in loss of any financial support provided by the department. A grade of *C* or better must be earned in all background (undergraduate) courses to remove deficiencies.

Final Examination.

1. Each candidate for a master's degree is required to pass a final examination. The examination will be oral and should be taken no later than three weeks before graduation.
2. The examination consists of two parts:
 - a. Presentation of the results of the research in a seminar.
 - b. A closed session of inquiry by the student's advisory and research committee following the seminar.

Graduation. Candidates for a master's degree must follow and fulfill all Graduate School procedures and requirements for processing one's application for graduation.

The Ph.D. Degree

No minimal number of credit hours is required for the degree. A student in consultation with an adviser prepares a program of study including courses in the major, in the minor, in areas of deficiency, and to complete the research tool requirement. This program when approved by the student's advisory and research committee is filed with the director of graduate studies in zoology.

Acceptable tools include foreign language, statistics, computer science, mathematics, biochemistry, and biotechnology. Normally two tools are required; however, one tool with exceptional expertise may satisfy the requirement if approved by the student's committee (exception: English as a second language). A student may qualify in a foreign language by completion of FL 488 with a grade of *A* or *B* or a score of at least 465 on the ETS proficiency exam. To qualify in statistics, a student must have course work through multiple regression analysis, which is Guidance 506 and 507. In computer science a student should take Computer Science 202 and one of the following: 204 or 470. For the tool requirements in mathematics, biochemistry, and biotechnology, the student will arrange a program of two or three courses acceptable to the advisory committee. Previously acquired skills or knowledge may satisfy the tool requirement if the student passes an appropriate proficiency examination.

A 3.25 grade point average in graduate level course work must be maintained; failure to meet this requirement will result in loss of any financial support provided by the department. A minimum grade point average of 3.00 *B* is required for all course work. No course in which the grade is below *C* is acceptable for credit.

Preliminary Examinations. These examinations (oral and written) are taken after the tool requirement and a major portion (approximately 80 percent) formal course work are completed, usually at the end of the second year of graduate study. The student with the approval of the adviser, advisory committee, and the director of graduate studies in zoology registers with the chairperson of the preliminary examination committee to take the examination. The written examination covers the general principles and concepts in zoology, and the oral portion emphasizes the area of specialization and minor.

Dissertation. The nature of the research to be used for the dissertation is established in consultation with the student's adviser, and is approved by the advisory and research committee. An approved copy of the research proposal is filed with the director of graduate studies in zoology. The student is required to register for a minimum of 24 semester hours in Zoology 600, Dissertation Research. The dissertation is evaluated by the student's advisory and research committee, reviewed for approval by the chairperson and forwarded to the graduate dean for final approval.

Final Examination. Upon approval of the dissertation by the student's advisory and research committee, the candidate requests the director of graduate studies in zoology to schedule a seminar. Following the seminar, a final examination over the dissertation is conducted by the student's committee. Both the seminar and examination are open to the public.

Graduation. Candidates for a Ph.D. degree must follow and fulfill all Graduate School procedures and requirements for processing one's application for graduation.

3 Course Descriptions

In this chapter all 400- and 500-level courses offered by Southern Illinois University at Carbondale are described. Courses are listed numerically within each subject-matter area. Areas are listed below in order of their appearance on the following pages.

- Administration of Justice
- Agribusiness Economics
- Agricultural Education and Mechanization
- Agriculture
- Animal Industries
- Anthropology
- Art
- Biology
- Botany
- Business Administration
 - Accountancy
 - Administrative Sciences
 - Finance
 - Marketing
- Chemistry and Biochemistry
- Cinema and Photography
- Communication Disorders and Sciences
- Communications and Fine Arts
- Comprehensive Planning and Design, Division of
 - Clothing and Textiles
 - Design
 - Environmental Design
 - Interior Design
- Computer Science
- Curriculum, Instruction, and Media
- Economics
- Education
- Educational Leadership
- Engineering
 - Electrical Sciences and Systems Engineering
 - Engineering Mechanics and Materials
 - Thermal and Environmental Engineering
- Engineering Biophysics
- Engineering Technology
- English
- Foreign Languages and Literatures
 - Chinese
 - Classics
 - French
 - German
 - Japanese
 - Russian
 - Spanish
- Forestry
- Geography
- Geology
- Guidance and Educational Psychology
- Health Education
- Higher Education
- History
- Human Development, Division of
 - Child and Family
 - Family Economics and Management
 - Food and Nutrition
- Industrial Technology
- Journalism
- Linguistics
- Mathematics
- Medical Education Preparation
- Microbiology
- Mining Engineering
- Molecular Science
- Music
- Philosophy
- Physical Education
- Physics and Astronomy
- Physiology
- Plant and Soil Science
- Political Science
- Psychology
- Public Visual Communications
- Radio-Television
- Recreation
- Rehabilitation
- Religious Studies
- Science
- Social and Community Services, Division of
 - Black American Studies
 - Community Development
 - Social Welfare
- Sociology
- Special Education
- Speech Communication
- Statistics
- Theater
- Vocational Education Studies
- Zoology

The first entry for each course is a three-digit identification numeral. Courses numbered 400-499 are open to both seniors and graduate students, unless designated otherwise. Courses numbered above 499 are for graduate students only.

Following the course identification number is another number which indicates maximum credit allowed for the course. The maximum may vary, and specific semester hours may be assigned for each term a course is offered.

Following the course description may be prerequisites which must be satisfied before a student will be permitted to enroll. Graduate students will not receive graduate credit for Pass/Fail grades. They may not register for 400-level courses in which Pass-Fail grading is mandatory and may not receive a grade of *Pass* or *Fail* in 400-level courses graded Pass/Fail on an elective basis. Graduate credit is awarded for 500-level courses which have been approved to be graded *S/U* (Satisfactory/Unsatisfactory) only.

Graduate students at Southern Illinois University at Carbondale are required to purchase textbooks, instructional materials, and supplies needed for each course. Field trips are required for certain courses.

All courses offered in a specific term will be listed in the appropriate Schedule of Classes, published three times a year by University Graphics, Southern Illinois University at Carbondale, Illinois 62901.

Accountancy

421-3 Advanced Accounting. Accounting principles and procedures relating to specialized topics, including partnership equity, installment and consignment sales, fiduciaries, international operations, branches, and business combinations. Prerequisite: 322 with a grade of *C* or better.

422-3 Current Developments in Accounting Theory. Critical analysis of current developments in accounting theory, especially as reflected in the publications of major accounting associations. Prerequisite: 322 with a grade of *C* or better.

431-3 Advanced Cost Accounting. Managerial decision making; profit planning and control through relevant costing, return on investment and transfer pricing, determination of cost behavior patterns, analysis of variances, capital budgeting, inventory models, probabilities, statistical methods, and operations research. Prerequisite: 331 with a grade of *C* or better.

441-3 Advanced Tax. Study of income tax problems which arise from sole proprietorship, partnership, corporation, estate, and trust types of organization. Brief study of social security, federal and state estate tax, and gift tax. Student does research in source materials in arriving at solutions of complicated problems. Prerequisite: 341 with a grade of *C* or better.

451-3 Advanced Accounting Informations Systems. A review of current systems design and operation methodologies with special attention to the advantages and disadvantages these provide to an integrated information system. Prerequisite: 351 with a grade of *C* or better.

461-3 Advanced Auditing. The study and application of selected auditing concepts and techniques. Hands on applications will be emphasized. Prerequisite: 361 with a grade of *C* or better.

471-3 Accounting for Public Organizations. Financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, institutions, and charitable organizations. Includes the conventional budgetary-appropriation process, as well as some of the more recent accounting developments related to public decision making. Prerequisite: 230 with a grade of *C* or better.

491-1 to 6 Independent Study in Accountancy. Independent study of specialized aspects of accountancy not available through regularly scheduled courses. Prerequisite: a grade of *C* or better in each of 322, 331, 341, and consent of department.

492-3 Professional Dimensions of Accountancy. This course is designed to aid the accounting student in identifying and understanding the necessary requirements for attainment of professional status within the accounting field. CPA, CMA, and CIA certification will be covered. In addition, this course will explore the complex set of ethical standards, responsibilities, and legalities intrinsic to both obtaining and maintaining status as a professional. Prerequisite: 322, 331, 341, 361 with a grade of *C* or better.

495-1 to 6 Internship. Supervised work experience in professional accounting. Not for graduate credit. Prerequisite: outstanding record in accounting and recommendation of the departmental committee on internship.

521-3 Financial Accounting Concepts. (Same as Business Administration 410.) Basic concepts, principles, and techniques used in the generation of accounting data for financial

statement preparation and interpretation. Asset, liability, and equity valuations; and income determination is stressed. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

522-3 Financial Accounting Theory. (Same as Business Administration 511.) Contemporary advanced accounting theory, including controversial issues with emphasis on net income determination and asset valuation; particular attention given to current publications of the professional and government agencies. Prerequisite: 521 or consent of instructor.

529-3 Seminar in Financial Accounting. Discussion of differences in accounting practices in a variety of major industry groups. Prerequisite: 521 or consent of instructor.

531-3 Managerial Accounting and Control Concepts. (Same as Business Administration 510.) Basic cost concepts, measures, methods and systems of internal accounting useful for managerial planning, implementation, control, and performance evaluation. Includes cost analysis relevant for non-routine decision-making. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

532-3 Controllorship. (Same as Business Administration 514.) Function of controller-ship in a business organization; analysis of the duties and responsibilities of a controller; contribution of a controller to effective planning, coordination, and control through accounting, case studies. Prerequisite: 531 or consent of instructor.

541-3 Tax Concepts. (Same as Business Administration 516.) Provides the accounting or business student with an understanding of the nature of the federal tax law and an appreciation of the laws impact upon business decisions. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

542-3 Tax Research and Procedure. Provides the student with a working knowledge of the tax practitioner's methodology applied to the solution of both routine and complex tax problems. Prerequisite: 541 or consent of instructor.

543-3 Corporate Taxation. Provides students with in-depth exposure to federal income taxation of corporations and shareholders. Areas explored are corporate formations, distributions, redemptions, liquidations, subchapter S election, corporate income tax, accumulated earnings tax, personal holding company tax, and affiliated corporations. Prerequisite: 541 or consent of instructor.

544-3 Partnership Taxation. Provides students with in-depth exposure to the federal income taxation of partnerships and partners. Areas explored are the definition of a partnership, acquisition of an interest, basis of interest, tax accounting for partnership operation, distributions, termination, sale or exchange of interest, collapsible partnerships, death or retirement, and tax shelters. Prerequisite: 541 or consent of instructor.

545-3 Estate Planning. A comprehensive study of the various aspects of estate planning, including an analysis of the impact of the federal estate and gift tax laws. In addition, the role of wills, trusts, insurance, and other related legal topics necessary to formulate a comprehensive plan is emphasized. The case approach will be utilized wherever feasible. Prerequisite: 541 or consent of instructor.

546-3 Seminar: Selected Tax Topics. Provides students with in-depth exposure to federal income taxation of selected topics. Topics will vary from semester depending upon instructor and topics of current interest. Prerequisite: 541 or consent of instructor.

551-3 Accounting Information Systems Concepts. (Same as Business Administration 515.) Basic concepts necessary to the design and operation of information systems for integrated business operations. Survey of the current status of technology and design for computer based systems. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

552-3 Accounting Information Systems II. Survey of the subsystems of a business information system and their integration. Specific attention will be given to the budgeting and planning systems and the accounting, marketing and production subsystems. Prerequisite: 551 or consent of instructor.

561-3 Auditing Concepts. (Same as Business Administration 512.) Course examines basic auditing concepts, objectives, and methodology with frequent reference to official auditing pronouncements and current literature. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

562-3 Advanced Auditing Topics. Course consists of a comprehensive study of auditing profession's evolution and an in-depth examination of state-of-the-art auditing topics. It will rely heavily on current literature in accounting and related disciplines. Prerequisite: 561 or consent of instructor.

571-3 Not-For-Profit Accounting. The study of accounting principles and practices of schools, hospitals, governmental agencies, the art, and other not-for-profit organizations. Emphasis is on financial reporting. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

590-3 Seminar in Accounting. (Same as Business Administration 519.) Discussion of current accounting theories, principles, standards, and problems. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

591-1 to 6 Independent Study. Directed independent study in selected areas of accountancy. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

599-3 to 6 Thesis. Prerequisite: enrollment in M.Acc. or M.B.A. program or consent of instructor.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and

who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Administration of Justice

The following courses are offered through the Center for the Study of Crime, Delinquency, and Corrections.

403-3 to 9 (3 per topic) Enforcement Operations. (a) Advanced investigation. (b) Enforcement management. (c) Enforcement discretion. This course offering provides a broad coverage of law enforcement activities from detailed investigative work through specialized management techniques required. Some sections of the course may be offered only every other year. Prerequisite: (a) 303 or graduate status; (b) 202 or graduate status or consent of instructor.

407-3 to 9 (3 per topic) Selected Topics in Criminal Law. (a) Substantive legal aspects. (b) Case preparation and prosecution. (c) Jurisprudence and procedures. Provides the framework for the understanding of basic substantive law and jurisprudence. Prerequisite: (a) 305 or graduate status; (b) 305, 407a, or graduate status.

415-3 Prevention of Crime and Delinquency. Multidisciplinary analysis of the functions, goals, and effectiveness of measures to forestall delinquency and crime. Etiology of delinquent behaviors as related to community institutions such as police, courts, corrections, mental health clinics, schools, churches, and citizen groups. Prerequisite: 200 and 201 or consent of instructor.

416-3 Methods of Criminal Justice Research. The principles of scientific inquiry as applied to the study of the criminal justice system. Overview and examples of project design, evaluative research, methodology, and statistical techniques appropriate to criminal justice research. Strongly recommended for students who plan to conduct empirical research in fulfillment of master's thesis requirement. Prerequisite: 200 and 201 or consent of instructor.

417-3 Research Practicum in the Administration of Justice. Application of the principles set forth in 416. Experience in the various phases of an actual research project, including project design, data collection and analysis, and effective communication of results via written reports. Prerequisite: 200 and 201 and 416 or consent of instructor.

460-3 Women and the Criminal Justice System. Addresses the topics of women as offenders, as victims, and as workers in the

criminal justice system. Prerequisite: 200 and 201 or consent of instructor.

470-3 Critical Theory of Criminal Justice. Selected key ideas of law enforcement, courts and corrections, collectively and severally, are established as the foundation for a frank evaluation of the merits of contemporary policies and practices. Prerequisite: 200 and 201 or consent of instructor.

471-3 Principles of Management in the Administration of Justice. Basic principles and techniques of the management in law enforcement, correctional, and other criminal justice agencies. Prerequisite: 200 and 201 or consent of instructor.

472-3 The American Correctional System. (Same as Sociology 472.) A survey of the correctional field, covering probation, institutional treatment, and parole. Historical development, organizational structure, program content, and current problems. Prerequisite: 200 and 201 or consent of instructor.

473-4 Juvenile Delinquency. (See Sociology 473.) Prerequisite: 200 and 201 or consent of instructor.

475-3 Management of Government Grants in Criminal Justice: Philosophy, Process, and Evaluation. Examines government grant award processes from announcement and review, through award and monitoring, to acceptance of final report. Explores various governmental techniques of support programs in criminal justice—block and direct grants, subsidies, contracts, competitive grants. Preparation of program proposals or grant applications; procedures to secure support and clearances from involved agencies and governmental bodies. Prerequisite: three administration of justice courses or consent of instructor.

485-3 to 6 (3 per topic) Selected Topics in Correctional Program Services. (a) Correctional case management. Prepares students to become practitioners, supervisors, and administrators in probation, parole, correctional institutions, and community-based programs in roles traditionally assigned to probation and parole officers, correctional counselors, social workers, and similar titles. Recognizes the importance of the case manager as the planner, mobilizer of resources, advocate, and community organizer. (b) Corrections and the community. Traditional correctional functions are redefined to emphasize development of resources of community at large, diversion of convicted offenders from institutions and direct involvement of correctional programs in community affairs. Prerequisite: three administration of justice courses or consent of instructor.

490-1 to 3 Independent Study in the Administration of Justice. Supervised readings or independent investigative projects in the various aspects of crime control, treatment of offenders; and management of programs of law enforcement, courts, and correctional agencies. May be repeated up to a maximum of three credit hours. Prerequisite: 200 and 201 or consent of instructor.

492-2 to 6 (2 to 3 per semester) Contemporary Issues in Administration of Justice. A forum for focusing on special interest topics depending on the availability of staff, visiting professors, and other selected instructional resources to cover a contemporary issue of concern to students and the faculty. May re-enroll for a maximum of six credits. Prerequisite: 200 and 201 or consent of instructor.

500-3 History and Philosophy of Criminal Justice System. Exploration of the origins and significance of key ideas influencing the rise and development of criminology as multidisciplinary theory and practice. Prerequisite: consent of instructor.

504-3 Criminological Theory. Multidisciplinary study of biogenic, psychogenic, and sociogenic explanations for criminal behavior relevant to policy-making and practice in criminal justice. Prerequisite: consent of instructor.

516-3 to 6 (3 per topic) Seminar in Advanced Criminal Justice Research. (a) Design. Advanced treatment of the rationale, underlying assumptions and instrumentation of experimental, quasi-experimental and survey research appropriate to the study of criminal justice. (b) Analysis. Focuses on multivariate analysis, specifically, multiple regression, analysis of variance, and log-linear models. Emphasis will be on the conceptual basis of the models and their application to criminal justice.

562-3 Fundamental Legal Systems in Criminal Justice. Practical use of a law library culminating in two legal research papers. The philosophical and historical evolution of law with emphasis on the development of American legal procedures. Prerequisite: graduate status.

571-3 Correctional Systems in Criminal Justice. Evaluation of corrections as a system, its programmatic interrelationships and conflicts, and the probable course of its future development. Prerequisite: consent of instructor.

572-4 Seminar in Criminology. (See Sociology 572.)

578-1 to 4 Seminar in Correctional Rehabilitation Counseling. Review of major issues and research relative to rehabilitation practices in youth and correctional settings. Prerequisite: consent of instructor.

580-3 Planning for Change in the Administration of Justice. A simulated planning and design experience with real justice system problems is offered. Each student is required to individually investigate a criminal justice sub-system, study the literature and theoretical foundation on modifying such systems, and develop a comprehensive plan to deal with the assigned system.

582-3 Criminal Law and the Correctional Process. Basic principles and administration of the criminal law and the legal foundations of the juvenile court, the sentencing process,

parole and probation, and the changing concept of mental competency. Includes statutory, case, and administrative law requirements of "due process" in correctional services.

584-3 Seminar in Criminological Program Management. Seminar application of management concepts, including program evaluation, to the practice settings of programs in law enforcement and correctional agencies. Prerequisite: 471 or consent of instructor.

587-3 Seminar in Law Enforcement. Multidisciplinary study of the philosophical premises, theoretical implications, and functions of contemporary law enforcement. Prerequisite: consent of instructor.

588-3 to 9 (3 per topic) Selected Topics in Law Enforcement. (a) Law enforcement education and training; (b) law enforcement policy; (c) law enforcement administration. Provides for analysis of historical, contemporary, and future policies and issues toward preparation for administrative and educational roles in the field. Prerequisite: for (c) 403b.

590-1 to 3 Supervised Readings in Selected Subjects. Readings supervised by a faculty member in a selected area of the Administration of Justice. Prerequisite: consent of a faculty sponsor.

591-3 to 6 Individual Research. A field project directed by a faculty committee which represents the study of a problem confronted during field experience centering on an applied criminal justice topic and results in a project or program development plan. Graded *S/U* only. Prerequisite: consent of instructor.

592-3 Advanced Seminar in Administration of Justice. Seminars of varied content for advanced students. Prerequisite: consent of instructor.

595A-3 or 6 Supervised Field Work (Internship). Experience in law enforcement agencies, juvenile courts, probation and parole departments, correctional institutions, delinquency control programs, and public or voluntary agencies. Orientation sessions precede placement. Student must submit internship application during the first 30 days of the preceding spring or fall semester. Graded *S/U* only. Prerequisite: consent of instructor.

595B-3 or 6 Supervised Field Work (Internship). Experience in law enforcement agencies, juvenile courts, probation and parole departments, correctional institutions, delinquency control programs, and public or voluntary agencies. Orientation sessions precede placement. Student must submit internship application during the first 30 days of the preceding spring or fall semester. Graded on a letter grade basis. Prerequisite: consent of instructor.

599-3 to 6 Thesis. Graded *S/U* only. Prerequisite: consent of academic coordinator.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their

dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Agribusiness Economics

Field trips are required for certain courses. The School of Agriculture offers courses in agribusiness economics as part of a residence-center program at Western Illinois University.

401-3 Agricultural Law. Relations of common-law principles and statutory law to land tenure, farm tenancy, farm labor, farm management, taxation, and other programs involving agriculture. Prerequisite: junior standing or consent of instructor. Elective Pass/Fail.

402-1 to 6 Problems in Agribusiness Economics. Designed to improve the techniques of agribusiness economics workers through discussion, assignment, and special workshops on problems related to their field. Emphasis will be placed on new innovative and currently developed techniques for the field. Prerequisite: consent of chairperson.

440-3 Land Resource Economics. (Same as Economics 471.) The use of land as an economic variable in production of goods and services; land markets; group versus individual conflicts; and land utilization as related to institutional arrangements. Prerequisite: 204, GSB 211 or consent of instructor. Elective Pass/Fail.

442-2 Agricultural Development in Emerging Countries. Principles and practices in improving agriculture in areas with limited capital and low levels of technology. Prerequisite: 204 or GSB 211. Elective Pass/Fail.

443-2 Marketing Practices and Problems in Developing Countries. Types of markets, assembly of products, storage, transportation, quality determination, and pricing practices which are peculiar to the developing countries. Market organization and practices for the major export products and the principal domestic foods and fibers in such countries. Methods of progressively improving such markets. Prerequisite: 204 or equivalent. Elective Pass/Fail.

450-3 Advanced Farm Management. Application of production economic principles and modern decision-making techniques to farm management problems. The importance of information, sources of agricultural risk and management of risk in farm planning will be integrated. Prerequisite: 350 or equivalent, and GSD 107. Elective Pass/Fail.

451-2 Farm Real Estate Appraisal. Principles and practices of farm real estate

appraisal. Application of capitalization, market and cost approaches for estimating market value. Understanding of special valuation methods used for buildings, insurance, assessments, loans, and condemnation. Field trips not to exceed \$10. Prerequisite: 350 or consent of instructor. Elective Pass/Fail.

453-3 Advanced Farm Planning Techniques. Application of linear programming to farm planning including enterprise selection, resource allocation, and least cost ration formulation. Farm decision making under uncertainty and analysis of farm expansion alternatives. Prerequisite: 350 or consent of instructor. Elective Pass/Fail.

460-3 Agricultural Prices. Measurement and interpretation of factors affecting agricultural prices. Construction of index numbers, trend analysis, seasonal and cyclical price movements, and the measurement of relationships between price and other variables. Prerequisite: 362 or equivalent.

461-3 Agriculture Business Management. Function of top management in agribusiness, such as: determining objectives; developing sound and consistent policies for achieving objectives; organizing the administrative personnel to carry out the plans; guiding and maintaining the administrative organization. Prerequisite: 360.

462A-1 Agricultural Marketing Problems and Practices—Livestock. Problems and their solutions in marketing livestock. Prerequisite: 362. Elective Pass/Fail.

462B-1 Agricultural Marketing Problems and Practices—Field Crops. Problems and their solutions in marketing field crops. Prerequisite: 362. Elective Pass/Fail.

462C-1 Agricultural Marketing Problems and Practices—Dairy and Poultry. Problems and their solutions in marketing dairy and poultry products. Prerequisite: 362. Elective Pass/Fail.

462D-1 Agricultural Marketing Problems and Practices—Horticultural Crops. Problems and their solutions in marketing horticultural crops. Field trips cost \$5. Prerequisite: 362. Elective Pass/Fail.

463-2 Commodity Futures Market. The mechanics of futures market trading, commodity charting, technical and fundamental trading approaches, hedging and risks in commodity speculation will be emphasized. The history, development, and importance of the commodity future market will be reviewed and the role of participants and supporting institutions will be presented. Prerequisite: junior or senior standing. Elective Pass/Fail.

500-4 (2,2) Agribusiness Economics Research Methodology. (a) Social science research methodology in agriculture including defining research problems, preparing project proposals, and sources of data. (b) A survey of techniques and procedures for developing and evaluating agricultural economic research models.

551-3 Resource Allocation in the Agri-

business Firm. An examination of resource allocation in the agribusiness firm. Production decisions, agricultural product price analysis, and decision making models are considered. Prerequisite: six hours of agricultural economics or economics or consent of instructor.

552-3 Problems and Policies of the Agricultural Sector. An analytical survey of agricultural policy issues including agricultural price and income stabilization; international trade, capital and credit, the structure of agriculture, and the quality of life in rural areas. Prerequisite: six hours of agricultural economics or economics or consent of instructor.

581-1 to 4 Seminar in Agribusiness Economics. Seminar on current research and issues in agribusiness economics on topics such as farm management, farm policy, agricultural marketing, farm finance, agricultural prices, and international agriculture.

588-1 to 8 International Graduate Studies. University residential graduate study program abroad. Prior approval by the department is required both for the nature of program and the number of semester hours of credit.

590-1 to 4 Readings. Readings in specialized topics under the direction of an approved graduate faculty member. Graded *S/U* only.

593-1 to 4 Individual Research. Directed research in selected topics under the supervision of an approved graduate faculty member. Graded *S/U* only.

599-1 to 6 Thesis. Work in the research for and presentation of a thesis under the supervision of an approved faculty member. Graded *S/U* only.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Agricultural Education and Mechanization

Field trips are required for certain courses. The School of Agriculture offers courses in agricultural education and mechanization as part of a residence-center program at Western Illinois University.

402-1 to 12 (1 to 6 per topic) Problems in Agricultural Education and Mechanization. (a) Agriculture education. (b) Agriculture mechanization. Designed to improve the tech-

niques of agricultural education and mechanization workers through discussion, assignment, and special workshops on problems related to their field. Emphasis will be placed on new innovative and currently developed techniques for the field. A limit of six hours will be counted toward graduation in a master's degree program. Prerequisite: consent of chairperson.

411-3 Program Development in Agricultural Extension. Principles and procedures in developing extension programs with emphasis on program determination and methods. Prerequisite: junior standing.

412-3 Principles of Agriculture Mechanization. Theory and use of educational materials and devices adaptable to the needs and interest of educators involved in agricultural mechanization laboratories.

414-3 Adult Education Procedures, Methods, and Techniques. Determining adult education needs and interests of the community. Securing and organizing the information needed for adult education programs and planning teaching activities.

415-3 Beginning Teacher Seminar. The application, in the professional field setting of principles and philosophies of the education system. Includes application of principles of curricula construction, programming student and community needs. Prerequisite: consent of instructor.

472-3 Agricultural Tractors and Engines. Tractor performance and selection, principles of operation, maintenance analysis, and tune-up of multi-cylinder farm type internal combustion engines.

473-2 Advanced Agricultural Electricity. Application of electricity to agricultural problems. An emphasis on principles of electrical distribution on the farm and/or the agribusiness operation. Planning the efficient usage of electricity. Prerequisite: 379 or equivalent.

474-2 Advanced Agricultural Structures. A study of design characteristics applicable to farm structures. Emphasis is given to economics, utilization, environment, materials, and types of structures. Plans and drawings of farmstead layout, service buildings, and rural residential buildings are made. Prerequisite: 378 or equivalent.

475-3 Agricultural Materials Handling, Processing, and Storage. Arrangement of systems for animal waste disposal, feed handling and processing, and storage of agricultural products. Prerequisite: 378 or 379 or 473 or 474.

500-4 (2,2) Agricultural Education and Mechanization Research Methodology. (a) Social science research methodology in agriculture including defining research problems, preparing project proposals, and sources of data. (b) A survey of techniques and procedures for developing and evaluating agricultural economic research models.

525-3 Program Development in Agricul-

tural Education. Analysis and appraisal of current trends in agricultural education program development. Attention is given to implications for educators at the high school, post secondary, and in extension education positions. Offered each year, alternating spring and summer semesters.

526-3 Professional Development in Agricultural Education. Recent developments and trends in agricultural education are presented for review and discussion. The role of the agricultural instructor in determining educational priorities is emphasized. Offered each year, alternating fall and summer semesters.

571-3 Current Problems and Research in Agricultural Power and Machinery. A study and analysis of current problems, research findings, and innovations in agricultural power units and machinery. Prerequisite: 471 or 472 or equivalent.

581-1 to 8 (1 to 4 per topic) Seminar. (a) Agriculture education. (b) Agriculture mechanization. Study and discussion in selected topics under the supervision of an approved graduate faculty member. A maximum of four hours can be counted toward a Master of Science degree.

588-1 to 8 International Graduate Studies. University residential graduate study program abroad. Prior approval by the department is required both for the nature of program and the number of semester hours of credit.

590-1 to 4 Readings. Readings in specialized topics under the direction of an approved graduate faculty member. Graded *S/U* only.

593-1 to 4 Individual Research. Directed research in selected topics under the supervision of an approved graduate faculty member. Graded *S/U* only.

595-1 to 4 Agricultural Occupation Internship. Prepares coordinators to fulfill their responsibilities in selected areas in agricultural related occupations through an internship in the area of specialization and through orientation to related technical information. Prerequisite: consent of department.

599-1 to 6 Thesis. Work in the research for and presentation of a thesis under the supervision of an approved faculty member. Graded *S/U* only.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Agriculture

401-3 Fundamentals of Environmental Education. (Same as Forestry 401 and

Recreation 401.) A survey course designed to help education majors develop an understanding of environmental problems and an awareness of how these types of problems can be handled both inside and outside the classroom. Prerequisite: ten hours of biological science, or ten hours of recreation or education, or consent of instructor.

423-3 Environmental Interpretation. (Same as Forestry 423 and Recreation 423.) Principles and techniques of natural and cultural interpretation. Two hours lecture, three hours laboratory. Approximately \$10 cost for field trips. Prerequisite: ten hours biological science or ten hours of recreation.

Animal Industries

Field trips are required for certain courses. The School of Agriculture offers courses in animal industries as part of a residence-center program at Western Illinois University.

410-3 Meat Science. Chemical, physical, and nutritional properties of meat and meat products. Topics covered include muscle function, tissue growth and development, aspects of post mortem change including rigor mortis, meat microbiology, methods of analysis and quality control. Prerequisite: 210, Chemistry 140 or equivalent, and a course in physiology.

414-2 Animal Feed Quality Control. Laboratory procedures for nutrient determinations used in animal feed quality control. Prerequisite: Chemistry 140 or equivalent.

415-3 Monogastric Nutrition. Advanced principles and practices involved in meeting nutrient requirements of monogastric animals. Prerequisite: 215 and 315.

416-3 Ruminant Nutrition. Practical knowledge gained of problems associated with digestion, absorption, and metabolism of nutrients as related to domestic ruminants, horses, and other pseudoruminants. Prerequisite: 215 and 315.

419-3 Stable Management and Horsemanship. Laboratory experience in routines of horse care, training, and management. Field trips. Additional costs \$5. Prerequisite: 319.

420-4 Commercial Poultry Production. Principles and practices of management of broilers, layers, and turkeys as adapted to commercial operations. Field trip. Prerequisite: 315 or consent of instructor.

421-2 International Animal Production. A study of world animal production practices with emphasis on the developing countries. Adaptability of animals to environmental extremes and management practices employed to improve productivity. Prerequisite: junior standing plus 121 or one year of biological science. Elective Pass/Fail.

430-4 Dairy Cattle Management. Application of the principles of breeding, nutrition, physiology, and economics to management of

a profitable dairy herd. Breeds of dairy cattle, housing, milking practices, and quality milk production. Field trip. Students enrolled will incur field trip expenses of approximately \$25. Prerequisite: 315, 332.

431-4 Reproductive Physiology of Domestic Animals. Comparative anatomy and physiology of the male and female reproductive system of domestic animals; hormones, reproductive cycles; mating behavior; gestation and parturition; sperm physiology; collection and processing of semen; artificial insemination; pregnancy tests; diseases. Prerequisite: 121 or a course in physiology.

432-2 Quantitative Inheritance of Farm Animals. A review of the genetic principles underlying changes in animal breeding population; interpretations of gene frequency, heritability, and genetic correlations; application of selection and breeding systems in farm animals. Prerequisite: 332. Elective Pass/Fail.

434-2 Physiology of Lactation. Anatomy and physiology of milk secretion; endocrine control; milk precursors and synthesis; milk composition; physiology and mechanics of milking, mastitis. Prerequisite: course in physiology.

455-2 Animal Waste Management. Acquaints the student with the scope and problems involved with animal waste management, current regulations and laws on environmental protection. Principles covering waste management technology and current livestock waste management systems are presented. Field trips will be scheduled. Prerequisite: junior standing.

465-4 Swine Production. Swine production systems and management techniques including breeding and selection, reproduction, nutrition, herd health and disease prevention, housing and waste management, marketing, production costs and enterprise analysis. Field trip. Prerequisite: 315 and 332 or consent of instructor.

480-3 Sheep Production. Breeding, feeding, and management of sheep. Field trip. Prerequisite: 315.

485-4 Beef Production. Beef cattle production systems and management, breeding and selection, reproduction, nutrition, and herd health with emphasis on the most economical and efficient systems. Field trip. Students enrolled will incur field trip expenses of approximately \$5. Prerequisite: 315 and 332 or consent of instructor.

500-3 Research Methods in Agricultural Science. Experimental design and biometry as applied to biological and allied fields. Prerequisite: graduate student.

502-2 Surgical Research Techniques in Farm Animals. Basic methods of experimental surgery and sampling of biological materials in research on farm animals. Practice of techniques discussed in the lectures. Prerequisite: consent of instructor.

506-3 Instrumentation Methods in Agricultural Science. Basic methods and tech-

niques of spectrophotometric and chromatographic instrumentation are taught in the lectures with application of instruments carried out in the laboratories. Prerequisite: consent of instructor.

515-3 Energy and Protein Utilization. Energy and protein utilization including digestion, absorption, and metabolism as related to domestic animal production. Prerequisite: Chemistry 344 and 345.

516-3 Minerals and Vitamins in Animal Nutrition. Basic and applied principles of mineral and vitamin metabolism. Emphasis on metabolic functions, reaction mechanisms and interrelationships. Prerequisite: Chemistry 344 and 345.

531-2 Livestock Management for Reproductive Efficiency. An advanced course in livestock reproduction and its application to management problems. Current research in reproductive physiology applicable to the management of farm herds and flocks will be discussed. Prerequisite: 431.

581-1 to 2 (1,1) Seminar. Problems relating to various phases of animal industries. Maximum of one hour per semester.

588-1 to 8 International Graduate Studies. University residential graduate study program abroad. Prior approval by the department is required both for the nature of the program and the number of credit hours.

590-1 to 3 Reading in Animal Industries. Reading in specialized fields under direction of approved graduate specialists.

593-1 to 3 Individual Research. Investigation of a problem in animal science under the supervision of an approved graduate specialist.

599-1 to 6 Thesis. Credit is given for a master's thesis when it is accepted and approved by the thesis committee.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Anthropology

400A-3 Current Problems in Physical Anthropology. Currently controversial issues in evolutionary theory and classification will be exemplified by the study of selected aspects of physical anthropology: genetics, primatology, hominid fossil record, human variation.

400B-3 Current Problems in Linguistic Anthropology. Presentation and discussion of ongoing developments in theory and methodology in linguistic anthropology. Prerequisite: 300B for undergraduates or consent of instructor.

400C-3 Current Problems in Archaeology. Detailed consideration of various aspects of current directions in archaeological method and theory. Prerequisite: 300C for undergraduates or consent of instructor.

400D-3 Current Problems in Social-Cultural Anthropology. A survey of current problems in the description and analysis of non-Western social systems. Prerequisite: 300D for undergraduates or consent of instructor.

401-3 Language and Culture. Linguistics and the study of culture in relation to animal communication, language acquisition, linguistic typology and universals, ethnosemantics, and sociolinguistics. Prerequisite: 300B for undergraduates or consent of instructor.

402-3 People and Culture. Offered primarily for non-anthropology majors. Focuses on the nature of culture, cultural processes, and culture change with emphasis on social, political, economic, artistic, religious, and linguistic behavior of humans as individuals and in cultural groups.

404-3 Art and Technology in Anthropology. An introduction to the basic ways in which people utilize the natural resources of their habitat to meet various needs, such as food, shelter, transportation, and artistic expression. The nature of art, its locus in culture, and its integration into technological society will be considered.

406-3 Conservation Archaeology. The method and theory of archaeology in relationship to local, state, and federal laws regarding the protection and excavation of antiquities. Emphasis is on problem-oriented survey and excavation, as well as the preparation of archaeological contracts and the writings of reports to satisfy statutes involving environmental concerns. Prerequisite: 300C or 400C or consent of instructor.

409-3 History of Anthropology. The development of anthropological thought from the Age of Discovery to the present. The emphasis will be on the intellectual and social milieu which fostered general and specific conceptual views and methods. Considered are developments in the several major subfields of anthropology including archaeology, anthropological linguistics, human biology, and cultural anthropology. Required for all anthropology graduate students. Prerequisite: none. 300D recommended for undergraduates; 400D or equivalent recommended for graduate students.

410A-3 Applied Anthropology. The practical applications of theoretical social anthropology. Problems of directed culture change are examined from an anthropological perspective as they apply to the work of the educator, social worker, extension agent, administrator, and others who are attempting to guide change in the lifeways of others in Western culture and the third world. Prerequisite: none. 300D recommended for undergraduates.

410B-3 Educational Anthropology. An examination of the cultural processes of formal

and informal education, the use of anthropological premises in educational program design, bicultural-bilingual education programs, comparative American/non-American systems, and the teaching of anthropology. Prerequisite: none. 300D recommended for undergraduates.

410C-3 Economic Anthropology. The study of non-Western economic systems. Prerequisite: none. 300D recommended for undergraduates.

410D-3 Anthropology of Folklore. A comparative study of the role of folklore in various cultures of the world, with emphasis upon nonliterate societies. Analysis of motifs, tale-types, themes, and other elements; comparisons between nonliterate and literate groups. Prerequisite: none. 300D recommended for undergraduates.

410E-3 Anthropology of Law. Anthropological thought on imperative norms, morality, social control, conflict resolution and justice in the context of particular societies, pre-literate and civilized. Law of selected societies is compared to illustrate important varieties. Prerequisite: none. 300D recommended for undergraduates.

410F-3 Anthropology of Religion. A comparative study of (religious) belief systems, with emphasis upon those of non-literate societies. Examination of basic premises and elements of these belief systems, normally excluded from discussions of the "Great Religions". Prerequisite: none. 300D recommended for undergraduates.

410G-3 Psychological Anthropology. Similarities and differences in personality structures cross-culturally including the historical development of this as an anthropological subdiscipline. Prerequisite: none. 300D recommended for undergraduates.

410H-3 Ethnomusicology of Oceania, Asia, and Africa. A survey of theory, method, structure, organology, and cultural context of the ethnomusicology of Oceania, Asia, and Africa.

410I-3 Ethnomusicology of Middle East, Europe, and the New World. A survey of theory, method, structure, organology, and cultural context of the ethnomusicology of Europe and the New World.

410J-3 Kinship and Social Organization. Universal features of non-Western systems of kinship terminology and social organization. Topics include the structure and functioning of kinship systems, lineages, clans, sibs, phratries, moieties, and tribal units. Prerequisite: none. 300D recommended for undergraduates.

420-3 to 9 Advanced Studies in Languages of the World. Attention given to language families, focusing on studies of linguistic history, genetic relationships, and typological classification. Any one semester will concentrate on language of a major geographical area. Prerequisite: 300B or 400B or consent of instructor.

425-3 Cognitive Anthropology. The theory

of culture as cognitive organization is explored. Among the topics are: formal analysis of lexical domains, folk classifications and strategies, the problem of psychological validity, linguistic determinism and relativity, biogenetic and psycholinguistic bases of cognition, and the "new ethnography".

430A-3 Archaeology of North America. Detailed study of the early cultures of North America. Emphasis on the evolutionary cultural development of North America. Prerequisite: 300C or 400C or consent of instructor.

430B-3 Archaeology of Meso-America. Detailed study of the early cultures of Meso-America with emphasis on the evolutionary cultural development of Meso-America. Prerequisite: 300C or 400C or consent of instructor.

430C-3 Archaeology of the Southwest. Detailed study of the early cultures of the Southwest with emphasis on the evolutionary cultural development of the area. Prerequisite: 300C or 400C or consent of instructor.

430D-3 Archaeology of the Old World. Detailed study of the early cultures of the Old World with emphasis on the evolutionary cultural development of the area. Prerequisite: 300C or 400C or consent of instructor.

440A-3 Human Evolution. An advanced consideration of the fossil evidence for human evolution and evaluation of the various theories regarding the course of human evolution. Prerequisite: 300A or consent of instructor.

440B-3 Race and Human Variation. A consideration of the range, meaning, and significance of contemporary human biological variation, including evolutionary and adaptive implications and the utility of the race concept. Prerequisite: 300A or consent of instructor.

441-3 Laboratory Analysis in Archaeology. Methods of analysis of archaeological data in a laboratory setting.

444-3 Human Genetics and Demography. A course in human genetics with an emphasis on population genetics and demography of modern and ancient human populations. Prerequisite: 300A, 400A or consent of instructor.

450-6 (3,3) Museum Studies. A detailed study of museum operation to include (a) methodology and display and (b) administration, curation, and visits to or field work with area museums. Practical museum work will be stressed in both (a) and (b) and (a) must be taken before (b).

455-3 to 15 (3 per topic) Topics in Physical Anthropology. Intensive study of one of the major subfields within physical anthropology. (a) Dental anthropology. (b) Laboratory methods. (c) Primate behavior and evolution. (d) Quantitative methods. (e) Epidemiology. Prerequisite: 300a or consent of instructor.

460-1 to 12 Individual Study in Anthropology. Guided research on anthropological problems. The academic work may be done on campus or in conjunction with approved off-campus (normally field research) activities.

470-3 to 24 People and Cultures. A survey of the prehistory, cultural history, and contemporary cultures of the area in question. Topical emphasis may vary from course to course and year to year. (a) Africa, (b) Asia, (c) Caribbean, (d) Europe, (e) Latin America, (f) Near East and North Africa, (g) North America, (h) Oceania. Prerequisite: a basic acquaintance with geography and history of the areas.

480-3 Honors Seminar. Topics to be arranged by agreement of participating faculty and students. Not open to graduate students. Prerequisite: consent of department. Elective Pass/Fail.

495-6 to 8 Summer Ethnographic Field School. An eight-week field research training program in Southern Illinois communities. Students will attend seminars on campus and in the field, but the greater part of the time will be spent engaging in continuous team research under the direction of the faculty members involved in the program. Some form of cooperative living arrangement in the field will be organized. The program is open to advanced undergraduate and graduate students. Prerequisite: consent of instructor.

496-1 to 8 Field School in Archaeology. Apprentice training in the field in archaeological method and theory. Students will be expected to be in full-time residence at the field school headquarters off campus. Prerequisite: consent of instructor.

499-3 Honors Thesis. Directed reading and field or library research. The student will write a thesis paper based on original research. Not open to graduate students. Prerequisite: consent of department. Elective Pass/Fail.

510-2 to 6 (2 to 3 per topic) Seminar in New World Archaeology. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

511-2 to 6 (2 to 3 per topic) Seminar in Meso-American Archaeology. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

512-2 to 6 (2 to 3 per topic) Seminar in Old World Archaeology. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

513-2 to 6 (2 to 3 per topic) Seminar in Archaeology. Seminars in varying topics in archaeology. Students should consult department about subjects to be covered.

515A-3 Seminar in Social-Cultural Anthropology. Discussion of anthropological concepts of social structure and related topical themes, based upon extensive reading selected from a large number of sources. Prerequisite: 409 or consent of instructor.

515B-3 Seminar in Social-Cultural An-

thropology. Intensive analysis of a limited set of monographs organized around a theoretical problem or set of problems. Prerequisite: 409 or consent of instructor.

520-2 to 6 (2 to 3 per topic) Seminar in New World Ethnology. From year to year, the areal and topical coverage of this course will vary, as will instructors. Students should consult the department about subjects to be covered.

521-2 to 6 (2 to 3 per topic) Seminar in Ethnology of Latin America. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

522-2 to 6 (2 to 3 per topic) Seminar in the Anthropology of Oceania. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

523-2 to 6 (2 to 3 per topic) Seminar in Anthropology of Africa. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

530-2 to 6 (2 to 3 per topic) Seminar in Physical Anthropology. Seminars in varying topics in physical anthropology. Students should consult the department about subjects to be covered.

545-2 to 6 (2 to 3 per topic) Seminar in Anthropological Linguistics. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

560-2 to 6 (2 to 3 per topic) Seminar in Comparative Social Organization. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

562-2 to 6 (2 to 3 per topic) Seminar in the Anthropology of Contemporary Peoples. From year to year, the areal and topical coverage of this course will vary, as will the instructor. Students should consult the department about subjects to be covered.

565-2 to 6 (2 to 3 per topic) Seminar in Culture Change and Development. From year to year, the areal and topical coverage of this course will vary, as will the instructor. Students should consult the department about subjects to be covered.

567-2 to 6 (2 to 3 per topic) Seminar in Anthropological Theory and Method. From year to year, the areal and topical coverage of this course will vary, as will the instructors. Students should consult the department about subjects to be covered.

571-2 to 6 (2 to 3 per topic) Visual Anthropology. The anthropology of visual communication.

576-2 to 6 (2 to 3 per topic) Seminar in

Anthropological Research Design. Supervised training in the preparation of anthropological research designs. Requirements will include completed research proposals involving the relation of data to theory and results in the general sub-areas of archaeological, physical, social, and linguistic anthropology. Coverage will vary. Students should consult the department.

581-2 to 6 (2 to 3 per topic) Seminar in Anthropology. From year to year, the areal and topical coverage of this course will vary, as will the instructor. Students should consult the department about subjects to be covered.

585-1 to 12 (1 to 3 per semester) Readings in Anthropology. Guided readings to cover special topics and fill gaps in the student's specialized anthropological background, to be arranged with department.

590-1 to 12 Internship in Conservation Archaeology. The purpose of this course is to allow pre-professional archeologists to be introduced to an actual archaeological or administrative milieu. This will normally take the form of a supervised field project, but the project may be excavation, survey, or aspects of administration. Graded *S/U* only.

595-4 (2, 2) Field Methods in Ethnology. (a) Stresses field methods in ethnology, including anthropological methods of inquiry and documentation of cultures and habitat together with appropriate instruction in the technique of field work such as photography and sound recording. (b) Stresses the linguistic context of culture, its appropriate recording, and structural study.

596-4 (2, 2) Field Methods in Archaeology. (a) Includes anthropological methods of inquiry and documentation of culture and habitat, together with appropriate instruction in the techniques of field work. (b) Stresses the practical application of archaeological methods and techniques to field work.

597-1 to 12 Fieldwork in Anthropology. To be arranged with department. Graded *S/U* only.

599-1 to 6 Thesis.

600-1 to 32 (1 to 12 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Art

Art studio courses (400-499, 500-598) are directed toward individual re-

search in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the major field.

Courses in this department may require the purchase of supplemental materials. Permission of the major adviser in each studio is required for enrollment in studio courses.

400-3 to 30 (6, 6, 3, 3 to 15) Advanced Drawing I. (a) Figure drawing. Not for graduate credit. Prerequisite: 300a, b, c. (b) Individual research. Not for graduate credit. Prerequisite: 400a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: 400b. (d) Independent study in drawing. Prerequisite: for undergraduates 400b; for graduates, consent of major adviser. Studio fee \$3 per semester.

401-3 to 30 (6, 6, 3, 3 to 15) Advanced Painting I. (a) and (b) Individual problem solving with emphasis on technical and conceptual synthesis. Not for graduate credit. Prerequisite: for a, 301a, b, c; for b, 401a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: 401b. (d) Independent study in painting. Prerequisite: for undergraduates, 401b; for graduates, consent of major adviser. Studio fee of \$3 per semester.

402-3 to 30 (6, 6, 3, 3 to 15) Advanced Printmaking. (a) Advanced techniques in printmaking to include intense work in color printing. Not for graduate credit. Prerequisite: 302, 6 hours. (b) Individual research with emphasis on history, processes and ideas which lead to the formation of personal content. Not for graduate credit. Prerequisite: 402a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: 402b. (d) Independent study in printmaking. Prerequisite: for undergraduates, 402b; for graduates, consent of major adviser. Material and supplies cost dependent upon major field. Studio fee \$35 per semester.

403-3 to 30 (6, 6, 3, 3 to 15) Advanced Sculpture I. (a) Foundry techniques and direct metal fabrication. Not for graduate credit. (b) Individual research with emphasis on history, materials, processes, and ideas to form personal content. Not for graduate credit. Prerequisite: 403a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: 403b. (d) Independent study in sculpture. Prerequisite: for undergraduates, 403b; for graduates, consent of major adviser.

404-3 to 27 (3, 6, 3, 3 to 15) Advanced Ceramics I. (a) Assigned individual problems with emphasis on ceramic form and glazing. Not for graduate credit. Prerequisite: 304, 6 hours. (b) Individual research with emphasis on kiln theory and design. Not for graduate credit. Prerequisite: 404a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite: 404b. (d) Independent study in

ceramics. Prerequisite: for undergraduates, 404b; for graduates, consent of major adviser. Studio fee \$60 per semester.

405-3 to 27 (3, 6, 3, 3 to 15) Advanced Metalsmithing I. (a) Emphasis will be placed on advanced processes to develop individual expression. Not for graduate credit. Prerequisite: 305a and b. (b) Media exploration to develop individual styles. Not for graduate credit. Prerequisite: 405a. (c) Senior seminar and exhibition. Not for graduate credit. Prerequisite 405b. (d) Independent study in metalsmithing. Prerequisite: for undergraduates, 405b; for graduates, consent of major adviser. Studio fee \$6 per semester hour.

406-3 to 27 (3, 6, 3, 3 to 15) Advanced Fibers I. (a) Individual design problems. Not for graduate credit. Prerequisite: 306b. (b) Individual research with emphasis on the intensive use of fibers as a creative medium. Not for graduate credit. Prerequisite: 406a. (c) Senior seminar and exhibition. Prerequisite: 406b. (d) Independent study in fibers. Prerequisite: for undergraduates, 406b; for graduates, consent of major adviser. Studio fee of \$10 per semester hour.

408-2 to 9 (2 to 3, 2 to 3, 2 to 3) Basic Research in Art Education. Each student demonstrates via class presentation, term papers and answers to exam question, a knowledge of basic research techniques and applications; important literature in the field of art education; broad research meanings; a theory of art education and material on behavioral objectives presented in class and via tape-slide self instruction programs.

414-3 to 21 Glass I. A studio course designed for the beginning glass student focusing initially upon basic "flat glass" and cold working techniques and processes. Coursework includes projects intended to familiarize the student with designing and executing products in stained glass. Student will be introduced to forming techniques in glassblowing. Studio fee \$25 per semester. Prerequisite: consent of instructor.

418-2 to 9 (2 to 3, 2 to 3, 2 to 3) Individual Teaching Methods. Each student demonstrates an understanding of individual teacher-directed self-evaluative teaching methods involving studio projects, teacher-student evaluative sessions, individual projects, lecture-discussions and a term paper. Incidental fee \$20 maximum.

419-3 17th and 18th Century Art. A survey of art in Europe from ca. 1550 to 1880. Architecture, sculpture, and painting will be presented as well as representative examples of the minor arts where germane to a particular style or area.

428-3 Individual Problems in Art Education for Elementary Education Majors. Individual concentration on one studio discipline and its application to preschool, elementary education, early childhood, and special education. Incidental expenses will be at least \$20. Prerequisite: 348a.

439-3 American Art to World War II. A

selected study of American art from the Colonial period to 1945. Native Indian and Hispanic cultures will be touched upon. Attention will be given to traditional art forms such as architecture, sculpture, and painting; however, the rich and varied folk art traditions of America will also be explained.

447-3 Introduction to Museology. A survey of museum and gallery techniques (emphasis upon practical exhibit development) which will involve answering questions concerning contractual agreements, taxes, insurance, packing, shipping, exhibit design and installation, record systems, general handling, public relations, and sale of art works directed toward problems encountered by the artist outside the privacy of the studio. Prerequisite: art major or consent of instructor.

449A-3 Art of the Northern Renaissance. A survey of art in northern Europe from 1300 to 1600. Architecture, sculpture, and painting will be presented as well as representative examples of the minor arts.

449B-3 Art of the Italian Renaissance. A survey of art in Italy from 1250 to 1550. Architecture, sculpture, and painting will be presented as well as representative examples of the minor arts.

457-3 Women in the Visual Arts. Consists of a survey of women's contributions and participation in the visual arts from the middle ages through the Twentieth century. Through lecture, discussion and research, painting, sculpture, architecture, crafts, film, photography, and other forms of visual art will be covered. Screening fee \$10.

467-3 Critical Issues in Contemporary Art. An examination of the style and meaning of contemporary art in relation to the current political, social, and cultural issues. Will include visual arts, architecture, and communications media.

477-3 American Art of the Thirties. A socio-political and artistic study of American art during the decade of the Great Depression. Course material will be divided in three parts: 1)a survey of art trends during the Thirties concentrating on traditional art forms such as painting, sculpture, and architecture, 2)an investigation into government-subsidized art programs, and 3)recent governmental and corporate patronage of the arts through such programs as the National Endowment.

487-3 Special Studies in Italian Renaissance Mural Painting. A study of Italian mural painting from 1250 to 1500. Special emphasis will be placed on the production, historical background, iconography, and patronage of the major narrative cycles of this period.

499-3 to 21 Individual Problems. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the student's major field. Designed to adapt to students' individual needs in problem research. Prerequisite: senior standing in the

School of Art, a 3.0 average, and consent of instructor.

500-3 to 21 Advanced Drawing II. A studio directed toward individual research in the student's major field. Emphasis is placed upon the historical materials, processes, and ideas that form the content and experience of the student's major field. Studio fee \$3 per semester. Prerequisite: consent of major adviser.

501-3 to 21 Advanced Painting II. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the student's major field. Studio fee \$3 per semester. Prerequisite: consent of major adviser.

502-3 to 21 Advanced Printmaking II. Advanced studio course in printmaking directed toward individual research in the student's choice of print media. Emphasis is on the processes which lead to the formation of personal content. Studio fee \$35 per semester. Prerequisite: graduate status and consent of instructor.

503-3 to 21 Advanced Sculpture II. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas to form content in the student's medium. Prerequisite: consent of major adviser.

504-3 to 21 Advanced Ceramics II. Art studio course directed toward individual research in the student's major field. Coursework is designed to assist the student's discovery of ceramic form and content as applied to personal artistic expression. Emphasis upon the development of creative studio research techniques and seminar-type experiences exploring historical and contemporary issues as they relate to ceramic art. Studio fee \$100 per semester. Prerequisite: consent of major adviser.

505-3 to 21 Advanced Metalsmithing II. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the student's major field. Studio fee \$6 per semester hour. Prerequisite: consent of major adviser.

506-3 to 21 Advanced Fibers II. Art studio course directed toward individual research in the student's major field. Coursework is designed to assist the student's discovery of fibers and content as applied to personal artistic expression. Emphasis upon development of creative studio research techniques and seminar-type experience exploring historical and contemporary issues as they relate to fibers. Studio fee \$10 per semester hour. Prerequisite: consent of major adviser.

507-3 to 6 (3, 3) Readings in Art History. Individual assistance and investigation to discover new meaning and involvement in

graduate studio work through the literature of art.

508-2 to 9 (2 to 3, 2 to 3, 2 to 3) Research in Art Education. Each student demonstrates via class presentations, a term paper, surveys of research reports and formulations of research designs, an understanding of advanced art education research procedures, analyses and implications; new process and product research techniques; and research in artistic creativity, perception, and the evolution of art images. Prerequisite: consent of instructor.

514-3 to 21 Glass II. An advanced glass course intended to increase the student's knowledge of the potential of glass as a medium of creative expression and to refine studio skills associated with the material. Coursework will include the investigation of historical and contemporary solutions to aesthetic problems related to the medium. Studio fee \$25 per semester. Prerequisite: consent of major adviser or consent of instructor.

517-3 to 6 (3, 3) Concepts in Art History. Group seminar to discuss and present aspects of the history of art in relation to both traditional and contemporary artistic concerns.

518-2 to 9 (2 to 3, 2 to 3, 2 to 3) Seminar in Art Education. Each student shows evidence, via class presentation, a term paper and evaluations of individual and group projects, an understanding of important literature; the latest developments and trends in philosophical, psychological, and sociological concepts in art education and methods for developing rationale for art curriculum and instruction programs. Prerequisite: consent of instructor.

599-2 to 6 Thesis. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the student's major field.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Biology

There is no graduate program in biology (see Chapter 2 for biological sciences).

Botany

For all field courses in botany, stu-

dents will be assessed a transportation fee. In addition, certain courses may require the purchase of additional materials and supplies, generally \$1 to \$5 in total cost.

400-4 Plant Anatomy. An introduction to cell division, development and maturation of the structures of the vascular plants. Laboratory. Prerequisite: 200 or consent of instructor.

404-4 The Algae. A phylogenetic approach to the study of algae with emphasis on comparative cytology, morphology, and ecology. Laboratories include a detailed survey of freshwater algae and a general treatment of representative marine forms. Two lectures and two two-hour laboratories per week. Prerequisite: 204 and 205 or consent of instructor.

405-4 The Fungi. A survey of the fungi—their structure, development relationships, ecological roles, and economic importance. Two lectures and two laboratories. Prerequisite: 204 or equivalent.

406-3 Bryology. Structure, development, and relationships of the liverworts, hornworts, and mosses. Two lectures and one laboratory per week. Prerequisite: 204 or equivalent.

409-3 Field Mycology. The taxonomy, ecology, and distribution of fungi in southern Illinois and environs with emphasis on techniques of specimen collection, preservation, identification, and recognition. Prerequisite: 200; 204 recommended.

410-3 Taxonomy and Ecology of Bryophytes and Lichens. Floristic studies of the moss, liverwort, hornwort, and lichen communities of southern Illinois. Prerequisite: 200 or equivalent, or consent of instructor.

411-3 Morphology of Ferns and Fern Allies. The study of external form, internal structure, and relationships of ferns and fern allies. Two lectures and one laboratory per week. Prerequisite: 204; 400 recommended.

412-3 Morphology of Gymnosperms. The study of external form, internal structure, and relationships of gymnosperms. Two lectures and one laboratory per week. Prerequisite: 204; 400 recommended.

413-3 Morphology of Angiosperms. The study of external form, internal structure, and relationships of the flowering plants. Two lectures and one laboratory per week. Prerequisite: 204; 400 recommended.

414-3 Paleobotany. (Same as Geology 414.) The study of external form, internal structure, and relationships of plant fossils. Two lectures and one laboratory per week. Prerequisite: 204; 400 recommended.

421-4 Botanical Microtechnique. Introduction to practical methods of preservation and preparation of plant materials for laboratory and microscopic study. Paraffin and plastic embedding, and sectioning techniques, and use of general and histochemical stains stressed. Includes chromosome squashing, whole-mount preparation, photomicrography,

and other techniques. One lecture and three laboratories per week. Prerequisite: 200 or equivalent.

425-10 (5,5) Advanced Plant Physiology.

(a) Intermediary plant metabolism. Characterization of the photosynthetic and metabolic pathways of biosynthesis and degradation of organic constituents; role of environmental regulants of plant metabolism. (b) Physics of plants; membrane phenomena; water relations; mineral nutrition. Prerequisite: 320 and consent of instructor.

439-2 Natural Areas and Rare and Endangered Species. Evaluation of the natural area preservation concept with emphasis on how to detect natural areas and methods to preserve them. Emphasis on the rare and endangered species program, its significance, and its methodology. Prerequisite: 304, Biology 307.

440-3 Grassland Ecology. A study of grassland structure and function in relation to various biotic and abiotic factors. Cost of field trips (\$5) and textbooks must be incurred by the student. Prerequisite: 304 and Biology 307 or equivalents.

443-4 Forest Ecology and Reclamation. Soil, climatic, and genetic factors affecting tree distribution and growth in disturbed and natural habitats. Saturday field trips. Prerequisite: Biology 307 or equivalent.

444-4 Analysis and Classification of Vegetation. Includes concepts and analytical methods pertaining to plant community energetics, nutrient dynamics, succession, vegetation classification and niche theory. Laboratory will include the application of these concepts and methods to field situations. Cost of textbooks and travel fee (\$15) must be incurred by the student. Prerequisite: Biology 307 or equivalent.

446-4 Tropical Ecology. Two weeks of marine ecology on the atolls and extensive barrier reef off the coast of Belize, British Honduras, and two weeks of terrestrial ecology at several locations inland. Cost varies yearly. Summer. Prerequisite: advanced undergraduate or graduate standing in one of the biological sciences, and concurrent enrollment in Zoology 446.

447-2 to 6 Field Studies in Latin America. Two to six weeks of intensive field work to acquaint students with the flora and vegetation in various environments of Latin America and with ecological and taxonomic field techniques. Cost varies with type of study and location. Transportation cost: \$80. Prerequisite: advanced standing in one of the biological sciences and consent of instructor.

448-3 to 8 Field Studies in the Western United States. Three to six weeks of intensive field work designed to acquaint students with the flora, vegetation, and environments of the Rocky Mountains and adjacent areas. Both ecological and taxonomic field methods are emphasized. Transportation cost (\$100), travel expenses, and textbooks must be incurred by the student. Prerequisite: 304, Biology 307 or equivalents, and consent of instructor.

449-2 Elements of Taxonomy. Principles of taxonomy including historical sketch, phyletic concepts, classical and experimental methods. One lecture and three laboratory hours per week. Prerequisite: 304 or equivalent, or consent of instructor.

450-2 Plant Geography. World distribution of plants related to environmental, floristic, and historical factors. Prerequisite: interest in biology.

451-4 Upland Flora. The taxonomy, ecology, and distribution of the natural vegetation in and around upland habitats of the Mississippi Basin. Prerequisite: 304 or GSA 303 or consent of instructor.

456-4 Introductory Pathology. A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given to diseases of southern Illinois plants. Laboratory and field trips.

457-2 Advanced Forest Pathology. A survey of recent literature on major forest diseases with emphasis on host-parasite interactions and disease control. Students will develop detailed literature reviews on selected pathology problems and design experiments for solving these problems. Two lectures per week. Prerequisite: 357 or consent of instructor.

460-3 Application of Statistical Techniques in Botanical Research. Techniques of data handling and graphical representation, use of statistical tests, design of experiments and interpretation of results, and preparation of scientific papers. Students will choose individualized projects in the greenhouse, laboratory, field, computing center, or library. Two lectures per week plus conferences on projects. Prerequisite: ten hours in botany or equivalent.

462-4 Science Process and Concepts for Teachers of Grades N-8. (Same as Curriculum, Instruction, and Media 427.) Specifically designed to develop those cognitive processes and concepts needed by elementary teachers in the teaching of modern science programs. Lecture three hours per week, laboratory two hours per week. One or two additional field trips required.

484-3 Palynology. (See Geology 484.)

485-2 Botanical Literature. A survey of the major classical and modern writings in the botanical sciences. This includes a consideration of the primary subdivisions; systematics, structure, physiology, genetics, and ecology. In addition, periodicals will be treated. Prerequisite: consent of instructor.

490-3 Photographic Methods in Scientific and Biological Photography. Black and white and color. Specimen photography, macrophotography. Slides for presentation, materials and methods used in scientific publications. Prerequisite: consent of instructor.

491-3 Scientific Illustration. Materials and methods used in illustrating scientific publications including two-dimensional graphs, maps, lettering, and line drawings. Three dimensional techniques will also be covered. Prerequisite: consent of instructor.

492-2 to 6 Honors in Botany. Individual research problems available to qualified juniors and seniors. Prerequisite: consent of department chairperson.

500-3 Advanced Plant Anatomy. The study of advanced topics in the anatomy of seed plants. Emphasis is on trends in and adaptive nature of evolutionary modifications of anatomical features and the application of anatomical data to plant systematics. Two lectures and one laboratory per week. Prerequisite: 400.

503-10 (5,5) Advanced Angiosperm Taxonomy. Systematic treatment of every family of flowering plants in the world. Must be taken in sequence. Prerequisite: consent of instructor.

524-2 Advanced Plant Genetics. A consideration of incompatibility systems, paramutation, cytoplasmic inheritance, developmental genetics, and other genetic topics as they occur in higher plants. Prerequisite: Biology 305 or equivalent.

525-3 Cytology. (Same as Zoology 525.) An analysis of the subcellular and cytochemical organization of the cell. Structural-functional aspects of organelles, membranes, and other cellular components, their relationship to the metabolic nucleus, substructural organization of hereditary materials, and subcellular aspects of mitosis and meiosis are emphasized. Two lectures and one laboratory per week.

526-4 Cytogenetics. A study of structure, transmission, and mutation of nuclear and cytoplasmic genetic elements, with emphasis on the utilization of structural changes in chromosomes and of changes in chromosome number in theoretical and applied genetics. Two lectures and two laboratories per week. Prerequisite: Biology 305 and 306, or equivalent.

532-3 Embryogenesis and Organography of Plants. A study of the developmental anatomy and comparative morphology of embryophytes, with emphasis on analysis of homologous versus analogous structure. In particular, the following aspects of organ development will be considered: embryological origin, cellular pattern of formation, cytochemical and histological characterization, and diversification in form. Laboratory will allow students to observe the organographic features discussed. Prerequisite: 320, 400, or consent of instructor.

533-4 Plant Growth and Morphogenesis. A study of the role of the environmental variables (light, temperature, etc.) and phytohormones in the growth and morphogenesis of intact plants and tissue cultures. Analysis of growth and effects of these regulators will be the subject of the individualized laboratory study on a plant of the student's choice. Prerequisite: 320 or consent of instructor.

535-2 Energetics of Aquatic Ecosystems. Energy flows in aquatic habitats; photosynthesis and respiration rate determinations under natural and laboratory conditions; determination of dominant genera in the communities; daily and annual energy budgets; factors influencing utilization of light by

biotic systems; influence of daily and annual energy budgets on stratification on current systems, and on seasonal succession in the community. Prerequisite: consent of instructor.

542-2 Biosystematics. An examination of species concepts and factors affecting the formation of species. Evidence from the fields of ecology, cytotoxicology, genetics, and numerical taxonomy are discussed as well as the phenomena of hybridization, polyploidy, and apomixis. Two lecture and two laboratory hours per week. Prerequisite: consent of instructor.

543-2 Tree Growth. Physiological aspects of tree growth and development. Phases of the life cycle from germination to seed production will be analyzed for effects of light, temperature, moisture, nutrients, mycorrhiza, wind, air pollution, and other factors. Two lectures per week. Prerequisite: 320 or 443 or Forestry 331 or equivalent.

551-3 Upland Flora. The taxonomy, ecology, and distribution of the natural vegetation in and around upland habitats of the Mississippi Basin. Prerequisite: 304 or GSA 303 or consent of instructor.

552-3 Lowland Flora. The taxonomy, ecology, and distribution of the natural vegetation in and around aquatic and lowland habitats of the Mississippi Basin. Prerequisite: 304 or GSA 303 or consent of instructor.

570-2 to 3 Graduate Readings in Botany. A course of individually assigned readings in botanical literature. Every semester. Prerequisite: consent of instructor.

580-1 to 6 (1 per semester) Seminar. One hour discussion of current topics in biology. Every semester. Graded *S/U* only.

584-3 Advanced Palynology. (See Geology 584.)

585-2 to 6 (2 per semester) Advanced Topics in Systematics. A series of systematic topics related to research techniques: (a) botanical nomenclature; (b) botanical Latin; (c) botanical keys and descriptions.

589-1 to 12 (1 per topic per semester) Seminars in Botany. Studies of current and historical research and literature in various topic areas of botany: (a) ecology; (b) bryology; (c) paleobotany; (d) anatomy; (e) systematics; (f) phycology; (g) mycology; (h) pathology; (i) physiology; (j) morphology.

590-1 to 3 Introduction to Research. General introduction to research techniques. Techniques to be determined by instructor and students. Every semester. Prerequisite: consent of instructor.

591-2 to 9 Research. Assignments involving research and individual problems. (a) anatomy; (b) bryology; (c) ecology; (d) morphology; (e) mycology; (f) paleobotany; (g) pathology; (h) phytography; (i) phycology; (j) physiology; (k) systematics. Master's students may use this for their research for their thesis. Every semester. Prerequisite: consent of instructor.

599-2 to 9 Thesis. Course to be taken in the preparation of the master's thesis. Every semester. Prerequisite: consent of instructor.

600-1 to 36 (1 to 12 per semester) Dissertation. Course to be taken in the research for and in writing of the doctoral dissertation. Every semester. Prerequisite: consent of instructor.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Behavior Modification

(See Rehabilitation Institute)

Business Administration

Students desiring to enroll in these courses must be admitted to the Master of Business Administration or Master of Accountancy degree program or have permission of the associate dean for graduate study in business administration or accountancy.

410-3 Financial Accounting Concepts. (Same as Accounting 521.) Basic concepts, principles, and techniques used in the generation of accounting data for financial statement preparation and interpretation. Asset, liability, and equity valuations, and income determination is stressed. Prerequisite: enrollment in MBA program or consent of department.

430-3 Business Finance. An introductory course combining both a description of the structure of business financing and an analysis of functional finance from a managerial viewpoint. Prerequisite: enrollment in MBA program or consent of department.

440-3 The Management Process. Analysis of management theories and the administrative process. Specific managerial activities are analyzed and discussed. Functional relationships in administered organizations are explored. Prerequisite: enrollment in MBA program or consent of department.

450-3 Introduction to Marketing Concepts. An overview of the role of marketing within an economic system and of the major marketing activities and decisions within an organization. Emphasis is on developing an understanding of the marketing process. Prerequisite: enrollment in MBA program or consent of department.

451-5 Methods of Quantitative Analysis. (See Mathematics 457.)

500-3 Research Applications in Business and Organizations. The analysis of actual problems in research: project design, data collection, analysis, interpretation, dissemination, and application in business and organizational settings. This includes an understanding of the proper utilization of appropriate research statistics and involves use of the computer for problem solving. Three lecture and two laboratory hours per week. Prerequisite: enrollment in MBA program or consent of department.

501-3 Operations Research I. A survey of quantitative approaches to business problems with specific emphasis on problem formulation, model building, and model solution. Topics include linear programming, transportation models, dynamic programming, inventory theory. Prerequisite: enrollment in MBA program or consent of department.

502-3 Business in our Capitalistic Society. Study of the external environment in which business in America operates; social, political, legal, and ethical dimension, interrelationships, and requirements. Prerequisite: enrollment in MBA program or consent of department.

510-3 Managerial Accounting and Control Concepts. (Same as Accounting 531.) Basic cost concepts, measures, methods, and systems of internal accounting useful for managerial planning, implementation, control, and performance evaluation. Includes cost analysis relevant for non-routine decision-making. Prerequisite: enrollment in MBA program or consent of department.

511-3 Accounting Theory. (Same as Accounting 522.) Contemporary advanced accounting theory, including controversial issues with emphasis on net income determination and asset valuation; particular attention given to current publications of the professional and government agencies. Prerequisite: enrollment in MBA program or consent of department.

512-3 Auditing Concepts. (Same as Accounting 561.) Course examines basic auditing concepts, objectives, and methodology with frequent reference to official auditing pronouncements and current literature. Prerequisite: enrollment in MBA program or consent of department.

513-3 Accounting Concepts in Business Organizations. Accounting theory and practice as it applies to business and other organizations. Emphasis is on current problem areas in accounting and on research methods being used to resolve these problems. Prerequisite: enrollment in the DBA program or consent of department.

514-3 Controllershship. (Same as Accounting 532.) Function of controllership in a business organization; analysis of the duties and responsibilities of a controller; contribution of a controller to effective planning, coordination, and control through accounting, case studies.

Prerequisite: enrollment in MBA program or consent of department.

515-3 Accounting Information Systems Concepts. (Same as Accounting 551.) Basic concepts necessary to the design and operation of information systems for integrated business operations. Survey of the current status of technology and design for computer based systems. Prerequisite: enrollment in MBA program or consent of department.

516-3 Tax Concepts. (Same as Accounting 541.) Provides the accounting or business student with an understanding of the nature of the federal tax law and an appreciation of the law's impact upon business decisions. Prerequisite: enrollment in the MBA program or consent of department.

519-3 Seminar in Accounting. (Same as Accounting 590.) Discussion of current accounting theories, principles, standards, and problems. Prerequisite: enrollment in MBA program or consent of department.

521-3 Business Conditions Analysis. Emphasis is given to macro-economic theory as it affects economic forecasting. Particular emphasis is given to GNP forecasting models, industry forecasts, and forecasting for the firm. Prerequisite: enrollment in MBA program or consent of department.

526-3 Managerial Economics. Develops conceptual framework for business decision making with emphasis on demand, costs, prices, and profits. Prerequisite: enrollment in MBA program or consent of department.

530-3 Financial Management. A study of financial principles and practices with special emphasis on their relation to managerial planning and control. Prerequisite: enrollment in MBA program or consent of department.

531-3 Advanced Financial Management. An evaluation of selected financial policies connected with the acquisition and disposition of funds by the firm. An emphasis is placed on quantitative solutions to these problems. Prerequisite: enrollment in MBA program or consent of department.

532-3 Financial Institutions and Markets. The principal financial institutions and markets will be studied in relation to their contribution to the efficient operation of the individual enterprise and the total company. Prerequisite: enrollment in MBA program or consent of department.

533-3 Investment Concepts. A study of fixed return and variable return securities, investment services, industry and issue analysis, empirical studies of groups and individual stock price movements. Prerequisite: enrollment in MBA program or consent of department.

534-3 Financial Decision Making. Study of the scope and nature of advanced financial decision making and the application of quantitative tools and techniques to decisions relating to working capital, fixed assets, cost of capital, value of the firm, and financial

structure. Prerequisite: enrollment in the DBA program or consent of department.

536-3 Advanced Financial Analysis. Deals with examination of classical and various modern treatments of investment, valuation, cost of capital, and capital structure. Portfolio, state-preference, capital markets, options pricing, mergers, and exchange rate theories are explored. Prerequisite: enrollment in MBA or DBA program or consent of department.

539-3 Seminar in Finance. Current issues and practices in finance. Each student will select a problem for intensive exploration and report the findings to the class in two minor and one major report. Prerequisite: enrollment in MBA program or consent of department.

540-3 Managerial and Organization Behavior. Case analyses of human problems in the business organization. Application of findings of behavioral science research to organization problems. Development of direction and leadership skills. Prerequisite: enrollment in MBA program or consent of department.

541-3 Operations Research II. Continuation of the survey of topics and approach taken in 501. Problem formulation; model building and elementary mastery of state-of-the-arts solution techniques are emphasized. Topics include interger programming, traveling sales representative problems, probabilistic programming, queuing, simulation and inventory theory. Prerequisite: enrollment in MBA program or consent of department.

543-3 Personnel Management. An overview of the field of personnel administration, based on a review of the relevant literature and on practice in simulations of problems typically encountered in the field. Prerequisite: enrollment in MBA program or consent of department.

544-3 Production-Operations Management. A graduate level survey of the design operation and control of systems or processes by which materials, labor, and capital are combined in an organized way with the objective of producing goods or services. Techniques mastered in 501 and 541 will be heavily relied upon such as linear and dynamic programming, network analysis, and queuing theory. Topical coverage includes the systems concept, planning, forecasting, job design, location, layout logistics, scheduling and production, inventory, quality, lab and cost control. Prerequisite: enrollment in MBA program or consent of department.

545-3 Organization of Complex Systems. Analysis of organizations as complex systems. Major emphasis is placed on the latest research developments which integrate micro and macro perspectives of organizations. Additional emphasis is placed on a top management perspective of the organization. Prerequisite: enrollment in the DBA program or consent of department.

546-3 Leadership and Managerial Behavior. This course will concentrate on leader

and manager behavior at middle and upper organizational levels. Emphasis will be placed on leader and manager effectiveness and the factors that impact effectiveness. Prerequisite: enrollment in MBA program or consent of department.

549-3 Seminar in Administration. Study of contemporary administrative theory and practice with focus on certain special topics, new or current trends, and research. Individual and group projects are emphasized. Specific topics to be covered will be determined by the instructor in consultation with students. Prerequisite: enrollment in MBA program or consent of department.

550-3 Marketing Management. A managerial approach to the study of marketing. Emphasis is on the nature and scope of the marketing manager's responsibilities and on marketing decision making. Prerequisite: enrollment in MBA program or consent of department.

551-3 Product Strategy and Management. Designed to treat product management and its relationships with business policies and procedures; the development of multiproduct strategies, means of developing such strategies, and the problems and methods of commercialization. Prerequisite: enrollment in MBA program or consent of department.

552-3 Advanced Marketing Research and Analysis. The development of advanced procedures, methods and theory of quantitative and qualitative analysis of primary and secondary marketing data. Prerequisite: enrollment in MBA program or consent of department.

555-3 Consumer Behavior. Emphasis on theories and experimental techniques drawn from the behavioral sciences. Prerequisite: enrollment in MBA program or consent of department.

556-3 Marketing Strategy for Organizations. Analysis of the marketing system within a changing environment. Includes consideration of institutional relationships and policy formulation as affected by business, government, and social organization. Additional emphasis on the potential relationships and possible technique transfers between marketing and other functional areas of business. Prerequisite: enrollment in the DBA program or consent of department.

558-3 Promotional Theory and Strategy. The study of the promotional elements of advertising, personal selling, sales promotion, and publicity and how each of these elements relate to marketing and the business environment. Consideration is given to key concepts, theories, and practices of the components of the promotional mix. Students will be expected to undertake research on selected topics. Prerequisite: enrollment in MBA program or consent of department.

559-3 Seminar in Marketing. Study of current issues and problems in marketing and an evaluation of contemporary marketing

theory and practice. Prerequisite: enrollment in MBA program or consent of department.

571-3 Mission and Domain Analysis. A review of the factors influencing how managers formulate or change an organization's mission and domain. Topics include goal formulation, mission and scope definition, defining relevant environments, and strategic evaluation as inputs to the process of defining the long-range roles of private and public organizations in the broader socio-economic system. Prerequisite: enrollment in MBA or DBA program or consent of department.

572-3 Forecasting and Decision-Making Models. An analytic approach to (a) forecasting conditions that will impact on the organization and (b) evaluating the possible outcome of alternative actions. Particular emphasis is given to forecasting models, decision theory, simulation and formal planning models. Prerequisite: enrollment in MBA or DBA program or consent of department.

573-3 Planning Systems and Strategic Decisions. A critical review of theory and research on the structure, content, and process of strategic decisions. The design and implementation of planning systems also is emphasized. Prerequisite: enrollment in MBA or DBA program or consent of department.

574-3 Advanced Research Methods in Business Administration. A capstone research course in business administration that exposes the student to a full range of research experiences. Emphasis is on integrating learning and creative thinking in the execution of the research process. Prerequisite: enrollment in DBA program.

580-3 International Business Operations. Course is designed to provide an overview of the international dimension of a firm's operations. Alternative methods for reaching foreign markets, operational adjustments and specific problems in dealing with foreign environments, are the principal areas of consideration. Prerequisite: enrollment in MBA program or consent of department.

591-3 Independent Study. Directed independent study in selected areas of business administration. Prerequisite: enrollment in MBA program or consent of department.

598-3 Business Policies. Study of the development and evaluation of business strategies and policies as they relate to the overall performance of the firm within its environment. Knowledge of the functional areas of administration, available business data, and analytical tools will be utilized in solving comprehensive business cases and simulation games. Prerequisite: enrollment in MBA program or consent of department.

599-3 to 6 Thesis. Prerequisite: enrollment in MBA program or consent of department.

600-1 to 24 (1 to 16 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Business Administration degree. Prerequisite: advancement to candidacy for the DBA program.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Accountancy

(See course listing under Department of Accountancy.)

Administrative Sciences

There is no graduate program offered through the Department of Administrative Sciences. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

431-3 Organizational Behavior II. The study of modern theories of complex organizations. Particular emphasis is placed on open-systems perspectives of administrative theory and the adaptation of the organization to a changing environment. Prerequisite: 341 and junior standing or consent of department. Elective Pass/Fail.

453-3 Management Science II. A continuation of 352. Mathematical model building in organizations and solution techniques commonly used to solve such models. An extension of topics in deterministic and probabilistic modeling introduced in 352. Prerequisite: 352, junior standing or consent of department.

456-3 Management Systems Applications. Investigation of selected systems and computer based methods for aiding management decision-making. Topics include systems analysis applications, simulation, and decision models. Prerequisite: 345, 352 or 452 and junior standing or consent of department. Elective Pass/Fail.

474-3 Management Responsibility in Society. Analysis of the cultural, social, political, economic, and immediate environment of the organization. Particular emphasis is given to the manner in which the manager adapts to and is influenced by the environment and its conflicting demands. Prerequisite: senior standing or consent of department. Elective Pass/Fail.

479-3 Problems in Business and Economics. (Same as Economics 479.) Application of economic theory and tools of analysis to practical business problems. Cost and demand functions, and forecasting are analyzed from a policy standpoint. Prerequisite: 208 or Economics 308, Economics 215, Marketing 304, and junior standing or consent of department. Elective Pass/Fail.

481-3 Administrative Policy. Development of organizational strategies and policies within environmental and resource limitations. Emphasis upon the application and integration of basic principles from all areas of business by case problem analysis, simulation exercises, and group participation. Not for graduate credit. Prerequisite: senior standing, 304, 318, Finance 320, Marketing 304, or equivalent. Elective Pass/Fail.

483-3 Production Planning, Scheduling, and Control. In-depth study of analytical planning, scheduling, and control theory and techniques in the context of production/operations systems. Case exercises will be utilized to illustrate production management problems and methods. Prerequisite: 318, 352, junior standing or consent of department. Elective Pass/Fail.

485-3 Organizational Development. Analysis of problems in personnel management with emphasis on current trends and techniques. Case problems, special reports, and experiential approaches are used as a basis for examining ways of using an organization's human resources to best advantage. Prerequisite: 341, junior standing or consent of department. Elective Pass/Fail.

489-6 (3, 3) Seminar in Administrative Sciences. Investigation of selected special or advanced topics in seminar format. Topics may include, but are not limited to: management responsibility in society, wage and salary administration, health services administration, data processing management, current issues in management, etc. (a) management, (b) decision sciences. May be taken singly. Prerequisite: consent of department chairperson and instructor. Elective Pass/Fail.

491-1 to 6 Special Topics in Administration. Utilizes special faculty resources to enable individually, the exploration of an advanced area of study through research by means of data analysis and/or literature search. Prerequisite: consent of department chairperson and instructor.

Finance

There is no graduate program offered through the Department of Finance. Four-hundred-level courses may be taken for graduate credit unless otherwise indicated in the course description.

421-3 Management of Business Finance. The principal problems of managing the financial operations of an enterprise. Emphasis upon analysis and solutions of problems pertaining to policy decisions. Prerequisite: 320.

422-3 Acquisitions, Divestments, and Recapitalization. A study of the issues involved in developing financial plans for external growth, divestment, and recapitalization. The case approach is emphasized in the course. Prerequisite: 320.

424-3 Portfolio Theory and Management.

Examination of modern concepts relating to management of security portfolios. Topics include security analysis, Markowitz Portfolio Theory, efficient market hypothesis, portfolio performance measurement, risk, and portfolio construction. Prerequisite: 320, 323, or consent of instructor.

474-3 Working Capital Management. Short-term budgeting and forecasting techniques used in business; alternative approaches to working capital management including consideration of certainty, risk, and uncertainty; theory and applications in management of cash, marketable securities, accounts receivables, inventory, banking relationships, and short-term sources of funds. Prerequisite: 320.

475-3 Forecasting and Capital Budgeting. Long-term forecasting techniques used in business; alternative approaches to capital structure decisions, cost of capital measurement, and performance measurement for investment decisions including mergers and leasing; explicit consideration of certainty, risk, and uncertainty in investment analysis; theory and applications in private and public sectors. Prerequisite: 320.

476-3 Problems in Labor Law. Social, economic, and legal evaluations of recent labor problems, court decisions, and legislation. Concern is on long-run legislative impact on manpower planning, dispute settlement, and utilization of employment resources. Elective Pass/Fail.

480-3 International Financial Management. Financial behavior of multinational firms. Emphasis on the modifications of conventional financial models to incorporate uniquely foreign variables. Prerequisite: 320.

Marketing

There is no graduate program offered through the Department of Marketing. Four-hundred-level courses may be taken for graduate credit unless otherwise indicated in the course description.

401-3 Retail Management. Designed to present the basic principles in decision areas such as location, layout, organization, personnel, merchandise control, sales promotion, advertising, etc. Retail merchandising through a managerial perspective. Prerequisite: 304 and junior standing or higher.

435-3 International Marketing. Analysis of international operations. Emphasis on the factors influencing marketing to and within foreign countries and the alternative methods of operations open to international firms. Prerequisite: 304 and junior standing or higher.

438-3 Sales Management. Analysis of the management of the sales effort within the marketing system. Philosophies, concepts, and judgement criteria of the sales function in

relationship to the total marketing program. Prerequisite: 304 and Administrative Sciences 304 or 301 and junior standing or higher.

439-3 Industrial Marketing. Analysis of decision criteria related to the marketing of industrial products. Emphasis on program development, formulation of a marketing mix, and the behavioral relationships in the modern industrial organization. Prerequisite: 304 and junior standing or higher.

452-3 Physical Distribution Management. Integration of physical distribution activities of the firm into a system. Transportation and location as elements of the system. Inventories and service as constraints upon the system. Planning, operation, organization, and management of the system. Prerequisite: 304 and junior standing or higher, or consent of department.

463-3 Advertising Management. Advertising from the viewpoint of business management. Develops an understanding of the role of advertising under various conditions. Problems of integrating advertising strategy into the firm's total marketing program. Prerequisite: 304 and 363 and junior standing or higher.

493-3 Marketing Policies. A comprehensive and integrative view of marketing policy formulation. Marketing decisions analyzed and discussed. Prerequisite: 329, 363, and 390 (not more than one to be taken concurrently) and junior standing or higher.

499-1 to 6 (1 to 3, 1 to 3) Marketing Insights. Provides the student an opportunity to participate in an internship program, independent study, or seminar coinciding with areas of interest. May be repeated for credit only when topics vary. Prerequisite: junior standing or higher, approval of the instructor, and the department chairperson in the semester prior to enrollment.

Business Education

(See Vocational Education Studies)

Chemistry and Biochemistry

All laboratory courses in chemistry and biochemistry require the student to purchase either special notebooks or workbooks, costing within the range of \$1.50 to \$8.50. All students enrolled in a chemistry class that includes a laboratory session will be assessed a breakage charge for all glassware broken. This policy will apply to undergraduate and graduate students.

411-3 Intermediate Inorganic Chemistry. Fundamentals of inorganic chemistry, covering bonding and structure, coordination compounds, and the chemistry of some familiar and less familiar elements. Three lectures per week. Prerequisite: 460 or 462a or concurrent enrollment in either.

412-2 Inorganic Preparations. Introduction to modern techniques of syntheses and compound characterization. Synthetic techniques include handling of air-sensitive materials, electrosyntheses, high-temperature reactions, and chemistry of non-aqueous solvents plus modern spectroscopic techniques for characterization. Prerequisite: 226, 347, and 349.

416-3 X-Ray Crystallography. (See Geology 416.) Prerequisite: 224 and 225, or 222b, one year of college physics and Mathematics 150.

431-4 Environmental Analytical Chemistry. Practical applications of common instrumental and wet methods to the determinations of chemical substances in common natural and commercial materials. Techniques will include titrimetry; quantitative transfer of liquids and solids; gas, thin-layer and ion-exchange chromatography; atomic absorption; flame photometry; ion selective electrode potentiometry; and spectrophotometry. The course is intended for senior-level and graduate students in disciplines other than chemistry who desire to know the practical aspects of laboratory measurements. The course is not applicable to a major in chemistry. One lecture, one laboratory-lecture, and two three-hour laboratories per week. Prerequisite: 224 and 225, or 222a,b or nine hours of chemistry excluding general studies courses. Elective Pass/Fail.

434-4 Instrumental Analytical Chemistry. Theory and practice of modern instrumental measurements, including emission and absorption spectroscopic, electroanalytical, and chromatographic methods, and an introduction to applied electronics. Two lectures and two three-hour laboratories per week. Prerequisite: one semester of physical chemistry or concurrent enrollment in 462a or 460.

436-3 Analytical Separations and Analyses. A study of the analyses of complex materials, usually inorganic with emphasis on separations, functional-group chemical analyses, and instrumental applications. Two lectures and one three-hour laboratory per week. Prerequisite: 226 and one semester of physical chemistry which may be taken concurrently.

446-4 Qualitative Organic Analysis. A systematic study of the separation and identification of organic compounds. Two lectures and six hours of laboratory per week. Prerequisite: 226 and either 346 and 349 or consent of instructor.

450-4 Survey of Biochemistry. Function and metabolism of amino acids, proteins, enzymes, carbohydrates, lipids, and nucleic acids. For preprofessional students, chemistry majors, biology majors, and others desiring a

terminal one-semester survey of biochemistry. Three lectures and one laboratory per week. Prerequisite: 346 and 347 or 349.

451-6 (3,3) Biochemistry. (a) Chemistry and function of amino acids, proteins, and enzymes; enzyme kinetics; chemistry, function, and metabolism of carbohydrates; citric acid cycle; electron transport and oxidative phosphorylation. (b) Chemistry, function, and metabolism of lipids; nitrogen metabolism; nucleic acid and protein biosynthesis; metabolic regulation. Three lectures per week. Must be taken in a, b sequence. Prerequisite: one year of organic chemistry.

455-4 Biochemistry Laboratory. Modern biochemical laboratory techniques for isolation, purification, and characterization of constituents of living cells and for investigations of pathways, kinetics, energetics, and regulatory mechanisms related to metabolism and enzymic activity. One lecture and eight hours of laboratory per week. Prerequisite: 451a and 226 or concurrent enrollment; graduate standing in the Department of Chemistry and Biochemistry or consent of the instructor.

460-4 Principles of Physical Chemistry. A one-semester course in physical chemistry designed especially for non-chemistry majors. Not for those who intend to be professional chemists. Three lectures and one three-hour laboratory per week. Prerequisite: 226 and Mathematics 150, 140, or 141. Elective Pass/Fail.

462-10 (5,5) Physical Chemistry. Four lectures and one three-hour laboratory per week. (a) Classical thermodynamics and its applications, statistical thermodynamics, and chemical kinetics. (b) Quantum mechanics of atoms and molecules, molecular spectroscopy. The laboratory work includes the analysis of data, computational techniques, and typical chemical measurements. Prerequisites: (a) 226, Mathematics 251; (b) 462a, Mathematics 305 recommended. Must be taken in a,b sequence.

471-2 Industrial Chemistry. A survey of modern industrial chemistry and an introduction to chemical research processes. Two lectures per week. Prerequisite: 346 and 347 or 349.

472-6 (3,3) X-Ray Crystallography. (See Engineering Mechanics and Materials 402.) Prerequisite: 462b and 463b.

489-1 to 3 Special Topics in Chemistry. Prerequisite: consent of instructor and chairperson.

490-2 Chemical Literature. A description of the various sources of chemical information and the techniques for carrying out literature searches. Two lectures per week. Prerequisite: 224, 225, 346 and 347 or 349.

491-2 History of Chemistry. The evolution of chemistry from ancient times until 1920. Two lectures per week. Elective Pass/Fail.

496-1 to 8 Undergraduate Research (Honors). Introduction to independent research under the direction of a faculty member culminating in a written report. Not for

graduate credit. Prerequisite: a 3.0 grade point average, five semesters of chemistry laboratory including one semester of physical chemistry, and consent of instructor and department chairperson.

502-3 Molecular Orbital Theory. An introduction to molecular orbital theory. Applications and limitations of various methods. Three lectures per week. Prerequisite: one year of undergraduate physical chemistry including quantum mechanics.

511-6 (3,3) Advanced Inorganic Chemistry. (a) Principles of group theory and their application to molecular structure, ligand field theory and its application and magnetic properties of matter. (b) Energetics, kinetics, and mechanisms of inorganic systems. Prerequisite: one year of physical chemistry, 411 or satisfactory completion of 500.

519-2 to 9 (2 to 3 per semester) Advanced Topics in Inorganic Chemistry. Metal ions in biological processes and other selected topics to be announced by the department. Maximum credit nine semester hours. Prerequisite: consent of instructor.

531-3 Theory of Chemical Analysis. The phenomena utilized in analytical chemistry with emphasis on separations, organic reagents, and complex methods. Three lectures per week. Prerequisite: 436 or equivalent.

532-3 Analytical Chemistry Instrumentation. Theories of design and methods of interfacing components of instruments with applications to optimization of systems for determinations of chemicals in trace concentrations. Two lectures and one three-hour laboratory per week. Prerequisite: 434.

535-3 Advanced Analytical Chemistry. Theory and applications of chromatography; statistics; uses of laboratory computers in chemical instrumentation and data evaluation. Three lectures per week. Lectures will occasionally be used for laboratory operations. Prerequisite: 434.

539-2 to 9 (2 to 3 per semester) Advanced Topics in Analytical Chemistry. Selected topics of interest to practicing analytical chemist such as microanalytical chemistry, functional-group chemical determinations, absorption spectroscopy, and electroanalytical chemistry. Maximum credit nine semester hours. Prerequisite: 434.

541-3 Organic Structure and Reactivity. Structure and reactivity of organic compounds: steric, electronic, kinetic, and thermodynamic aspects. NMR, ESR, IR, and mass spectrometry in structure characterization. Prerequisite: master's degree in chemistry, or a grade of *B* or better in 446, or passing grade on the organic diagnostic examination.

542-3 Mechanistic Organic Chemistry. Reaction mechanisms in organic chemistry. Orbital symmetry, photochemistry, and the chemistry of the common transient intermediates. Prerequisite: master's degree in chemistry, or a grade of *B* or better in 446, or passing grade on the organic chemistry diagnostic examination.

543-3 Synthetic Organic Chemistry. Organic synthesis: classical and modern methods. Prerequisite: master's degree in chemistry, or a grade of *B* or better in 446, or passing grade on the organic chemistry diagnostic examination.

549-2 to 9 (2 to 3 per semester) Advanced Topics in Organic Chemistry. Specialized topics in organic chemistry. The topic to be covered is announced by the department. Maximum credit nine semester hours. Prerequisite: 542.

556-7 (3,4) Advanced Biochemistry. (a) Physical biochemistry-thermodynamics and kinetics of enzyme systems, physical characterization of biopolymers. (b) Protein structure, function and evolution; nucleic acid structure and function. Must be taken in a, b sequence. Prerequisite: 451a, b or equivalent and one semester of physical chemistry.

559-1 to 12 (1 to 3 per semester) Selected Topics in Biochemistry. Topic to be announced by the department. Maximum credit twelve semester hours. Prerequisite: 451b.

560-3 Introduction to Quantum Chemistry. Basic principles and applications of quantum mechanics to chemistry. Topics include operator and vector algebra, classical mechanics, angular momentum, approximate methods, hydrogen-like atoms, and molecular electronic structure. Three lectures per week. Prerequisite: one year of undergraduate physical chemistry.

562-6 (3,3) Advanced Molecular Spectroscopy. (a) Theory of rotational and vibrational spectroscopy, electronic spectroscopy of molecules, and group theory. (b) Magnetic resonance: general theory, spectral analysis, chemical shifts and coupling constants, exchange phenomena, FT methods, and ^{13}C NMR, EPR and hyperfine interactions. Three lectures per week. Prerequisite 560.

563-3 Quantum Mechanics of Radiation and Particles. An introduction to relativistic quantum mechanics and quantum field theory. Application to the interaction of electromagnetic radiation with matter. Three lectures per week. Prerequisite: 560 or consent of instructor.

564-3 Statistical Thermodynamics. Principles of statistical mechanics and applications to equilibrium and nonequilibrium systems. Topics include ideal gases, monatomic crystals, lattice statistics, the cluster method, correlation functions, Brownian motion, the Boltzmann equation, and the Kubo-Green technique. Three lectures per week. Prerequisite: 560 or consent of the instructor.

569-2 to 9 (2 to 3 per semester) Advanced Topics in Physical Chemistry. Topic to be announced by the department. Maximum credit nine semester hours. Prerequisite: consent of instructor.

594-2 to 3 Special Readings in Chemistry. Assigned library work in any of the six fields of chemistry with individual instruction by a staff member. (a) Analytical, (b) biochemistry, (c) inorganic, (d) organic, (e) physical, (f)

history of chemistry. Maximum credit three hours.

595-1 Advanced Seminar in Chemistry. Advanced level talks presented by graduate students. (a) Analytical, (b) biochemistry, (c) inorganic, (d) organic, and (e) physical chemistry.

597-1 to 15 Professional Training. Experience in teaching of chemistry, instrument operation and special research projects. One hour required each semester in residence. Graded *S/U* only. Prerequisite: graduate standing.

598-1 to 50 (1 to 12 per semester) Research. Maximum credit 50 hours, except by permission of the student's graduate advisory committee. Graded *S/U* only. Prerequisite: consent of chairperson.

599-1 to 6 Thesis. A maximum credit six hours. Prerequisite: consent of chairperson.

600-1 to 30 (2 to 12 per semester) Dissertation-Doctoral. Requirement for Ph.D. degree, 24 hours. Maximum credit 30 hours, except by permission of the student's graduate advisory committee. Prerequisite: 598.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Cinema and Photography

Graduate work in the Department of Cinema and Photography is offered toward the Master of Fine Arts degree and the Master of Arts degree in public visual communications. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

Students provide photographic materials for all cinema and photography production courses, students supply their own film photographic paper, certain specialized chemicals, a fully adjustable 35mm or 120 roll film camera, and \$15 additional cost for laboratory materials for each production course. In motion picture production courses, students provide their own film, processing, recording ma-

terials, and editing supplies. In courses which involve analysis and screening of a number of films, a cost of \$10 per course for screenings will be required.

401-3 Large Format Photography. Introduction to the aesthetics and techniques of large format (sheet film cameras) photography with emphasis on personal expression and commercial/professional applications. Students purchase texts and provide photographic materials and chemicals. \$15 for additional laboratory materials. Prerequisite: 322 or concurrent enrollment and consent of department. Elective Pass/Fail.

402-3 Sensitometry. An advanced course dealing with the technical and visual applications of the black and white process. Explores the zone system, density parameter system, and practical chemistry. Also deals with the visual application of these systems. Prerequisite: 322.

403-3 Studio Portraiture. History, theory and practice of formal studio portrait photography. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

405-3 Commercial/Industrial Photography. History, theory and practice of commercial and industrial photography. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

406-3 Advertising/Illustrative Photography. History, theory and practice of photography as used for advertising, illustration and editorial purposes. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 405 and consent of department. Elective Pass/Fail.

407-3 Publications Photography I. History, theory, and practice of photographic news reporting with emphasis on production and design of picture stories and essays. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

408-3 Publications Photography II. History, theory and production of picture essays, including research, lay-out, captions and text. Black and white and color. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 407 and consent of department. Elective Pass/Fail.

415-3 Technical and Scientific Photography. History, theory and application of photographic research methods in science, technology and medicine. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory

materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

418-3 Documentary Photography. Survey of the history and theory of documentary still photography. Production of documentary photographic essays dealing in depth with an aspect of contemporary life. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

420-3 Experimental Camera Techniques. Experimental approaches to the creation of photographic images in the camera. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

421-3 Experimental Darkroom Techniques. Experimental darkroom manipulations of the straight camera image. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

422-3 Advanced Color Photography. Advanced study and production of color photographs with emphasis on experimental techniques using Dye Transfer, Kwik Proof and other forms of photo-mechanical reproduction. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

423-3 Reconstruction of Color. A study of the principle of color separation in photography as it relates to the processes of dye transfer, silkscreening, lithography, letter press, etching, and other reproduction processes. Students purchase texts and provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322. Elective Pass/Fail.

425-3 to 9 Studio Workshop. An intensive workshop focusing on current trends in photography as a fine art. Students provide photographic materials and chemicals. \$15 cost for additional laboratory materials. Prerequisite: 322 and consent of department. Elective Pass/Fail.

452-3 Film Planning and Scripting. Analysis of both scripted and non-scripted films. Script as a basis for production. Practice in preparing film plans, treatments, storyboards and scripts. Students purchase texts. Prerequisite: 355 or consent of department. Elective Pass/Fail.

454-3 Graphic/Animated Film Production. Practical course for visual expression related to the graphic film; symbology, composition, kinestasis, animation, typography, color and materials. Students purchase texts and materials. Prerequisite: 355 and either 465 or consent of department. Elective Pass/Fail.

455-3 Film Production III. Advanced production by individuals or crews of 16 mm

sound films from pre-production through shooting. Intensive study of budgeting, production planning, scripting, casting, location and studio shooting techniques, equipment rental, lighting, and double system sound filming. Students provide film stock, processing, and sound materials. Screening fee. Prerequisite: 356, 452, and consent of department. Elective Pass/Fail.

456-3 Film Production IV. Continuation of 455 through editing and post production to a first answer print. Intensive study of editing, sound mixing, laboratory procedures, and distribution problems. Students provide expendable editing and sound materials and are responsible for laboratory costs. Screening fee. Prerequisite: 455 and consent of department. Elective Pass/Fail.

460-3 History of the Silent Narrative Film. Study of the theatrical film from its beginning to 1930. Screening fee. Students purchase texts. Elective Pass/Fail.

461-3 History of Sound Narrative Film: 1927-1945. Study of the theatrical sound film from its beginnings to 1945. Screening fee. Students purchase texts. Elective Pass/Fail.

462-3 History of the Documentary Film. Study of the development of the non-fiction film with emphasis on the documentary. Screening fee. Students purchase texts. Elective Pass/Fail.

463-3 History of the Experimental Film. Study of experimentation in cinema from the turn of the century, through the avant garde periods, to contemporary independent films. Screening fee. Students purchase texts. Elective Pass/Fail.

464-3 History of the Contemporary Film. Study of the major movements in theatrical motion pictures from neo-realism to the present. Screening fee. Students purchase texts. Elective Pass/Fail.

465-3 History of the Animated Film. Study of the history, techniques, and aesthetics of the graphic/ animated film. Students purchase texts. Screening fee. Elective Pass/Fail.

468-3 Advanced Cinema Theory. An intensive study of the major cinema theoretical approaches that center upon the writings by Eisenstein, Bazin, and recent sign and system scholars. Films important to or exemplary of the theories are screened. Screening Fee. Students purchase texts. Prerequisite: 368. Elective Pass/Fail.

470-1 to 9 (1 to 9, 1 to 9, 1 to 9, 1 to 9) Advanced Topics. An advanced course concentrating on special topics in cinema and photography. Topics vary and will be announced in advance. (a) Advanced studies in cinema history/theory; (b) advanced studies in film production; (c) advanced studies in photography; (d) advanced studies in interdisciplinary topics. Not more than 6 semester hours may be counted for graduate credit. Not more than 9 semester hours of 470, 491, 495, and 497 combined may count toward the first

38 hours for the B.A. in cinema and photography. A screening fee or a \$15 fee for laboratory materials may be required. Prerequisite: consent of department.

491-1 to 9 Individual Study in Cinema and Photography. Research in history, theory, or aesthetics. Usually taken 3, 3, 3. Not more than 9 semester hours of 470, 491, 495, and 497 combined may count toward the first 38 hours for the B.A. in cinema and photography. Prerequisite: consent of department. Elective Pass/Fail.

492-1 to 3 Practicum. Practical experience in the presentation of photographic theory and procedures. Does not count toward the first 38 hours for the B.A. in cinema and photography. Not for graduate credit. Prerequisite: consent of department. Mandatory Pass/Fail.

495-1 to 12 Internship in Cinema or Photography. Credit for internship with professional film or photographic units. Not more than 9 semester hours of 470, 491, 495, and 497 combined may count toward the first 38 hours for the B.A. in cinema and photography. Not for graduate credit. Prerequisite: consent of department. Mandatory Pass/Fail.

497-1 to 9 Projects in Cinema or Photography. Individual or crew projects in motion picture production or still photography. Usually taken 3, 3, 3. Additional laboratory materials costing \$15 required for still photography projects. Not more than 9 semester hours of 470, 491, 495, and 497 combined may count toward the first 38 hours for the B.A. in cinema and photography. Prerequisite: consent of department. Elective Pass/Fail.

499-4 Senior Thesis. Preparation of a portfolio, film, research or critical paper under the supervision of a cinema and photography faculty member. Normally taken during last term in residence, the senior thesis is evaluated by the departmental faculty. The department will retain one copy of all theses. Additional laboratory materials costing \$15 required for still photography projects. Students interested in producing a film for 499 should have completed 355, 356, 360, 368, 452, and nine hours of cinema history courses. Not for graduate credit. Prerequisite: consent of department. Mandatory Pass/Fail.

591-1 to 6 Individual Study in Cinema and Photography. Supervised research or independent creative work, the area of study to be determined by the student in consultation with cinema and photography faculty. Prerequisite: consent of department.

595-1 to 4 (1, 1, 1, 1) Graduate Seminar. A seminar for graduate degree candidates focusing on the artistic development of the participants. (a) Graduate seminar in photography. (b) Graduate seminar in film production. Prerequisite: admission to the M.F.A. program in still photography or the M.A. program in public visual communications.

597-1 to 16 MFA Projects. Supervised independent creative work, the amount and exact nature of which is to be determined in consultation with the cinema and photography

faculty. Prerequisite: admission to the MFA program and consent of department.

598-1 to 6 MFA Final Creative Project. Supervised independent creative work leading to the completion of the MFA creative project requirement. Registration for six hours of 598 is required of each MFA candidate. Prerequisite: admission to the MFA program and consent of the department.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Communication Disorders and Sciences

401-3 Diagnostic Procedures for Communication Disorders. A general introductory course devoted to discussion of the role of the speech and hearing clinician as a differential diagnostician. Special emphasis is placed on correlating information obtained from the oral-peripheral examination, articulation and language evaluation, audiometric and case history information in constructing the initial evaluation report. Prerequisite: 302, 303 and one additional course or consent of chairperson.

408-2 Communication Disorders: Cleft Palate. An introduction to the ontology and teratology of cleft palate, problems of personal and social adjustments, and principles of therapy. Prerequisite: 105, 214 and 318, or consent of instructor.

419-3 Communication Problems of the Hearing Impaired. Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: 302, 303, 316, and/or equivalents or consent of instructor.

420-3 Basic Audiometric Evaluation. Principles and procedures of audiometric evaluation: pure-tone threshold testing; techniques and standards for clinical calibration of the audiometer; clinical masking procedures; materials and procedures for speech audiometry; hearing assessment of infants and children. Prerequisite: 302, 303, and 316, or equivalents and consent of instructor.

428-3 Communication Disorders and the Classroom Teacher. Etiology and therapy of common speech defects. May be taken by all inservice teachers, seniors, and graduate students in education.

431-1 to 6 (1 to 3, 1 to 3) Biofeedback Communication. An investigation into the

experimental approaches for the study of the phenomena of speech. Evoked potential and signal averaging techniques, psychophysiological methodology. Laboratory experience with various biofeedback instrumentation, EMG, EEG, temperature, ECG, etc. Open to non-majors.

438-2 Problems of Communication and the Process of Aging. Reviews problems of communication related to the aging process and examines relevant diagnostic and therapeutic techniques. For non-majors only. Prerequisite: senior or graduate standing.

491-1 to 4 (1 to 2, 1 to 2) Individual Study. Activities involved shall be investigative, creative, or clinical in character. Must be arranged in advance with the instructor, with consent of the chairperson. Prerequisite: consent of chairperson.

493-1 to 2 (1, 1) Basic Clinical Practice: Principles and Procedures. Supervised clinical practicum in basic theory procedures, diagnostic techniques, and preparation of reports. Prerequisite: 302, 303, and two additional 300-level courses or equivalents and consent of chairperson.

494-1 to 2 (1, 1) Advanced Clinical Practice: Phonological Disorders. Advanced clinical practicum in articulation. Emphasis will be placed on specialized therapy procedures, diagnostic techniques, and preparation of reports. Prerequisite: 302 and 493 or equivalents and consent of chairperson.

495-1 to 2 (1, 1) Advanced Clinical Practice: Language Disorders. Advanced clinical practicum in language. Emphasis will be placed on specialized therapy procedures, diagnostic techniques, and preparation of reports. Prerequisite: 303 and 493 or equivalents and consent of chairperson.

496-1 to 2 (1, 1) Advanced Clinical Practice: Hearing Disorders. Advanced clinical practice in hearing disorders. Emphasis will be placed on rehabilitative procedures in audiology. Prerequisite: 316 and 493 or equivalents and consent of chairperson.

497-1 to 2 (1, 1) Advanced Clinical Practice: Hearing Diagnostics. Advanced clinical practice in hearing diagnostics. Emphasis will be placed on diagnostic techniques used in the preparation of basic and advanced audiological reports. Prerequisite: 316, 420, and 493 or equivalents and consent of chairperson.

498-1 to 2 (1, 1) Advanced Clinical Practice: Voice Disorders. Advanced clinical practicum in voice disorders. Emphasis will be placed on specialized therapy procedures, diagnostic techniques, and preparation of reports. Prerequisite: 318 or equivalent and consent of chairperson.

499-1 to 2 (1, 1) Advanced Clinical Practice: Fluency Disorders. Advanced clinical practicum in fluency disorders. Emphasis will be placed on specialized therapy procedures, diagnostic techniques, and preparation of reports. Prerequisite: 319 or equivalent and consent of chairperson.

500-3 Research Design in Speech Pathology and Audiology. Evaluation of the strategies and procedural tactics of behavioral research.

503-3 Laboratory Instrumentation in Speech/Language and Hearing Science. Physiological, acoustical, and biomedical recording, measurement and analysis of the speech encoder, decoder, and code for clinical and research applications. Prerequisite: 203 or consent of instructor.

505-3 Phonological Acquisition. An introductory discussion of the important linguistic, physiological, and acoustic variables which affect language production at the segmental and suprasegmental level of language; and an historical examination of the growth and development of distinctive feature systems from 1920 to the present. Concentration upon the mathematical, logical, physiological, and acoustic assumptions of the various matrices which have been developed. Prerequisite: 302 or equivalent and consent of instructor.

507-3 Language Impaired. Discussion of the application of current theoretical implications and research findings to the syntactically impaired. This course emphasizes diagnostic and therapeutic models applicable to language disorders. Opportunities for research and clinical experience with young children displaying developmental language problems will be provided. Required for master's students. Prerequisite: 303 or equivalent and consent of instructor.

510-3 Stuttering: Behavior Assessment and Therapy. Explores the assumptions underlying diagnosis and assessment. Procedures specific to the differential assessment of fluency failures are examined, evaluated, and related to therapeutic strategies and the tactics of behavior change. Prerequisite: 319 or equivalent, and consent of instructor.

512-3 Voice Disorders. An intensive study of the variables of air stream modulation resulting from impaired structures and function of head and neck. Prerequisite: 318 or equivalent and consent of instructor.

517-3 Seminar: Language Disorders in Children. Students will explore current theories of syntactical and semantic acquisition with an emphasis upon applicability to clinical research and methodology. An historical review of linguistic theory will form the basis for discussion of research approaches in psycholinguistics. Students will review psycholinguistic research and devise paradigms appropriate for the study of verbal impairment. Elective course for master's and doctoral candidates. Prerequisite: 303 or equivalent and consent of instructor.

521-3 Advanced Audiology II. Theory and practice in the application of middle ear impedance measures, electroencephalographic audiometry, electrodermal audiometry, and electronystagmography. Prerequisite: 316 or equivalent and consent of instructor.

525-3 Amplification for the Hearing Impaired. Clinical and laboratory methods of

evaluating hearing aid performance; counseling of adult clients, parents and teachers; professional relationship of audiologist to otologists and to hearing aid dealers; use and evaluation of individual and classroom auditory. Prerequisite: 316 and 520, or equivalents and consent of instructor.

526-3 Industrial and Community Hearing Conservation. The nature of noise-induced hearing loss; methods of hearing protection; physiological and psychological effects of noise; methods of noise control and measurement; legal and economic aspects of community noise abatement; hearing conservation programs in industry and the community. Prerequisite: 316 or equivalent and consent of instructor.

528-3 Seminar: Physio- and Psycho-Acoustics of the Ear. Advanced study of the physiological responses of the middle and inner ear to the acoustic stimulus, in relation to major theories of auditory function; advanced study of behavioral responses to the major parameters of the acoustic stimulus; threshold sensitivity, loudness, pitch, localization, beats, and masking. Prerequisite: 316 or equivalent and consent of instructor.

529-3 Seminar: Experimental Audiology. Basic psychophysical methods, basic operating principles of electronic equipment, and the use of laboratory sound-production and measurement equipment will be presented. Students will design and perform model psychoacoustic experimentation. Prerequisite: 316 and 528, or equivalents and consent of instructor.

533-3 to 6 (3, 3) Seminar: Speech/Language Science and Experimental Phonetics. Special problems in speech communication science. Students may choose from a wide range of topics, such as speech acoustics, kinesthetic perception of speech; voice print identification; artificial and compressed speech, air flow dynamics, etc. Students may pursue one or more topics in depth. Special instruction on group or individual topics chosen. May be repeated to total of six hours with different content.

536-3 Seminar: Administration of Speech and Hearing Programs. Program settings, organizational procedures, and professional interrelationships in adult speech and hearing therapy. Field trips to rehabilitation centers and related agencies.

540-3 Neuro-Anatomical and Neuro-Muscular Disorders of Communication. Will provide a comprehensive examination of the human nervous system suitable to professionals needing a broad understanding of functional neuroanatomy. Special emphasis will be placed on communication disorders which involve the neuromotor system; dysarthria, apraxia, and aphasia. Prerequisite: 214 or equivalent and consent of instructor.

541-3 Neuropsychological Disorders of Communication. Will provide information relative to neurophysiology of psychological and other adaptive behaviors. Aphasia syndromes and appropriate diagnostic and clinical

techniques will be reviewed. Prerequisite: 214 or equivalent and consent of instructor.

544-3 Seminar: Phonological Disorders in Children. An historical examination of the growth and development of distinctive feature systems from 1920 to the present. Concentrates on the mathematical, logical, physiological, and acoustic assumptions of the various matrices which have been developed. Prerequisite: 302 or equivalent and consent of instructor.

548-3 Seminar: Stuttering Behavior Theory and Research. Examines modern learning theory approaches to fluency failure. The learning models dealt with are critically examined in relation to clinical and experimental data. Also reviews the research data on stuttering in relation to design, methodology, and technology. Discussions serve as the background for original investigations. Prerequisite: 319 or equivalent and consent of instructor.

550-1 to 6 (1 to 3, 1 to 3) Professional Training Seminar. A special seminar of a predetermined area of speech pathology and audiology. Each student is expected to prepare and present papers on various aspects of the topic to the group. Liberal discussion will follow each paper. The seminar will be conducted by a faculty member specialized in the area of the topic selected. All doctoral students are required to enroll for a minimum of one credit during the first four semesters in residence.

590-1 to 4 (1 to 2, 1 to 2) Readings in Speech/Language Pathology and Audiology. Supervised and directed readings in specific areas of speech pathology and in audiology. Maximum of two hours counted toward master's degree. Prerequisite: consent of chairperson.

593-1 to 3 Research Problems in Speech/Language Pathology and Audiology. Individual work upon selected problems for research. Prerequisite: consent of chairperson.

598-1 to 3 Internship in Speech/Language Pathology and Audiology. Internship in a selected medical center, hospital clinic, community agency, or private clinic. The internship provides the student with an intensive, professional, clinical experience under supervision of qualified and certified resident staff members. Prerequisite: consent of chairperson.

599-1 to 6 Thesis.

600-1 to 32 (1 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Communications and Fine Arts

497-1 to 6 Special Interdisciplinary Study. Designed to offer and test new and experimental courses and series of courses within the College of Communications and Fine Arts. Prerequisite: consent of instructor.

Community Development

(See Social and Community Services, Division of)

Comprehensive Planning and Design, Division of

The Division of Comprehensive Planning and Design offers a graduate program in environmental design. Concentrations include clothing and textiles, design, and interior design. Students may enroll in the following courses for graduate credit unless otherwise indicated in the course description.

406-3 (1, 2) Portfolio and Resume. An investigation and implementation of the planning, production, and management of interface information such as resume and presentation of self and portfolio. Not for graduate credit. Prerequisite: senior standing and consent of instructor.

Clothing and Textiles

Persons desiring to concentrate in clothing and textiles must major in environmental design.

Students will be required to purchase additional supplies for some clothing and textiles courses.

405-3 Textile Product Testing. Exposure to and experience with methods used by retailers and manufacturers of textile items to measure performance and maintain quality. Standards, sampling, and replication requirements and interpretation of results. Prerequisite: 304 or equivalent.

414-4 Experimental Custom Apparel Design. Development of apparel to meet esthetic, structural, and functional needs; problem-

solving for exceptional proportions, rehabilitation, activity, performing arts, new technology, materials, environment. Some patterns originated in 414 may be tailored following semester in 428. Prerequisite: 314a and b or equivalent.

416-3 Mass-Market Apparel Designing. Design of a line to specifications; drafting; toiles; mass-production costs; work flow; uses of industrial equipment. Field trips. Prerequisite: 314 or equivalent.

418-3 Professional Practices in Fashion Design. Business principles of apparel design, including systems, forms, and logistics of money and materials. Functions and responsibilities of the fashion designer. Career opportunities in the fashion industry. Not for graduate credit. Prerequisite: 310, 314a, 314b.

428-3 Custom Tailoring. Individualizing, fitting, and contouring of male or female garment for customer from commercial pattern or from pattern originated in 414 preceding semester. Organization of work and time. Prerequisite: 328 or equivalent.

442-3 Clothing Economics. Factors of production, distribution, and consumption influencing clothing industry; management of these factors in clothing related businesses; place of clothing industry in national and international markets. Field trip. Prerequisite: GSB 211 or Economics 214.

460-3 Historic Clothing: Western Cultures. Development of clothing in Western Civilization to the present time. Consideration of social, economic, and esthetic factors and technical innovations influencing clothing. Offered alternate years. Prerequisite: junior standing.

462-3 Historic Clothing: Non-Western Cultures. Traditional dress in non-western cultures. Esthetics, symbolism, and uses of costume in the culture; effect of clothing on economy. Cultures studied may vary with each offering. Offered alternate years. Prerequisite: junior standing.

555-3 Foundations of Fashion. Anthropological approaches to fashion and socioeconomic and psychological forces as determinants of fashion in modern times. Usually offered summers. Prerequisite: 351 or consent of chairperson.

573-2 College Teaching of Clothing and Textiles. Central ideas, objectives, and current practices. For preparation of college teachers.

Design

Persons desiring to concentrate in design must major in environmental design. Four-hundred level courses may be taken for graduate credit unless otherwise indicated in the course description.

Students will be expected to purchase their own materials in some of the design courses.

401-3 Problem Solving in Applied Design. A design team approach solving real problems utilizing the methods and techniques acquired in the design program. Prerequisite: senior standing or consent of instructor.

405-3 Environmental Graphics. An introduction to the theory and practice of designing meaningful symbols for the public environment, including spatial perception and typography as related to signage systems, imagery, symbols, color, and light. Not for graduate credit.

412-4 Practicum in Product Design. Advanced comprehensive product design projects developed into production prototypes. Not for graduate credit.

413-3 Professional Practice in Product Design. The study of designer/client relationships, business practices, design office procedures, and professional ethics. Prerequisite: senior standing or consent of instructor.

422-3 Visual Communication III. Principles of visual message making and investigation of symbols as they are used in communication. Study includes the development of contemporary communication techniques including photographics, topography, color, and illustration as well as learning to identify techniques and processes of communication. Not for graduate credit. Prerequisite: 372.

423-3 Multi-Media Exploration. Experimentation into various forms of electronic and sensory media as a form of visual expression, documentation, and research. Film making, animation techniques, 35mm slide format, and VTR will be explored. Not for graduate credit. Prerequisite: 372 and 373.

432-3 Landscape Architecture. Study of the principles of urban and regional landscape architecture and an introduction to the elements of landscape and architecture. Site analysis and site planning are studied in relation to structures and large scale developments. Technical aspects of site development are stressed. Prerequisite: 333.

433-4 Urban Design III. Continuation of Urban Design II with emphasis on client interaction. Projects dealing with community groups and advocacy planning needs will be dealt with where appropriate. Not for graduate credit. Prerequisite: 381.

450-1 to 6 Internship. Supervised work experience related to student's academic program and career objectives. Not repeatable for credit. Not for graduate credit. Prerequisite: consent of chairperson. Mandatory Pass/Fail.

462-4 Research in Product Design. An in-depth investigation and exploitation of a selected production material (plywood, sheet metal, plastic sheeting, etc.). Prerequisite: senior standing or consent of instructor.

463-4 Products for Special Populations. Products for special subset groups within greater population norms. May be of cross-cultural and interdisciplinary implementation. Not for graduate credit.

464-4 Environmentally-Integrated Products. Development of products integral to comprehensive environmental planning. Not for graduate credit.

465-2 to 4 Independent Study in Product Design. Creative project developed by student and faculty sponsor and approved by director. Prerequisite: 462.

472-3 Visual Communication IV. Advanced problems in visual communications: the development of a corporate identity. Assigned projects simulate design studio procedures for solving contemporary visual identity problems. Prerequisite: 422.

Environmental Design

Students will be expected to purchase their own materials in some of the courses.

411-1 to 6 Workshop. Current topics and problems facing professionals in the field of design. Discussion, reports, lectures, and other methods of analyzing and working on environmental design problems. Emphasis stated in announcement. Maximum of three hours per topic. Prerequisite: senior standing and consent of instructor.

412-1 to 3 Seminar. Special topics and projects considered at stages of design, production, sale or use. Individual preparations and presentations required. Prerequisite: senior standing or consent of instructor.

413-1 to 4 Readings. Supervised study of selected, relevant literature in area of individual interest related to environmental design. Prerequisite: senior standing or consent of instructor.

414-1 to 6 Special Problems. Directed independent work and study in areas determined by individual needs and interests. Maximum of three hours counted toward master's degree. Prerequisite: senior standing or consent of instructor.

500-3 Research Methods and Problem Solving. Application of research methods to the analysis and solution of environmental design problems. Techniques for designing research and structuring projects. Development of prospectus for project or thesis.

504-3 Systems in Environmental Design. Application of systems theory to complex real-life design problems. Identification of subsystems and their interactions; feedback, regulation and control; organizational principles and behavioral characteristics of systems; resistance of systems to change.

508-3 Environmental Intergration. Analysis of selected problems involving combinations of disciplines in comprehensive planning and design division. A multidisciplinary team approach to solving complex environmental problems.

510-3 to 6 Practicum. Application of course work to program external to the Division of Comprehensive Planning and Design which is relevant to students' goals and interests.

Prerequisite: consent of graduate adviser in environmental design and 12 hours in environmental design program.

531-3 Spatial Concepts in Design I. Analysis of interior and architecturally created space design with reference to human proximate environment. Lecture and laboratory. Prerequisite: consent of instructor.

532-4 Spatial Concepts in Design II. Advanced analysis of interior and architectural concepts of space as related to the development of buildings and building complex. Consideration will be given the design of these spaces and the near environment, including landscaping, greenbelts, parks, thoroughfares, and expressways. Prerequisite: 531, Geography 470A or consent of instructor.

541-3 Application of Science and Technology to Design. Examples and analysis of developments in science and technology with particular relevance to design, such as from energy and material resources, housing, transportation, information and computer technology, clothing and textiles, etc. Emphasis will be placed on the role of designers in developing solutions to problems rising from contemporary changes.

551-3 Anticipatory Design. An exploration into methods for recognizing, identifying, and evaluating future needs and opportunities for design in the interrelated domains of ecology, technology, and public policy.

598-1 to 6 Project. For master's candidates electing to do a project rather than a thesis. A total of six hours is required. Prerequisite: approval of director.

599-1 to 6 Thesis. A total of six hours is required. Prerequisite: approval of director.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Interior Design

Persons desiring to concentrate in interior design must major in environmental design. Four-hundred level courses may be taken for graduate credit unless otherwise indicated in the course description.

Students will be expected to purchase their own materials in some of the interior design courses.

470-3 Interior Design Seminar. Development of systematic approach involving systems analysis, human factors engineering, environmental variables. Prerequisite: eight hours in interior design or consent of chairperson.

491-4 Advanced Interior Design. Systematic analysis of human factors as determinants of design solutions for large-scale interiors. Lecture and laboratory. Prerequisite: 391c, 394 or consent of chairperson.

Computer Science

401-3 Computer Organization. Computer main frame architecture; control unit, arithmetic/logic unit, memory, other features. Input/output devices, mass storage devices, channels, and communications equipment. Computer systems configurations design and comparison. Prerequisite: 304, 306 and 342.

411-4 Programming Languages. Study of the significant features of existing programming languages with particular emphasis on the underlying concepts abstracted from these languages. Includes formal specification of syntax and semantics, representation and evaluation of simple statements, grouping of statements, scopes and storage allocation, procedures. Prerequisite: 304.

414-3 Systems Programming and Operating Systems. The use and implementation of assemblers, macro assemblers, linkers, and other systems programs. Exercises in designing and writing various systems programs. An introduction into process, memory, device, and file management in batch, multiprocessing, and time-shared operating systems. Prerequisite: 304 and 306.

420-1 to 3 Topics in Computer Science for Teachers. A consideration of topics in computer science useful in curriculum enrichment in elementary and secondary education. May be repeated as topics vary. Does not count toward a computer science major. Prerequisite: consent of department.

430-3 File Organization and Database Systems. Secondary storage devices. File organizations and access methods. Indexing, security, backup, and recovery. Overview of database management systems, including network, hierarchical, and relational systems, and query languages. Prerequisite: 304 and 306.

432-3 Database Programming. Programming projects using hierarchical, relational, and network database management systems. Projects will be taken from typical commercial applications. Prerequisite: 312 and 430.

435-3 Information Systems Analysis. An exercise in the analysis, design, implementation, testing, and maintenance of a large modular application system. Team production of a system is the focal point for the course. Topics include the system life cycle, modular design, human interfaces, external system specification, program design languages, and improved programming techniques. Prerequisite: 304 and 306.

436-3 Artificial Intelligence I. Heuristic programming. Heuristic methods: state space, problem reduction, game playing, general

problem solver, learning machines. Prerequisite: 304.

438-3 Introduction to Telecommunications. Time dependent computational processes. Hardware and software considerations. Dialogue design. System design and implementation. Prerequisite: 304 and 306.

445-3 Boolean Algebra and Logical Design. (Same as Mathematics 445.) Boolean algebra with applications to computer logic and circuit design. Simplification algorithms. Sequential circuits and sequential machines. Introduction to error-correcting codes. Prerequisite: 342 or Mathematics 319.

449-3 Combinatorics and Graph Theory. (Same as Mathematics 449.) An introduction to graph theory and combinatorial mathematics with computing applications. Topics include permutations and combinations, generating functions, recurrence relations, the principle of inclusion and exclusion, Polya's theory of counting, graph theory, transport networks, matching theory, block designs. Prerequisite: 342.

451-3 Introduction to the Theory of Computing. (Same as Mathematics 451.) The fundamental concepts of the theory of computation including finite state acceptors, formal grammars, turing machines and recursive functions. The relationship between grammars and machines with emphasis on regular expressions and context-free languages. Prerequisite: 445.

455-3 Design and Analysis of Computer Algorithms. Introduction to analysis and complexity of algorithms. Searching/sorting algorithms, polynomial matrix algorithms, graph theoretic algorithms. Introduction to complexity theory. Prerequisite: 304, 342.

464-6 (3, 3) Numerical Analysis. (Same as Mathematics 475.) An introduction to the theory and practice of computation with special emphasis on methods useful with digital computers. Topics include the solution of nonlinear equations, interpolation and approximation, numerical differentiation and integration, solution of differential equations, matrix calculations and the solution of systems of linear equations. Must be taken in a, b sequence. Prerequisite: 202, Mathematics 250, and Mathematics 221.

470-3 Computer Simulation Techniques. Applications and rationale. Design and analysis of discrete simulation models. Generation of random sequences and stochastic variates. Simulation languages. Prerequisite: 202, Mathematics 280, or 282, or 283, or equivalent.

471-3 Introduction to Optimization Techniques. (Same as Mathematics 471.) Nature of optimization problems. General and special purpose methods of optimization, such as linear programming, classical optimization, separable programming, integer programming, and dynamic programming. Prerequisite: 202, Mathematics 221, and Mathematics 250.

472-3 Linear Programming. (Same as

Mathematics 472.) Nature and purpose of the model. Development of the simplex method. Application of the model to various problems. Introduction to duality theory. Transportation and network flow problems. Postoptimality analysis. Prerequisite: 202 and Mathematics 221.

485-3 Computer Graphics. Study of the devices and techniques for the use of computers in generating graphical displays. Includes display devices, display processing, transformation systems, interactive graphics, 3-dimensional graphics, graphics system design and configuration, low and high level graphics languages, and applications. Prerequisite: 304 and 306 and Mathematics 111 or equivalent.

490-1 to 6 (1 to 3 per semester) Readings. Supervised readings in selected subjects. Prerequisite: consent of instructor and department.

491-1 to 4 Special Topics. Selected advanced topics from the various fields of computer science. Prerequisite: consent of instructor.

492-1 to 6 (1 to 3 per semester) Special Problems. Individual projects involving independent work. Prerequisite: consent of department.

493-1 to 4 Seminar. Supervised study. Preparation and presentation of reports. Prerequisite: consent of instructor.

501-3 Advanced Computer Organization. Microprogrammable computer systems. Modular computer design concepts. Microprocessors. Design concepts of stack and parallel computers. Overlap and pipeline processing. Other current topics in computer organization. Prerequisite: 401 and 445.

511-3 Formal Specification of Programming Languages. A survey of modeling techniques and meta languages for the formal specification of the syntax and semantics of high-level programming languages. Prerequisite: 411.

514-3 Advanced Operating Systems. Design and analysis of multiprogramming, multiprocessing, and time-sharing operating systems. An in-depth study of a particular operating system. Exercises in designing and writing various operating systems routines. Parallel processing, protection mechanisms, and other current topics in operating systems. Prerequisite: 414.

516-3 Compiler Construction. Design of a simple, complete compiler, including lexical analysis, syntactical analysis, and code generation. Advanced topics selected from mixed arithmetic, procedures and parameters, optimization, compiler writing systems. Prerequisite: 306 and 411.

530-3 Database Management Systems. A study of relational, hierarchical, and network models of database management systems, including such topics as relational calculus and algebra, high level query languages, normalization, IMS, and DBTG. Prerequisite: 430.

532-3 to 6 Topics in Information Systems.

A detailed study of two or three topics relevant to information systems. Topics may include but are not limited to sorting, searching, information retrieval and automatic text processing, database security and encryption, distributed databases, and data communication. Prerequisite: 430 and consent of instructor.

536-3 Artificial Intelligence II. Theorem proving, the Resolution Principle, strategies, and achievements. Program verification, natural language processing, and selected topics from pattern recognition. Prerequisite: 436.

553-3 Formal Languages and Automata. (Same as Mathematics 528.) Algebraic analysis of automata with emphasis on semigroup and decomposition theory. Probabilistic automata. Grammars including regular, context-free, context-sensitive and type zero. Normal forms, restricted grammars. Closure properties. The relation between grammars and automata. Basic decision problems. Prerequisite: 451.

555-3 Theory of Computability. (Same as Mathematics 529.) Turing machines and recursive functions. Church's thesis. Solvable and unsolvable problems. Introduction to complexity theory including the classes P and NP. Polynomial time approximation algorithms for NP-complete problems. Prerequisite: 451.

564-3 to 9 (3, 3, 3) Advanced Numerical Analysis. (Same as Mathematics 592.) Selected topics chosen from such areas of numerical analysis as approximation theory, numerical solution of initial value problems, numerical solution of boundary value problems, numerical linear algebra, numerical methods of optimization, functional analytic methods. Prerequisite: consent of instructor.

590-1 to 9 Readings. Supervised readings in selected subjects. Graded *S/U* only. Prerequisite: consent of instructor and department.

591-1 to 9 (1 to 3 per topic) Special Topics. Selected advanced topics from the various fields of computer science.

592-1 to 6 (1 to 3 per semester) Special Problems. Individual projects involving independent work. Graded *S/U* only. Prerequisite: consent of department.

593-1 to 4 Seminar. Preparation and presentation of reports. Graded *S/U* only. Prerequisite: consent of instructor.

599-1 to 5 Thesis. Minimum of three hours to be counted toward a master's degree. Prerequisite: consent of department.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Curriculum, Instruction, and Media

400-2 Simulation and Gaming. The role of simulation and gaming in instruction, the availability of commercial games and simulation devices, and the theoretical backgrounds used in constructing teacher-made games are to be examined.

402-3 Education for Disadvantaged and Culturally Different Students. The student examines the characteristics of behavior and learning patterns of culturally different and socioeconomically disadvantaged children. Content also includes school adjustment, experiential background, self-concept, language development, and appropriate teacher behaviors and teaching strategies.

407-3 to 9 (3 per topic) Diagnostic and Corrective Techniques for the Classroom Teacher. A presentation of diagnostic and remediation techniques with emphasis placed on appropriate methods and materials to be used in classrooms in the areas of (c) language arts, (e) mathematics, and (f) reading. Prerequisite: special methods course in field selected by student and/or consent of instructor.

409-3 Creative Teaching. To assist pre- and in-service teachers in acquiring methods and materials that will improve instruction in the public school classroom, with special attention to the characteristics and needs of students. Prerequisite: Education 302.

410-2 Creative Writing in the Public School. Techniques of encouraging creative writings in the schools.

412-3 to 15 (3 per topic) Improvement of Instruction in Early Childhood Education (Preschool-Grade 3). Examines recent findings, current practices, and materials used in early childhood education in the fields of (c) language arts, (d) science, (e) mathematics, (f) reading, and (g) social studies. Prerequisite: specialized methods course for the field of study selected by the student.

415-3 Improvement of Instruction in Middle School Mathematics (Grades 4-8). Examines recent findings, current practices, and materials in the middle school setting. Prerequisite: 315 or consent of instructor.

418-2 History and Philosophy of Early Childhood Education. A survey of the history and philosophies of early childhood education with its implication for current program practices. Students' analysis of their personal philosophy of early childhood education. Prerequisite: 316, 318, senior or graduate standing.

419-3 Parent Involvement in Education. Materials, techniques, and resources suitable for use by teachers in helping parents and

teachers to understand how they can help each other in the partnership responsibilities of the education of children from a variety of backgrounds. Prerequisite: 317, student teaching, or consent of instructor.

420-3 Teaching the Adult Functional Illiterate. The emphasis in the course is on understanding the problems of the individual whose literacy level does not permit full participation in the economic, social, and civic opportunity available to the majority of citizens. Prerequisite: permission of instructor.

423-3 Teaching Elementary School English Language Arts. Oral and written communication processes with emphasis on the structure and process of the English language arts in the elementary school. Specific attention to the fundamentals of speaking English, writing, spelling, and listening. Study of learning materials, specialized equipment, and resources.

424-3 Teaching Elementary School Social Studies. Emphasis on the structure and process of teaching social studies in the elementary school setting. Specific attention to the fundamentals of developing social studies objectives, planning units, developing a general teaching model, organizing the curriculum, and evaluating behavioral change. Study of learning materials, specialized equipment, and resources.

426-3 An Introduction to Teaching Elementary School Science. Content and methods of elementary school sciences, grades K-8. Emphasis on the materials and strategies for using both traditional and modern techniques of science education. One or more field trips.

427-4 Science Process and Concepts for Teachers of Grades N-8. (Same as Botany 462). Specifically designed to develop those cognitive processes and concepts needed by elementary school teachers in the teaching of modern science programs. Lecture three hours per week, laboratory two hours per week. One or two additional field trips required.

435-3 Literature for Children. Studies types of literature; analysis of literary qualities; selection and presentation of books and other media for children; and integration of literature in preschool, elementary, and library settings.

436-2 Bibliography and Literature of Education. Introduction to the use of library resources for research in education. Includes bibliographies in education, the periodical literature, Office of Education publications, dissertation and thesis indexing services, and the Educational Resources Information Center (ERIC) materials. Students will compile bibliographies in their own fields of interest.

437-3 Educational Media in Training Programs in Business and Industry. For those persons interested in the role that media plays in current training practices in business and industry. Emphasis is directed toward an understanding of the rationale for using media, a review of the various methods utilized

in training programs, an examination of current training media, and a description of methods used to evaluate the effectiveness of training media. Includes an examination of the roles of professions who develop media for training.

438-3 Introduction to Technical Services. Organization of library materials. Emphasis on cataloging and classification. Includes acquisition, processing, and circulation of materials. The Dewey Decimal classification system and Sears list of subject headings are stressed. Laboratory assignments.

439-3 Basic Reference Sources. Introduction to the principles and methods of reference work. Concentration on the study and examination of the tools which form the basic reference collection of the school and the community college library.

440-3 Selection of Media. Evaluation of print and non-print media; resources and services; competencies for efficient purchasing and selecting of media. Includes selection principles and problems for elementary, secondary, and community college libraries.

442-4 Administration of the School Media Program. Functions and management of elementary and secondary school library media programs with emphasis on services, personnel, financial aspects, facilities, and evaluation. Current issues and trends as reflected in the literature. Field trips to school library media centers.

445-3 Media for Young People. The selection and use of books and other educational media for students in the junior high and senior high school.

450-3 Photography for Teachers. Photography as a tool of communication in the modern school. Techniques of camera handling, visually planning a story, macro-photography, and color slides.

451-3 Photographic Preparation of Educational Media. Techniques of photography used in producing prints, overhead transparencies, daylight slides, high contrast materials, picture stories, filmstrips, and other photographic instructional materials. Prerequisite: 450 or consent of instructor.

453-3 Production of Educational Media I. Principles, skills, and techniques in the design and production of basic nonphotographic educational media. Experience includes applying lettering, coloring, and mounting techniques to projected and nonprojected media.

455-3 Organization and Production of Media for Self-Instruction. The study of various programming techniques and the procedures used in producing, designing, and evaluating materials used for self-instructional purposes. Includes organizing a teaching segment and producing the needed materials to create a self-instructional package.

458-3 Classroom Teaching with Television. Classroom utilization of open and closed circuit television. Emphasis is placed on the changed role of the classroom teacher who uses

television. Evaluation of programming, technicalities of ETV, and definition of responsibilities are included. Demonstration and a tour of production facilities are provided.

462-3 Middle and Junior High School Programs. Focuses on the development of middle and junior high school curriculum and the identification of instructional activities which relate to the pre and early adolescent student. It is anticipated that the student will be able to plan and develop teaching units and evaluate procedures complementary to this portion of the school structure.

464-2 Student Activities. Analysis of extra-class activities and programs in public schools with a focus on the status, trends, organization, administration, and problems.

465-3 Advanced Teaching Methods. The focus is on a variety of teaching methods and strategies which are appropriate for secondary and post-secondary school educators. Both individual and group methods are emphasized.

468-3 Science Methods for Junior and Senior High Schools. A performance-based approach to instructional skills common to teaching natural science at the junior and senior high school levels. Three class hours and one micro teaching laboratory hour per week. Prerequisite: Education 302 or consent of instructor.

469-3 Teaching Social Studies in the Secondary School. Emphasis is placed upon instructional strategies and curricular designs in social studies at the junior and senior high school levels.

481-3 Instructional Applications of Main-frame Computers. Design, development, and programming of computer-assisted instructional materials using interactive, timesharing computer systems. Study of lesson design and programming, including branching and program flow, display techniques, response judging, teaching strategies, organization, and style.

483-3 Instructional Applications of Micro-computers. A study of the history, development, and use of microcomputers and micro-computer systems in education. Emphasis is upon the characteristics, capabilities, applications, and implications of microcomputers and microcomputer lessons with case studies of their integration into the teaching learning process.

496-2 to 6 (2 to 4 per semester) Field Study Abroad. Orientation and study before travel, readings, reports, and planned travel. Includes visits to cultural and educational institutions. Maximum credit hours in any term is 4.

498-1 to 15 (1 to 3 per topic) Workshops in Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices in each of the following areas: (a) curriculum, (b) supervision for instructional improvement, (c) language arts,

(d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (i) elementary education, (j) the middle school, (k) secondary education, (l) disadvantaged children and youth, (m) instruction, (n) educational media, (o) environmental education, and (p) children's literature. Maximum of six hours toward a master's degree. Prerequisite: consent of instructor.

500-3 Research Methods in Education. Introduction to educational research and designs, writing techniques, and evaluative processes in education. Prerequisite: admission to a graduate program.

501-3 Organization and Administration of Reading Programs. For reading specialists, consultants, supervisors, and instructional leaders. Recent trends in organization, administration of reading programs, K-community college; materials, equipment, budget for special programs; study of roles of various personnel; and in-service preparation programs. Specific problems of class members are studied. Prerequisite: 512 or 561.

504-3 Systematic Approaches to Instruction. Gives graduate students an opportunity to investigate, discuss, and apply systematic approaches to instruction. Special emphasis is given to that element of the instructional system which allows for the integration of instructional media into the process.

508-3 Supervision of Professional Education Experiences. The role and responsibility of the cooperating public school teacher in the supervision of teacher education students, involved in various field experiences. Attention is given to the joint responsibilities of the university and the public school in this cooperative venture. For present and prospective teachers who wish to effectively deal with students in the various professional education experiences.

509-3 Foundations of Environmental Education. Designed specifically to provide teachers, administrators, and curriculum specialists with the knowledge and skills necessary to implement environmental education strategies in both elementary and middle schools. Includes work in ecological foundations, programs currently in use, unit designs, methods, and research. One or two field trips may be required.

510-3 Values Education Curriculum. Alternative views of the impact of schooling on children's values will be explored. Current curricular approaches to moral education will be examined with special emphasis given to values clarification and the cognitive-developmental approach of Lawrence Kohlberg. Psychological and philosophical assumptions underlying the major approaches to moral education will be critically examined.

511-3 Seminar in Psychology of Elementary School Subjects. Psychological principles of learning theories as applied to the mastery of materials used in elementary and early childhood education school subjects. Emphasis is placed on implications of theories

of learning for curriculum development and instruction.

512-3 Reading in the Elementary School. First course in the reading sequence. Survey of the reading process. Introduction to factors affecting the reading process, the common core of skills, teaching strategies, materials, and research.

513-3 Kindergarten-Primary Reading. A survey of problems and methodology in the developmental reading program for the primary grades. Emphasis placed upon prevention of reading difficulties.

515-3 Advanced Remediation in Mathematics. Strategies for the design of prescribed systematic instruction for correcting identified mathematics difficulties. Experience in designing and preparing materials for corrective purposes. Prerequisite: 407E or consent of instructor.

517-3 Early Childhood Programs: Organization and Administration. Presents an overview of the organization and administration of programs for children ages three to eight with experiences in planning for operating and administering such programs. Prerequisite: 316, 518, or consent of instructor.

518-3 Early Childhood Education. A survey of current problems and practices in early childhood education for children from three to eight years of age, with emphasis on reading in current research literature. Prerequisite: consent of the instructor.

520-3 The Language Arts in Bilingual Classrooms. Designed for the teacher who wants to develop the expertise necessary to provide appropriate language arts activities for children in a bi- or multi-lingual classroom. Specific areas covered include the basics of second language learning, assessment of language ability, high motivation language development activities, resource identification and utilization, and evaluation of performance and of available materials, textbooks, and equipment.

521-8 (4, 4) Diagnosis and Correction of Reading Disabilities. Causes of reading difficulties, observation and interview procedures; standardized tests, instruments, and informal inventories; analysis techniques; experiences in preparing materials for corrective purposes. Each student diagnoses and treats a reading disability case under supervision. Prerequisite: 512 or 561 and consent of instructor.

522-3 Teaching Reading Skills to College Students. Designed to discuss, develop, and demonstrate techniques of teaching reading skills to college students. A very important aspect of this course is practical tutoring sections. Prerequisite: permission of instructor.

523-3 Language Arts in the Elementary School. The practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts other than reading. Attention given to evaluation of teaching materials in these areas. Prerequisite: 423.

524-3 Teaching the Social Studies in the Elementary School. A study of theory and practices of teaching and developing programs in elementary school social studies. Particular attention to be given to trends and issues in social studies. Various social studies models will be examined and evaluated for practical use. Students must demonstrate behaviorally the competencies and skills related to successful performance in the teaching of social studies.

526-3 Problems in Elementary School Science Education. Emphasis upon identifying problems and trends within elementary school science education and planning for research in this field. Prerequisite: 426.

531-3 The Elementary School Curriculum. An introductory course in curriculum designed to assist teachers and administrators in making operational decisions in elementary education which are based on knowledge of foundations of elementary education, organization of learning experiences, research in specialized areas, materials and methods, instructional programming and evaluation. Students are required to exhibit curriculum competencies through the creation of products and through demonstration of skill.

532-3 Research in Elementary Education. Critical analysis of the most significant research studies in foundation, organization, learning, instruction, curriculum, evaluation, and specialty areas in elementary education.

533-3 Instructional Leadership in Elementary Education. A study of research and related literature concerning various instructional leadership styles and behaviors. Major attention is given to such behaviors as they apply to the local school and the individual classroom situation.

534-3 Organization of the Elementary School. An analysis of types of elementary school organizations with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to classroom teacher's professional problems.

538-3 Organization of the Nonbook Collection. The application of standard library techniques to the organization, storage, distribution, and physical processing of all types of nonbook materials with emphasis on cataloging and classification. Prerequisite: 438.

539-3 Reference Services of the Media Program. Designed to round out the student's preparation for reference work in an elementary school, secondary school, or community college media program. The techniques of developing a reference service with attention to the needs of special user groups. Preparation of bibliographies on subjects of current topical interest and a term project on a specific issue or problem. Prerequisite: 439.

540-3 Mass Communication in Education. The communication theories of recognized authorities in the field will be studied.

These theories will be applied to the use of mass media in education. Radio, television, comic books, newspapers, magazines, and motion pictures will be discussed.

542-3 Administration of an Educational Media Center. Designed to further the training of specialists in selected issues associated with the supervision and management of integrated programs of media services. Current and emerging administrative roles, responsibilities, and practices are examined in the context of providing effective and efficient services to media users. Prerequisite: 442 or consent of instructor.

543-3 Automation of Information Centers. A study of selected retrospective, current, and emerging characteristics, capabilities, applications, and implications of automation to information centers located in public schools, colleges, communities, government agencies, and the private sector.

544-3 Community College Media Programs. A survey of community college media programs in the U.S., their philosophy and objectives, practices and procedures, and research in the field. Prerequisite: consent of instructor.

546-3 The Library of Congress Classification Scheme. The study of the Library of Congress classification scheme as it is utilized in community college libraries. Prerequisite: 438.

548-3 Production of Educational Media II. Advanced use of audio, graphic, and photographic principles and techniques applied to the design and production of educational media to meet specific objectives. Includes application of a basic model of the design process. Prerequisite: 453 and 450 or consent of instructor.

549-2 Designing Multi-Image Learning Materials. The acquisition of skills in designing, producing, and showing multi-image learning materials. Students should possess photographic skills and a 35 mm camera.

551-3 Survey of Research and Developments in Educational Media. Survey of research, research techniques, needed research, and new developments and programs in educational media. Prerequisite: consent of instructor.

553-2 Instructional Design. The primary purpose of the course is to give the students experience in designing and producing materials for real instructional settings in cooperation with professional instructional staff members. Advanced graphic production methods and developing evaluation skills are also included. Prerequisite: 450, 453 or consent of the instructor.

554-3 Utilization of Educational Media. The utilization of print and nonprint materials in instructional implementation and curriculum development. Structured for teachers, media directors, administrators, and instructional designers. The increasing role of technological advances in education is stressed as

they relate to learning theory and curriculum development.

555-3 Visual Communication. How to communicate with pictures in the classroom, the design of still and motion pictures, pictures used in teaching perception, and the place of pictures in advertising and communication.

560-3 Instructional Television. The field of educational broadcasting is explored, with special emphasis on public and school television. History and philosophy are included. Problems of programming and their effect on society are studied. The relationship between broadcasting and the viewing public is investigated, and the responsibility of each is established. Emphasis is also placed upon principles of ITV administration and inservice training.

561-3 Reading in the Secondary School. For the junior and senior high school teachers who desire a foundation in reading. Emphasis placed on the basic skills appraisal of reading abilities, materials of instruction, and methods of teaching reading in the content areas.

566-3 Instructional Strategies for Problem Solving. The focus is on developing those teaching strategies which will foster and enhance problem solving skills and heuristic thinking. Representative of these teaching skills would be inductive and deductive approaches, discovery and inquiry techniques, and questioning strategies.

569-3 Principles and Trends in Secondary School Social Studies Education. An evaluation and study of social studies trends and practices as they are related to curriculum, organization, and instruction at the junior and senior high school and community college levels.

571-3 Secondary School Curriculum. An introductory course designed to explore the nature and development of the curriculum at the secondary school level. Historical perspective and foundations of curriculum are examined. Functional applications to the public secondary schools are emphasized.

572-2 History and Philosophy of Bilingual/Bicultural Education. Surveys major influences in the development of bilingual/bicultural education in the United States and presents the major philosophical positions affecting this development. Students will also choose one or more specific related areas for concentrated investigation.

573-3 Perspectives on the Future and Its Schools. Deals with the future development of education and social trends which will influence that development. Emphasis is placed upon alternative models of education and their social bases.

574-2 Psycho- and Sociolinguistic Considerations in a Bilingual/Bicultural Classroom. Acquaints educators with possible sources of psycholinguistic and sociolinguistic problems in the bilingual classroom and equips them with techniques for utilizing, modifying, and counteracting those influences.

580-3 Current Developments in Major Subject Areas in Secondary Schools. Trends, issues, problems in the subject areas of the secondary school, related to the student, program, school organization, staff, material and media, the school building, and the process of innovation and change.

582-3 Research in Secondary Education. Critical analysis of the most significant research studies in the foundations, organization, learning, instruction, curriculum, evaluation, and certain specialty areas in secondary education. Prerequisite: admission to Specialist degree or Ph.D. degree program.

583-3 Instructional Theory, Principles, and Practices. Presentation of conceptual formulations and skills concerning instructional theory and principles; foundations of instruction; instructional systems and models; delivery processes (logistics), systems, and maintenance of quality control; and evaluation of teachers and students.

584-3 Curriculum Theory: Foundations and Principles. Presentation of conceptual formulations concerning curriculum theory and propositions; foundations: philosophy, sociology, and learning theories; the curriculum system and its components; crucial issues in developing a curriculum theory; and theoretical curriculum models: analysis and assessment.

585-3 to 15 (3 per topic) Seminars in Education. A series of seminars for specialized study of significant aspects of educational problems, practices, issues, trends, research, policies, and programs. Areas of study are: (a) curriculum, (b) supervision for instructional improvement, (c) language arts, (d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (i) elementary education, (j) the middle school, (k) secondary education, (l) disadvantaged children and youth, (m) instruction, (n) educational media, (o) environmental education, and (p) children's literature. Maximum of six hours toward a master's degree. Prerequisite: consent of instructor.

586-3 Curriculum Design and Development. Presentations concerning educational planning and curricular decision-making relating to curriculum: aims, goals, and objectives; nature of knowledge, disciplines, and subjects; curriculum structures: sequence and scope; substantive structural models; content and activity selection, product analysis and production; evaluation; and curriculum modification and change.

587-3 Curriculum Implementation and Evaluation. Attention is given to preparing the curriculum specialist to use appropriate techniques and skills to put curriculum programs into practice and to assess the effectiveness of such programs in terms of a wide range of variables which indicate success or need for curricular modification.

589-3 The Work of the Director of

Curriculum. The role of the director of curriculum and instruction is the focus of this course. Such topics as the background, current status, and tasks and functions of the position are examined. Additionally, such broad areas of the director's role as needs assessment, program planning and evaluation, and in-service education planning are covered. Prerequisite: 586 or 587 or consent of instructor.

590-1 to 15 (1 to 3 per topic) Independent Readings. Directed readings in literature and research in one of the following areas: (a) curriculum, (b) supervision for instructional improvement, (c) language arts, (d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (m) instruction, (n) educational media, (o) environmental education, and (p) children's literature. Maximum of four hours toward a master's degree. Prerequisite: consent of instructor.

593-1 to 15 (1 to 3 per topic) Individual Research in Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff, in one of the following areas: (a) curriculum, (b) supervision for instructional improvement, (c) language arts, (d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (m) instruction, (n) educational media, (o) environmental education, and (p) children's literature. Maximum of three hours counted toward a master's degree. Prerequisite: consent of instructor.

594-(3 to 9 per topic) Practicum. For master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. Reading and research directed to special problems involved in on-site situations in the following areas: (a) curriculum, (b) supervision for instructional improvement, (c) language arts, (d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (m) instruction, (n) educational media, and (o) environmental education. A maximum of nine hours credit may be applied toward a master's degree. Prerequisite: consent of instructor.

595-(2 to 8 per topic) Internship. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. Internship areas are: (a) curriculum, (b) supervision for instructional improvement, (c) language arts, (d) science, (e) mathematics, (f) reading, (g) social studies, (h) early childhood education, (m) instruction, (n) educational media, and (o) environmental education. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Prerequisite: consent of instructor.

596-3 to 6 Independent

Investigation. Field study required of each student pursuing for the sixth year specialist degree. The work should be conducted in the setting of the educational system in which the student is employed or where cooperation is extended. The study involves selecting the problem, survey of pertinent literature, recording results, and appropriate interpretations and summarizations. Graded *S/U* only. Prerequisite: consent of instructor and admission to sixth-year specialist degree program.

599-2 to 6 Thesis. Minimum of four hours to be counted toward a master's degree. Prerequisite: admission to master's degree program.

600-1 to 32 (1 to 16 per semester) Dissertation. Minimum of 24 hours for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Economics

416-3 Money and Banking II. An examination of the principal institutions whose joint actions determine the supply of money in the United States economy. Emphasis is placed on the commercial bank operating as a firm within the Federal Reserve System. Policy issues are examined for the regulation of the banking industry as well as for the control of the domestic money supply. Prerequisite: 31E or 340 or 341 or consent of instructor. Elective Pass/Fail.

419-3 Latin American Economic Development. Special attention to contemporary policy issues and alternative strategies for development. Among the topics included are inflation and financial reform, international trade and economic integration, foreign investment and agrarian reform. Prerequisite: 322 or 340 or 341 or consent of instructor. Elective Pass/Fail.

420-3 The History of American Growth in the 20th Century. An analytical survey of American growth in the present century. Concentrates on problems associated with the United States' role as a world economic power and changes in economic institutions engendered by rapid technological change and the need to cope with such problems as income distribution, equity, the growing public sector, inflation, unemployment, and others. Prerequisite: 340 or 341 or consent of instructor. Elective Pass/Fail.

425-4 Economics in Geography and Planning. (Same as Geography 422.) Concepts,

symbols, language, theory, elementary mathematics of economics and geography. Individual's preferences, production functions, the firm, markets, optimality, externalities, and welfare economics. Elementary mathematics of time and intertemporal criteria. Prerequisite: Geography 300 or consent of instructor. Elective Pass/Fail.

429-3 International Trade and Finance. Analysis of the pattern and volume of world trade and capital flows; effects of trade and payments on the domestic economy; problems and methods of adjusting to change in the balance of payments. Prerequisite: 340 and 341 or consent of instructor. Elective Pass/Fail.

431-3 Public Finance II. State and local. Analysis of the economic effects, problems, and alternative solutions concerning state and local government expenditures, revenues, and debt. Prerequisite: 330 or 340 or 341 or consent of instructor. Elective Pass/Fail.

436-3 Government and Labor. (Same as Political Science 428.) Influence of government and law on collective bargaining, on the internal operation of unions and on job discrimination in the public and private sectors. Prerequisite: GSB 211 and 212 or equivalents or consent of instructor. Elective Pass/Fail.

440-3 Price, Output, and Allocation Theories. A systematic survey of theories of product prices, wage rates, rates of production and resource utilization under conditions of competition, monopolistic competition, oligopoly, and monopoly markets. Emphasis is on developing analytical tools useful in the social sciences. Not open to students who have had Economics 340. Prerequisite: 215 or consent of instructor. Elective Pass/Fail.

441-3 Contemporary Macroeconomic Theory. An examination of the causes of inflation, unemployment, and fluctuations in aggregate economic activity factors affecting consumption and investment, and the sources of economic growth. Emphasis is on understanding contemporary United States macroeconomic problems and the options for fiscal, monetary, and incomes policies facing the United States government. Not open to students who have had 341. Prerequisite: 214 or consent of instructor. Elective Pass/Fail.

442-3 Monopoly and Competition in the Industrial State. A survey of economic theories and empirical studies on the nature and consequences of business rivalry in imperfectly competitive markets. Prerequisite: 340 or 440 or consent of instructor. Elective Pass/Fail.

443-3 Honors Seminar in Economics. Application of the tools of economic analysis to the study of contemporary social problems. Enrollment limited to economics majors who have a minimum cumulative grade point average of 3.0 or higher in all prior economics courses. Economics graduate students are not permitted to enroll in this course. Prerequisite: 340 and 341.

450-3 History of Economic Thought. An analytical study of the development of economic ideas, with special reference to historical and societal context, central thrust, and impact. Such benchmark figures as Smith, Marx, Marshall, Veblen, and Keynes are highlighted and major schools of economic thought are identified. Prerequisite: 214 and 215; or GSB 211; or consent of instructor. Elective Pass/Fail.

465-3 Mathematical Economics I. A systematic survey of mathematical economics. Application of basic mathematical tools to economic analysis, and a restatement of economic theory in mathematical terms. Prerequisite: 340 or 440, and Mathematics 117 or 140, or consent of instructor. Elective Pass/Fail.

467-3 Introduction to Econometrics. Introduction to the use of statistical inference and distribution theory for measuring and testing economic theory. Emphasis placed on the linear model, least squares estimation, hypothesis testing, and the underlying assumptions. Prerequisite: 308 or consent of instructor. Elective Pass/Fail.

471-3 Land Resource Economics. (See *Agribusiness Economics* 440.) Elective Pass/Fail.

479-3 Problems in Business and Economics. (Same as *Administrative Sciences* 479.) Application of economic theory and tools of analysis to practical business problems. Cost and demand functions, and forecasting are analyzed from a policy standpoint. Prerequisite: 215; 308 or *Administrative Sciences* 208; *Marketing* 304. Elective Pass/Fail.

481-3 Comparative Economic Systems. Capitalism, socialism, communism, and other forms of social organization are examined from a theoretical point of view. Economic and social theories from Adam Smith and Karl Marx to Milton Friedman and Paul Sweezy will be examined. Prerequisite: 340 or 440 or consent of instructor. Elective Pass/Fail.

490-3 Workshop in Economic Education. Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials. Elective Pass/Fail.

500-3 to 24 (3 per topic) Economics Seminar. A study of a common, general topic in the field of economics with individual reports on special topics. Prerequisite: consent of instructor.

501-1 to 21 Economics Readings. Readings from books and periodicals in economics. Master's degree students limited to a total of six hours. Prerequisite: consent of instructor and chairperson.

502-1 to 4 Readings in Resource Economics. (See *Forestry* 590.)

507-1 to 4 (1, 1, 1, 1) Practicum in Undergraduate Teaching. Emphasizes teaching methods, source materials, and pre-

paration of classroom materials. All teaching assistants must enroll. One hour of credit per semester. Graded *S/U* only.

510-2 Research in Economics: Design, Methodology, and Presentation. Systematic approach to economic research. Includes research planning and design, exploration of the various sources of data, and most frequently used methodology. The last part of the course is concentrated on techniques for communicating the results of research. Prerequisite: consent of instructor.

512-3 Seminar in Labor Institutions. Multi-disciplinary approach to collective bargaining in the private and public sectors, considering industrial relations theory, and the economic effects of collective bargaining. Readings and cases. Prerequisite: 310 or equivalent or consent of instructor.

517-3 Monetary Theory and Policy. A survey of contemporary monetary theory and related policy issues. Prerequisite: 541 or consent of instructor.

518-3 Monetary Theory and Policy II. Contemporary topics in monetary theory and policy, including analysis of the roles of money in inflation and economic growth, and an appraisal of the conduct and impact of monetary policy. Prerequisite: 517 or consent of instructor.

520-6 (3, 3) Economic Development Theory and Policy. (a) Classical, neoclassical, and modern contributions to the theory of development; theories of underdevelopment. (b) Basic approaches to economic development; *laissez-faire*; balanced growth; unbalanced growth, role of government; methods of planning; and foreign aid. Must be taken in a, b, sequence. Prerequisite: consent of instructor.

522-3 Microeconomic Foundations of Labor Markets. The approach is theoretical. Topics include the theory of wage and employment determination, labor mobility, labor market imperfections, the special problems of minority group labor, and trade union issues. Prerequisite: 538 or 540b or consent of instructor.

525-4 Seminar in Economics in Geography and Planning. (Same as *Geography* 522.) Public expenditure criteria based on free-market allocation, public, private, and merit goods and services, and related planning; expenditure criteria based on comprehensive plans; expenditure criteria and planning in the absence of general optimality; multiple objectives, measurement of benefits and costs, shadow prices, choice of techniques in planning; consideration of uncertainty. Critical evaluations of applied work and models of development projects and programs by students. Prerequisite: 422 or consent of instructor.

530-3 Foreign Trade. Emphasis on the advanced theory of international trade, survey of significant literature in international theory. Study of more advanced tools of analysis. Prerequisite: 340 or 440 or consent of instructor.

531-3 International Finance. Application

of theory to current international economic developments. Empirical studies. Prerequisite: 329 or consent of instructor.

532-3 Economics of Human Resources. The study of institutions and policies designed to solve manpower problems. Emphasizes such topical areas as unemployment, underemployment, manpower training and development, labor market behavior, vocational education, labor problems of the handicapped, the aged, women, and minority groups, health economics, economics of education and poverty. Prerequisite: consent of instructor.

533-3 Public Finance Theory and Practice. Historical development of public finance theories with analysis of their policy implications. Prerequisite: 330 or consent of instructor.

534-3 Economics of Taxation. This course examines from a theoretical and applied point-of-view, various economic aspects of taxation. Other government revenue sources may also be analyzed such as inter-governmental grants and debt. Emphasis is on application of microeconomic theory to problems in taxation. Usual topics include: equity in taxation, shifting and incidence of taxes, excess burden of taxes, other economic effects of taxes, tax reform, debt. Prerequisite: 330 and 340 or 440 or consent of instructor.

540A-3 Microeconomic Theory I. Taken in A,B,C sequence with consent of instructor. Prerequisite: 340 or 440 or consent of instructor.

540B-3 Microeconomic Theory II. Taken in A,B,C sequence with consent of instructor. Prerequisite: 340 or 440 or consent of instructor.

540C-3 Microeconomic Theory III. Taken in A,B,C sequence with consent of instructor. Prerequisite: 340 or 440 or consent of instructor.

541-6 (3, 3) Macroeconomic Theory I and II. Taken in a, b sequence except with consent of instructor. Prerequisite: 341 or 441 or consent of instructor.

545-3 Energy Economics. A survey of theoretical and institutional aspects of energy production, distribution, consumption, and regulation. Topics covered include cartel theory, history of energy use, theory of resource exhaustion, models of energy demand and supply, past and current policy issues, and environmental protection. Prerequisite: 467 and 440, or consent of instructor.

546-3 Workshop in Energy Economics. A research seminar on topics related to energy production, distribution, consumption, and regulation. Meetings will be divided among presentations of research of (a) faculty, (b) students, and (c) outside speakers, offered every semester. Maximum of three hours toward master's degree in economics. Prerequisite: 545.

552-3 Seminar in Economic Thought. An exploration of the basic philosophic assumptions which underlie the various types of economic thought with special emphasis upon the historical development of the premises of modern day economic theories. Prerequisite: 450a or b or consent of instructor.

555-3 Seminar in Economic History. An examination of the structural economic changes in various economies throughout the world. Prerequisite: consent of instructor.

562-3 Seminar in Economic Systems. A final, theoretically-oriented examination of economic systems. Includes recent theoretical models; contemporary changes in major economic systems; the emergence of mixed systems. Relates economic, social, and political systems and evaluates attempts to place economic systems within the context of general systems theory. Prerequisite: 481 or consent of instructor.

565-3 Applied Econometric Analysis. Applications of statistical tools to specific economic problems. Numerous examples will be examined in order to achieve this goal. Emphasis will be given to model misspecification, non-classical estimation techniques, data analysis, and simultaneous equations. Prerequisite: 467 or consent of instructor.

566-3 Mathematical Economics II. Linear economic models. Linear programming. Input-output analysis and general equilibrium models. Prerequisite: 340 or 440 or 465 or consent of instructor.

567-6 (3, 3) Econometrics I and II. (a) Linear regression analysis as applied to single equation economic models. Problems of least squares, maximum likelihood, and Bayesian estimation techniques in stochastic economic models. **(b)** Elements of asymptotic distribution theory and estimation techniques in multiple equation economic models. Take in a, b sequence except with consent of instructor. Prerequisite: 565, or Mathematics 483, or consent of instructor.

570-3 Seminar in Contemporary Microeconomic Theory. An investigation of recent developments and current controversies in economic theory with emphasis on microeconomic problems. Prerequisite: 540b.

571-3 Seminar in Contemporary Macroeconomic Theory. An investigation of recent developments and current controversies in economic theory with emphasis on macroeconomic problems. Prerequisite: 541b or consent of instructor.

583-3 Methodological Foundations of Economics. A systematic analysis of the nature, philosophical content, premises, scope, boundaries, and characteristic methods of economics. The history of economic thought is drawn upon, but major focus is upon the contemporary state of the discipline as well as upon apparent methodological trends. Prerequisite: 340 or 440, and 341, or 441, or consent of instructor.

585-3 Seminar in Social Economy. Interrelations between economic institutions and processes within the larger societal context. Applicable economic, political, and social theory, as well as empirical studies brought to bear. Prerequisite: 340 or 440 or consent of instructor.

590-1 to 8 (1 per semester) Seminar in Contemporary Economics. Presentation

and discussion of current research in economics. One hour credit per semester. Graded *S/U* only.

599-1 to 6 Thesis. Minimum of four hours to be counted toward a master's degree. Graded *S/U* only.

600-1 to 36 (1 to 16 per semester) Doctoral Dissertation. Hours and credit to be arranged by director of graduate studies. Graded *S/U* only.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Education

400-4 Student Teaching. A requirement in the undergraduate professional education sequence, 400 represents preliminary student teaching experiences necessary for certification entitlement. Enrollment in this course must be arranged through the Office of Professional Education Experiences. For undergraduate credit only. Students majoring in special education and seeking entitlement to more than one teaching certificate in the State of Illinois may in certain instances be allowed credit for up to 8 semester hours of Education 400. Such increase in hours shall be contingent on the student enrolling in 4 hours of Education 400 in each of the two semesters, and shall require the written permission of the coordinator of professional education experiences. Prerequisite: admission to the Teacher Education Program, acceptance for student teaching, and concurrent enrollment in 350 and 401.

401-8 Student Teaching. A requirement in the undergraduate Professional Education Sequence, 401 concludes the student teaching experience necessary for certification entitlement. Enrollment in this course must be arranged through the Office of Professional Education Experiences. For undergraduate credit only. Prerequisite: admission to the Teacher Education Program, acceptance for student teaching, and concurrent enrollment in 350 and 400.

450-1 to 10 Experimental Education. Offered for purposes of testing new and experimental courses and series of courses within the College of Education. Prerequisite: consent of instructor.

550-1 to 10 Experimental Education. Offered for purposes of testing new and experimental courses and series of courses within the College of Education. Prerequisite: consent of instructor.

590-4 Doctoral Seminar in Cultural

Foundations of Education. This seminar is one of two courses required for all students pursuing a doctoral program in the College of Education. The primary objectives are to aid in the development of the doctoral student's own nature and reflective theory of education; to help students pursue their scholarly activities in relation to the whole field of education; and to make the student aware of the resources of scholarship in other disciplines which might be said to be foundational to education. Prerequisite: admission to the Ph.D. program in education.

591-4 Doctoral Seminar in Behavioral Foundations of Education. This seminar is one of two courses required for all students pursuing a doctoral program in the College of Education. The primary objectives are to aid the student in describing the attitudes, assumptions, and practices which underlie empirical inquiry; to help the student to recognize the strengths and weaknesses of the various types of research in terms of methodology employed; and to aid the student in identifying and refining a research question and constructing a research design appropriate to answer the research question. Prerequisite: admission to the Ph.D. program in education.

Educational Leadership

421-3 The Law, The Teacher, and The Student. Legislative and case law including civil rights and responsibilities for the teacher and for the student.

430-3 History of Education in the United States. An historical study of the problems of American education.

432-3 Education and Social Forces. A study of the social forces that shape educational policies in the United States.

454-3 Contrasting Philosophies of Education. An examination of current educational problems and trends in the light of contrasting philosophies of education.

455-3 Introduction to Adult and Continuing Education. Introduces the multifaceted areas of adult and continuing education in traditional and non-traditional settings by reviewing and studying philosophies, directions, program efforts, and activities associated with them.

465-3 Organization and Administration of Adult and Community Education Programs. Review of methods and procedures for working with various types of adult programs and populations, for administering adult curricula programs and staff, for using area and state social services, and for program funding are the primary emphases of this course.

475-3 Administration of Staff Development Programs in Adult and Continuing Education. Review and examination of the needs, problems, administrative requirement, and alternatives available for staff develop-

ment in adult and continuing education. Emphasis will be placed on needs assessments, planning, and designing inservice or staff development programs to meet institutional needs and individual professional needs.

485-9 (3, 3, 3) Workshop in Adult and Continuing Education. The foci for these workshops are to provide quality educational experiences for students and practitioners in the field of adult and continuing education in three major areas: (a) the adult learner, (b) improvement of instruction and programs in adult education, and (c) evaluation in adult education.

500-3 Educational Research Methods. Introduction to educational research with practical training in research writing and evaluation techniques in education. Previous or concurrent enrollment in measurement and/or statistics recommended.

501-3 Educational Administration: Tasks and Processes. An examination of the administrative tasks and processes dealing with interaction within the school organization and between the organization and its environment. Components will be viewed for their essential interrelatedness as well as their unique aspects. Emphasis will be placed upon the processes by which change is brought about in dealing with decision making, programming, communication, motivating, controlling, and evaluating.

503-3 Educational Administration: Introduction to Theory. Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences.

505-2 Organization and Administration of the Middle and Junior High School. Focuses on the problems and processes of the administration and organization of the middle school or the junior high school.

507-3 Secondary School Principalship. Deals with problems met specifically by the high school principal. Emphasizes the principal's role in relation to guidance, curriculum, schedule-making, extra-curricular activities, public relations, budgeting of time, etc.

509-3 School-Community Relations and Development. Practical and theoretical aspects of public relations as applied in general and as applied specifically to educational institutions and efforts. Involved are the practical and theoretical considerations of educational institutions assisting in the further development of the community or communities in which they find themselves.

510-3 Foundations of Adult Education. This course reviews the socio-cultural, historical, psychological, economic, and philosophical considerations found in the broad

field of adult and continuing education and which serves as a foundation for instructional and curriculum development work in the field.

511-3 Organization and Administration of Curriculum. The organization and administration of the curriculum including the elements and sub-elements comprising a curriculum are the primary focus. Emphasis placed on a rationale, including the socio-cultural and psycho-philosophical factors, political forces and factors, goals, instructional activities, and evaluation. This course has general application to both elementary and secondary curriculum organization.

513-3 Supervision of Instruction. The function of the principal and/or supervisor in the improvement of instruction and in curriculum development. Activities, methods, and devices for improving the effectiveness of instruction stressed. Prerequisite: 511 or consent of instructor.

515-1 to 12 Current Issues in Educational Administration. An examination of current issues that affect the various administrative levels in educational systems. The issue selected receives intensive treatment and review.

517-3 The Legal Framework of Education. A study of administrative, judicial, statutory, and constitutional laws which have application in American public schools.

519-3 Illinois School Law. A study of administrative, judicial, statutory, and constitutional laws which have application in the Illinois public schools.

521-3 School Facilities. A study of the basic techniques and methods of planning new facilities and evaluating existing facilities. Major emphasis is placed on the preparation of the facility master plan and educational specifications. Other related topics to be studied include site selection and development, furniture and equipment, maintenance and operation, pupil transportation, and the finance of capital outlay programs.

523-3 Systems Analysis: An Application to Education. The application of methods which facilitate the planning, evaluation, and decision making processes as they relate to accountability, cost analysis efficiency, and effectiveness. Emphasis is placed upon understanding the "systems concept", planning and controlling within a system, system cost analysis, and managing a system.

525-3 School Finance Theory. A study of the principles and issues of public school finance. Basic theory, revenue systems, expenditures for public and non-public education, state foundation programs, federal aid programs, and local finance issues are studied in both the theory and contemporary settings. Specific emphasis is given to the Illinois public school financial support program in comparison to alternative formulas and methods as practiced in selected states.

527-3 School Business Administration. A study of the principles and practices governing management of business affairs of a public

school system. Included are such topics as revenues, expenditures, accounting, auditing, reporting, and applications of electronic data processing as a management tool. Practical experience is given in using the Illinois financial accounting manual as well as other managerial procedures. Detailed study is made of the role of the school business administrator in the local school district.

529-3 Supervision of Personnel: Problems. Supervision of personnel problems and tasks as they relate to educational organization and goals. Emphasis is given to an analysis of supervision of personnel problems arising from changing developments in organization.

530-3 Historical Research in Education. Seminar designed to explore the literature, methods, and possibilities of historical research in education.

531-3 School Boards and Policies. Focuses on superintendent-school board relationships. It investigates the administrative team's role and functions as they relate to leadership in educational policy making.

533-3 Elementary School Principalship. A critical study of research and writing with implications for the elementary principalship. Designed to meet many of the particular needs of persons interested in becoming elementary principals. Other persons such as teachers, superintendents, and staff personnel will gain insight into problems and responsibilities of the elementary principal's role.

539-3 Evaluation and Accreditation in Schools. Developed to familiarize pre- and in-service teachers and administrators with the purpose, processes, roles, and instrumentation utilized by regional and state accreditation agencies. It is designed to prepare professional educators to implement both evaluator-evaluator roles in the systematic process of accreditation and educational improvement at the local school level. It may be delivered on campus through simulated activities or on site in conjunction with real school evaluations. Prerequisite: consent of instructor.

541-3 Personnel Evaluation. Directed toward the development of personnel evaluation systems for educational institutions. It will encompass both certificated and non-certificated personnel and examine a variety of methods/means approaches. The legal ramifications of evaluation and the use of evaluative data will be discussed in light of current federal and state laws and court decisions with respect to teacher tenure, due process, and other principles.

551-3 Educational Leadership: Politics of Education. An examination of the political setting of educational administration selected leadership practices, and a general study of leadership theory. This course is open to students in approved sixth-year and doctoral programs only. In addition to educational leadership related to the politics of education, emphasis is given to innovative and contemporary practices of school administration.

552-3 Seminar in Comparative Educa-

tion. A general introduction to comparative and international education. Comparison of educational ideas and practices of various countries in major regions of the world.

553-3 Educational Leadership: Systems and Accountability. An in-depth study and examination of the methods of determining accountability in education. An examination of educational organizations as complex systems will be made in conjunction with the application of specific administrative techniques applied to practical educational problems. Cost, time, and demand functions will be analyzed from an efficiency and effectiveness standpoint. Open to approved sixth-year and doctoral students. Prerequisite: 551.

554-3 Seminar in Philosophy of Education. An interpretation of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from the leading philosophical writings are used. Prerequisite: consent of instructor.

555-3 Advanced Educational Administration Theory. An advanced seminar devoted to the study of classical and modern theories concerning the administration of complex organizations. Particular emphasis is placed on organizations as social units that pursue specific goals which they are structured to serve. The major areas of study are organizational goals, organizational structure, and organizations and their social environment. Prerequisite: 503 or equivalent.

556-3 Seminar in History of European Education. A survey and interpretation of education in Europe from the Greek era to the present. Stresses the relationship of European to American education.

558-3 to 9 (3, 3, 3) Advanced Seminar in Comparative Education. A study of foreign educational systems in historical, cultural, political, and world perspective. Areas of the world or specific countries are indicated by the following letters: (e) England, (m) Mexico, (s) Soviet Union.

559-3 Interdisciplinary Seminar in Educational Administration I. Seminar designed to assist specialist and doctoral students in understanding cognitive disciplines which relate directly to administrative competence. It is part of a two-part sequence which treats topics in political science, sociology, and communicative skills.

560-3 Education and Culture. A study of the concept of culture and its relation to the process of education.

561-3 Interdisciplinary Seminar in Educational Administration II. Seminar designed to assist specialist and doctoral students in understanding cognitive disciplines that relate to administrative competence. It covers areas in economics, anthropology, history, philosophy, etc.

562-3 Education and the American Way of Life. An exploration of the themes that have shaped life in the United States and the relation of these themes to education.

564-3 Education and the Challenges of the Twentieth Century. An exploration of major movements in the contemporary world in terms of their importance for American education.

565-3 Continuing Education and Extension Services. An in-depth examination of extension services and continuing education programs and delivery systems associated with post-secondary institutions, industrial and commercial organizations, professional associations, and governmental agencies will be made. Course emphasis is given to such learning programs as conferences, credit courses, non-credit courses, learning referral services, non-traditional degree programs, and social service activities. Prerequisite: consent of instructor.

575-3 Seminar in Adult and Continuing Education. A content and research course focusing on selected topics in the area of adult and continuing education. Topics vary depending upon needs of students and competencies of staff. Prerequisite: consent of instructor.

588-3 to 9 General Graduate Seminar. Selected topics or problems in cultural foundations of education. Prerequisite: advanced standing and consent of instructor.

590-1 to 6 Readings. Advanced reading in one of the following areas: (a) administration, (b) buildings, (c) supervision of curriculum, (d) finance, (e) school law, (f) supervision, (g) comparative education, (h) history of education, (i) philosophy of education, (j) sociology of education, (k) adult and community education. Prerequisite: consent of instructor.

593-1 to 3 per topic Individual Research. Maximum of six hours toward master's degree. Selection, investigation, and writing of a research assignment under the personal supervision of a graduate faculty member in one of the following areas: (a) administration, (b) buildings, (c) supervision of curriculum, (d) finance, (e) school law, (f) supervision, (g) comparative education, (h) history of education, (i) philosophy of education, (j) sociology of education, (k) adult and community education. Prerequisite: consent of instructor.

595-1 to 8 Internships. Theory and practice in educational administration in cooperation with a work experience in an educational setting. (a) Educational administration, and (b) adult and continuing education. consent of student's adviser or committee and chairperson.

596-1 to 6 Independent Investigation. Field study required of each student working for the sixth year specialist degree.

597-1 to 8 Externship. Externship conducted at home institution of Fellows in the federally funded program "Developing Leaders in Developing Institutions." The student, cooperating with the program director and president of the home institution, identifies a major problem at the home institution which becomes a focus of the student's dissertation. (a) Educational administration, and (b) adult and continuing education.

599-1 to 6 Thesis.

600-1 to 36 (1 to 16 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Engineering

Safety glasses, a hand-held scientific calculator, and textbooks are required of all electrical sciences and systems engineering students.

443-4 Engineering Design. Projects of an engineering systems design nature. Students select a problem, define and design the various subsystems, define subsystem interface requirements, integrate the subsystems into the final design, and document the design effort. Laboratory. Not for graduate credit in engineering. Prerequisite: senior standing in engineering.

455-3 Engineering Geology. (See Geology 455.)

Electrical Sciences and Systems Engineering

Graduate work in the Department of Electrical Sciences and Systems Engineering is offered toward a concentration for the Master of Science degree in engineering. Safety glasses are required for some of the courses in this department. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

421-2 Digital Computers in Applied Physical Research. Computational techniques for matrix inversion, solution of linear equations, and characteristic roots and vectors. Least squares analysis, curve-fitting, and regression. Numerical quadrature. Solution of nonlinear equations. Solution of regular differential equations and boundary-value problems. Generation of approximate solutions. Monte Carlo techniques. Engineering and other physical examples are used as the primary teaching vehicle. Prerequisite: Engineering 222 and Mathematics 305. Elective Pass/Fail.

426-4 Microcomputer Systems. Application and makeup of microcomputer systems. Microprocessor programming and applica-

tions with various interface devices including input/output ports, analog-to-digital and digital-to-analog converters. Lecture, laboratory, and design project. Prerequisite: Engineering 222, 225, and 345 or consent of instructor.

427-3 Digital Systems Design I. Advanced concepts in combinational and sequential circuit design including system design procedures and register transfer languages. Prerequisite: Engineering 222, 225, and 345 or consent of instructor.

446-4 Electronic Circuit Design. Design techniques for a wide range of electronic circuits. Device and circuit modeling. Computer aided circuit design. Consideration of audio, video, and tuned amplifiers; feedback; oscillators; digital circuits. Design project. Lecture and laboratory. Prerequisite: 455 or concurrent enrollment; Engineering 345.

447-3 Applications of Electronic Devices. Physical mechanisms governing the operation of a wide variety of semiconductor devices. Applications of specific devices are used to illustrate performance characteristics and the relation between device design parameters and terminal properties. Prerequisite: Engineering 222, 312, and 345.

455-3 Linear Systems. Fundamental techniques in analysis of linear systems. Transient analysis of linear electrical networks and analogous systems by classical, Laplace-transform, and computer techniques. Feedback, frequency response, and state variables. Prerequisite: Engineering 335 and Mathematics 305.

456-3 Control Theory. Fundamentals and techniques for analysis and design of systems with feedback. Signal flow graphs. S-plane analysis. Frequency-domain analysis. Root locus. Stability conditions. Compensation techniques. Prerequisite: 455.

457-3 Systems Theory. In-depth study of system such as interaction, anticipation, feedback, feedforward, stability, and memory. Methods which maintain flexibility and generality in dealing with all types of engineering systems. Prerequisite: Mathematics 305 or consent of instructor.

458-3 Communications Theory. Basic information theory. Fourier series and transform. Sampling theory. Amplitude modulation, frequency modulation, and pulse modulation. Signal-to-noise ratio. Statistical methods. Prerequisite: 455.

461-4 Bio-electricity and Biomedical Instrumentation. Interdisciplinary course primarily for life-science students. Electromagnetics relative to living systems. Circuit analysis. Functional electronics. Electric safety. Specific clinical and research instrumentation. Lecture and laboratory.

465-3 Instrumentation. Theory and practice related to measurement systems for research and industry. Instrument characteristics. Techniques in analog and digital instrumentation. Transducers. Signal conditioners. Output and display systems. Statistics of measurement.

Design project. Lecture and laboratory. Prerequisite: Engineering 345.

476-3 Electromagnetic Fields I. Electric and magnetic fields using vector analysis. Evolution of Maxwell's equations through the laws of Coulomb, Gauss, Ampere, and Faraday. Concepts of energy and potential. Poisson and Laplace fields. Wave equation and plane waves. Transmission lines. Prerequisite: Mathematics 305.

477-3 Electromagnetic Fields II and Microwaves. Application of Maxwell's equations and the laws of electromagnetics to boundary-value problems, microwave devices, guiding structures, and radiating structures. Poynting's theorem and energy relationships. Lecture and laboratory. Prerequisite: 476.

486-3 Electric Energy Sources. Principles and utilization of nuclear, solar, and fossil-fuel generators. Direct energy converters including thermionic, thermoelectric, and photovoltaic. Prerequisite: Engineering 385 or consent of instructor.

487-4 Power Systems Analysis I. Introduction to analysis of electric power systems. Modeling of power system components. Power system configuration. Control of power and frequency. Control of voltage and reactive power. Load-flow analysis. Introduction to symmetrical components. Prerequisite: Engineering 385.

488-3 Power Systems Engineering. Network analysis applied to power systems; load-flow concept; economic operation of power systems; stability. Prerequisite: 487.

492-1 to 5 Special Problems in Engineering. Topics and problems selected either by student or instructor. Prerequisite: senior standing and consent of instructor.

527-3 Digital Systems Design II. State-of-the-art digital design and switching theory topics. Prerequisite: 427.

536-3 Network Synthesis. Introduction to modern network synthesis. Driving point and transfer functions. Positive, real functions, Foster networks, and Cauer networks. Active network elements. Synthesis using active elements. Prerequisite: 445 or consent of instructor.

547-3 Solid-State Theory of Electronic Materials. Electronic properties of materials and their application to practical devices. Quantum and statistical mechanics. Semiconductor principles and devices. Thermoelectric phenomena. Magnetic materials. Quantum electronics and lasers. Prerequisite: consent of instructor.

556-3 Modern Control Theory. Introduction to topics in modern control theory. State variables. Concepts of controllability and observability. Stability theory. Nonlinear control. Sampled-data control theory. Signal-modulated systems. Optimal control. Prerequisite: 456 or consent of instructor.

557-6 (3, 3) Complex Systems. Theory, techniques, and philosophy of analyzing and designing complex engineering systems.

Methods which maintain generality in dealing with complex combinations of diverse subsystems such as electrical, mechanical, chemical, transport, and biological. Prerequisite: 457 or consent of instructor.

577-4 Electromagnetic Fields III. Application of Maxwell's equations and the laws of electromagnetics to more advanced boundary-value problems, circuits, propagation and reflection, guiding structures, and antennas. Prerequisite: 477 or consent of instructor.

580-1 to 4 Seminar. Collective and individual study of selected issues and problems relating to various engineering areas.

586-3 Power Systems Analysis II. Techniques for solving power system problems. Network reduction. Load-flow, short-circuit, and transient-stability studies. Utilization of digital and analog computers. Prerequisite: 487.

592-1 to 5 Special Investigations in Engineering. Advanced engineering topics or problems. Prerequisite: graduate standing and consent of instructor.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Engineering Mechanics and Materials

Graduate work in the Department of Engineering Mechanics and Materials is offered toward a concentration for the Master of Science degree in engineering. Safety glasses are required for some of the courses in this department. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

409-3 Hydrology and Hydraulic Engineering Design. Study of the hydrologic cycle. Streamflow analysis. Unit hydrograph. Matrix methods; synthetic methods. Frequency analysis; multivariate distributions. Hydrologic and hydraulic routings. Groundwater hydrology. Application of hydrology to the design of various hydraulic structures; small dams, spillways, drainage systems. Prerequisite: Engineering 313 or equivalent or consent of instructor. Elective Pass/Fail.

413-3 Fluid Systems Design. Two to three week projects involving the identification, modeling, analysis, and design of fluid-engineering systems. Prerequisite: Engineering 313.

414-3 Intermediate Fluid Mechanics. A development of the governing equations of motion including the continuity, Navier-Stokes, and energy equations. Application of these equations to potential, viscous, and compressible flows. Isentropic flow of a perfect gas. Normal and oblique shock waves, Prandtl-Meyer flow. Prerequisite: Engineering 313 or equivalent.

419-3 Soil Mechanics and Foundation Engineering Design. Study of soil behavior and its application in foundation engineering. Laboratory. Soil-water systems and interactive forces; stress-strain characteristics; effective stress concept; drained and undrained conditions for saturated soils; theory of consolidation. Design of retaining walls, earth dams, shallow and deep foundations. Prerequisite: Engineering 311; 313; or consent of instructor.

440-3 Structures. An introduction to structural engineering. The design procedure. Loads. Types of structures. Structural materials, safety. Social and environmental considerations. Analysis of structures. Influence lines. Deflections. Slope deflection. Moment distribution. Matrix methods. Prerequisite: Engineering 311 or consent of instructor.

441-3 Vibration in the Design of Machines and Structures. Theory: review of second order ordinary linear differential equations. Matrices and determinants. Phasor and trigonometric solutions, Duhamel integrals, Fourier Series. Applications: motor and equipment mounts, deflection of rotating shafts, resonance, dynamic balancing, vibration absorbers, vibrometer and accelerometer design, analysis of accelerometer and vibrometer data, seismic loads on buildings, vehicle suspensions, vibration of geared systems, vibration linkages. Prerequisite: Engineering 260b and Mathematics 305.

442-3 Structural Steel Design. An introduction to structural steel design with emphasis on buildings. Composite design. Plate girders. Rigid frames. Prerequisite: 440 or consent of instructor.

444-3 Reinforced Concrete Design. Behavior and strength design of reinforced concrete beams, slabs, compression members, and footings. Prerequisite: 440 or consent of instructor.

447-2 Intermediate Mechanics of Materials and Structures. Shear center for beams. Unsymmetrical bending. Flexure of curved members. Contact stresses. Energy methods. Inelasticity in one dimension. Buckling formulas. Prerequisite: Engineering 311.

448-3 Experimental Stress Analysis. Development of theoretical equations of stress and strain and their transformations. Equations of equilibrium; compatibility equations; stress functions; applications of these equations in stress measurements; study of optical, mechanical, and electrical strain gauges; brittle coating; Moire' technique; and two-dimensional photoelasticity. Laboratory. Prerequisite: Engineering 311.

449-2 Intermediate Dynamics. Kinematics

and kinetics of plane and three-dimensional motion. The principles of work and energy applied to the motion of rigid bodies. The principle of impulse-momentum applied to variable mass and rigid body systems including gyroscopic motion. Vibrational analysis of single degree of freedom systems. Prerequisite: Engineering 260b.

451-3 Numerical Methods in Mechanics. An introduction to the available numerical methods and techniques which are employed to solve engineering problems with special emphasis devoted to areas of mechanics involving stress analysis, vibrations, fluid flows, mechanisms, and structures. Prerequisite: Engineering 222, 311, 313 or consent of instructor.

458-2 Photoelasticity. Optics related to photoelasticity; theory of photoelasticity; photoelastic materials; analysis techniques; two-dimensional and three-dimensional photoelasticity; birefringent coatings; scattered light photoelasticity; application of photoelastic methods. Laboratory. Prerequisite: Engineering 311.

462-3 Matrix Methods of Structural Analysis. Flexibility methods and stiffness method applied to framed structures. Introduction to finite elements. Prerequisite: 440 and Engineering 222 or consent of instructor.

464-2 Physical Metallurgy and Ceramics. Structure/composition determination for bulk and surfaces. Thermodynamics of solutions. Phase transformations. Structure and properties of aggregate and composite materials. Corrosion. Dislocation theory. Plastic flow. Fracture. Failure analysis. Prerequisite: Engineering 312.

465-3 Materials Preparation and Processing. Forming and processing of materials. Solidification: single crystal techniques, plane front and dendritic solidification, microsegregation, nonequilibrium structures. Vapor deposition: fractionation, physical vapor deposition, ion plating, sputtering. Thermal processing of solids: homogenization, crystallization, precipitation. Powder preparation, sintering and densification. Deformation processing: rolling, forging, extrusion, drawing, preferred orientation. Prerequisite: 464.

470-3 Engineering Analysis. Methods of solution for basic ordinary differential equations with applications to engineering systems. Basic methods of solution for partial differential equations with emphasis on applications of the Laplace, Poisson, and heat equations to engineering problems. Basic vector field theory; transformation theorems. Simulation techniques applied to engineering systems. Prerequisite: Mathematics 305 or equivalent.

472-3 Materials Selection for Design. Interaction of design parameters and materials selection parameters; comparison of alternative materials, thermomechanical processing, fabrication, joining methods, materials compatibility, and cost analysis. Projects in the selection of materials, processing and fabrication to meet the requirements of a design in the

students' areas of specialization. Prerequisite: Engineering 312.

475-3 Mechanical Systems Design. Working stresses, shafting, springs, belts, other machine elements. Lubrication theory and practice, gears, belt drives, chains. Taught from text, association manuals, manufacturer's handbooks. Prerequisite: Engineering 260b, 311 or equivalent.

492-1 to 4 Special Problems in Engineering. Selected engineering topics or problems in (a) stress analysis, (b) flow analysis, (c) structural engineering, (d) computational mechanics, (e) materials engineering and (f) dynamics. Four hours maximum course credit. Prerequisite: consent of instructor.

504-3 X-Ray Diffraction and the Solid State. (Same as Physics 571.) X-ray diffraction by atoms, molecules and crystals, Fourier transforms, convolution, electron density, and Patterson functions. Single crystal methods. Temperature diffuse scattering; determination of elastic constants, dispersion effects, and vibration spectra. X-ray scattering by non-crystalline forms of matter. X-ray powder methods; determination of precise lattice constants, thermal expansion, strain, quantitative analysis of mixtures. X-ray studies of order-disorder. Diffraction by imperfect crystals. Applications to atomic diffusion measurements. Prerequisite: 464 or consent of instructor.

505-3 Physical Properties of Crystalline Materials. Thermal expansion, compressibility, and magnetic and electrical properties in relation to crystal structure. Influence of temperature. Piezoelectricity and pyromagnetism. Ferroelectricity and ferroelectrics. Antiferroelectrics. Ferromagnetic crystals, antiferromagnetics. Domain structures. Phase transitions. Ionic polarizabilities. Influence of temperature. Influence of structure in crystal optics. Molecular refractivity. Structural theory of optical activity. Elasticity and crystal structure. Piezoelectricity. Plastic deformation. Slip. Creep. Cleavage. Prerequisite: 464.

506-3 Solidification Processing. Heat flow in solidification. Plane front, cellular, dendritic, eutectic, and spherulitic micromorphologies. Micro and macro segregation. Fluid flow during solidification. Processing and properties of castings. Rapid nonequilibrium solidification techniques. Prerequisite: 464.

510-3 Computational Fluid Dynamics. Advanced topics in the computer solution of complex 2-D and 3-D fluid flows. Consideration of various finite difference formulations in different coordinate systems. Upwind differencing, stability analysis, explicit methods, implicit methods, boundary condition formulation. Introduction to finite element approach. Prerequisite: EMM 414 and EMM 451 or consent of instructor.

512-3 Introduction to Theoretical Elasticity. Tensor analysis in curvilinear coordinates, definitions of stress and strain, equations of elasticity and examples of their application in one and two dimensions. Prerequisite: consent of instructor.

513-3 Mechanics of Viscous Fluids. Theory of laminar viscous flows using the continuum approach. The stress and rate-of-deformation tensors; exact solutions including slow motion and problems of the laminar boundary type. Introduction to hydrodynamic stability. Prerequisite: 414 or consent of instructor.

514-3 Mechanics of Inviscid Fluids. A study of stream functions, the velocity potential, Euler equations, Bernoulli equations, various solutions to Laplace's equation, added masses, Taylor theorem, Blasius and Kármán theorems, two-dimensional irrotational flows, Cauchy-Riemann equations, conformal mapping, vortex flow, thin airfoil theory, and freestreamline flows. Prerequisite: 414 or consent of instructor.

515-2 Wave Motion. Wave motion in strings and bars. Surface waves in liquids and solids. Sound waves, seismic waves. Method of characteristics and Fourier methods. Prerequisite: consent of instructor.

518-3 Introduction to Turbulence. Application of the basic equations of motion to turbulent flow problems. Reynolds equations; turbulence energy equations; description of the structure of turbulence; correlation and spectrum functions, macro, micro, and time scales; phenomenological theories; free shear and wall shear flows. Hot-wire anemometry; Laser Doppler anemometry. Prerequisite: 414 or equivalent or consent of instructor.

520-3 Finite Element Analysis. Theoretical basis for finite elements in engineering mechanics. Derivation of element equations by displacement and variational methods for use in the solution of two- and three-dimensional stress problems; plate bending and shell problems; introduction to dynamic and non-linear analysis, applications to fluid mechanics. Prerequisite: 462 or consent of instructor.

540-2 Elastic Stability. Bending of beam columns under simultaneous action of axial and lateral loads; buckling of compressed bars, frames, rings, and arches; lateral buckling of beams; torsion of I beams; buckling of thin plates. Prerequisite: Mathematics 305 or 407 or consent of instructor.

542-2 Theory of Plates. Analysis of bending and vibration of plates of various shapes; energy method; complex variables methods, linear and non-linear behavior; theory of bending of anisotropic and non-homogeneous plates. Prerequisite: Mathematics 305 or 407 or consent of instructor.

544-3 Advanced Design of Reinforced Concrete. Torsion. Yield-line theory. Columns in biaxial bending. Continuous beams and frames. Arch and shell roofs. Prestressed concrete. Prerequisite: 444 or consent of instructor.

545-3 Inelastic Metal Structures. Rigid-plastic and elastic-plastic behavior, analysis, and design of metal structures including slender members and skeletal frames. Design of multi-story buildings and bridges. Prerequisite: 442 or consent of instructor.

550-3 Advanced Compressible Fluid Flow. Multidimensional compressible flow. Linearized equations of motion. Method of characteristics. Rarefied gas dynamics. Hypersonic flow. Transonic flow. Prerequisite: 414 or equivalent.

561-3 Intermediate Vibrations. Lagrangian equations for several degrees of freedom, methods of finding natural frequencies, matrix methods, applications. Prerequisite: 441 or equivalent.

580-1 to 4 Seminar. Collective and individual study of selected issues and problems relating to various engineering areas. Prerequisite: graduate standing.

592-1 to 4 Special Investigations in Engineering. Advanced engineering topics and/or problems in (a) stress analysis, (b) fluid flow analysis, (c) structural engineering, (d) computational mechanics, (e) materials engineering, and (f) dynamics. Prerequisite: graduate standing and consent of instructor.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Thermal and Environmental Engineering

Graduate work in the Department of Thermal and Environmental Engineering is offered toward a concentration for the Master of Science degree in engineering. Safety glasses are required for some of the courses in this department. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

400-3 Power and Refrigeration Cycles. Use of engineering thermodynamics in analysis of power and refrigeration cycles. Detailed treatment of various gas and vapor power cycles including combined gas and steam cycles. Thermodynamics of combustion. Gas and vapor refrigeration cycles. First and Second Law analysis of turbo-machinery. Prerequisite: Engineering 300.

401-1 Thermal Measurements Laboratory. Study of basic physical measurements used in the thermal sciences. Calibration techniques for temperature sensors. Transient and steady-state error analysis. Thermal and transport property measurements. Prerequisite: Engineering 302.

402-3 Heat Exchange Equipment Design.

Thermal radiation. Radiation with participating media. Combined convection and radiation. Principles of furnace design. Moist air heating and cooling coils. Enthalpy potential. Cooling coil design. Refrigerant evaporators and condensers. Two-phase flow regions. Freon heat exchangers. Heat pipes. Prerequisite: Engineering 222, 300, 302, and 313.

404-4 Optimization of Process Systems. The simulation and optimization of industrial process systems based on the principles of thermodynamics, heat transfer, mass transfer, and fluid mechanics. The analysis and correlation of experimental engineering data, and the use of the correlated data in process simulations. The mathematical modeling of the performance of energy transfer and environmental treatment equipment (pumps, turbines, mass and heat exchangers, etc.) from analytical predictions and experimental results. The application of the principal optimization methods encountered in engineering practice. Computer applications. Prerequisite: Engineering 361, Mathematics 305 and senior standing in engineering.

405-3 Internal Combustion Engines and Gas Turbines. Operation and performance characteristics of Otto, Diesel, Wankel engines, and gas turbines. Methods of engine testing, types of fuels and their characteristics, fuel metering systems, engine combustion analysis as related to engine performance, fuel characteristics and air pollution, exhaust gas analysis, and air pollution control. Prerequisite: 301.

406-3 Thermal Systems Design. Application of the principles of engineering analysis to the design of thermal systems. Consideration of such systems as refrigerators, building air conditioning systems, spacecraft control systems, solar heating systems, and gas liquefying systems. Prerequisite: Engineering 300, 302.

407-3 Solar Heating Design. Characteristics of solar energy. Determining available solar energy. Theory and application of the solar design process. Performance calculations and component design of passive and active heating systems for residences and small building. Prerequisite: Engineering 300 and 302.

408-3 Energy Conversion and Conservation Systems. Energy resources, renewable and nonrenewable, their use and development. Criteria for selecting alternative energy systems. Energy conversion systems for power generation: nuclear fission, nuclear fusion, fossil fuels; geothermal and solar energy. Societal, economic, and environmental constraints on design and utilization of the energy conversion systems. Principles of energy conservation; applications. Emphasis on analysis and engineering design of engineering systems. Prerequisite: Engineering 300.

415-3 Wastewater Treatment. A study of the design equations used in physical, chemical, and biological treatment processes and comparison to design by state standards.

Basics of bacteria and their metabolic processes in the degradation of organic wastes. Treatment and disposal of sludges produced in wastewater treatment. Advanced waste treatment processes; reuse of wastewater. Concurrent enrollment in 417 is recommended for students in thermal and environmental engineering option. Prerequisite: 314.

416-3 Air Pollution Control. Engineering control theory, procedures, equipment, and economics related to particulate and gaseous emissions control. The environmental impact of controlling emissions. Sampling and analysis procedures. Laboratory work includes design, construction, and use of a source sampling system. Safety glasses are required. Concurrent enrollment in 418 is recommended for students in thermal and environmental engineering option. Prerequisite: 314.

417-1 Water Quality Laboratory. Measurements of water quality parameters performed. Use of modern instrumental techniques demonstrated. Safety glasses are required. Prerequisite: 314.

418-1 Air Quality Laboratory. This laboratory consists of design, construction, and use of systems to measure and analyze ambient atmospheric pollution. Safety glasses required. Prerequisite: concurrent enrollment in 416.

419-3 Water Supply and Treatment. Water quality requirements, water sources, water treatment to include coagulation and flocculation, mixing and sedimentation basins, filtration, disinfection processes, and water softening. Consideration of toxic elements in water (sources, problems, and treatments). Prerequisite: 314.

423-3 Waste Heat Management. Energy sources and waste heat produced in their utilization. Management of heated surface water effluents to minimize their ecological impact; chemical, physical, and biological. Methods of waste heat disposal from electric power plants. Selection and design of waste heat disposal system. Prerequisite: 314, Engineering 300 or consent of instructor.

435-3 Heat and Mass Transfer Processes. Review of single phase and two phase heat transfer. Heat exchanger design. Mass transfer principles and processes. Processes involving simultaneous heat and mass transfer. Prerequisite: 302.

492-1 to 5 Special Problems in Engineering. Engineering topics and problems selected by either the instructor or the student with the approval of the instructor. Five hours maximum course credit. Prerequisite: senior standing and consent of instructor.

500-3 Advanced Engineering Thermodynamics. Principles of kinetic theory and classical statistical mechanics applied to thermodynamic systems. Statistical interpretation of the equilibrium state and thermodynamic properties of engineering systems. Introduction to irreversible thermodynamics with engineering examples. Prerequisite: Engineering 300.

501-3 Transport Phenomena. Mechanism of heat, mass, and momentum transport on both molecular and continuum basis. Estimation of transport properties. Generalized transport equations in one- or three-dimensional systems. Analogy of mass, heat, and momentum transfer. Macroscopic balances, simultaneous mass, and heat transfer. Prerequisite: Engineering 302.

502-3 Advanced Heat Transfer. Engineering considerations involved in the construction of mathematical and numerical models and the interpretation of results of analyses of conduction and radiation heat transfer mechanisms. Prerequisite: Engineering 302.

503-3 Convective Heat Transfer. Laminar and turbulent convective heat transfer over surfaces and inside tubes. Heat transfer inside non-circular tubes. Heat transfer in developing flows. Heat transfer at high velocities. Influence of temperature-dependent properties. Prerequisite: Engineering 302.

507-3 Combustion Phenomena. Basic combustion phenomena-chemical rate processes-flame temperature, burning velocity, ignition energy, quenching distance, and inflamability limits-laminar and turbulent flame propagation-aerodynamics of flame-gaseous detonations-two phase combustion phenomena-fluidized bed combustion. Prerequisite: Engineering 300.

510-3 Solid Waste Collection and Disposal. Basic concepts and theory of solid waste collection and disposal systems.

515-3 Advanced Biological Treatment Processes. The biochemical and microbial aspects of converting substrate to bacterial cell mass or products and its use in various phases of industry (both fermentation and wastewater treatment). Design of activated sludge and trickling filter plants from lab data obtained on explicit wastes from both industry and municipalities. Prerequisite: 415.

516-3 Water Resources Management. Water quality factors and control methods. Technical, economic, social, and legal aspects concerned with implementation of various engineered systems for water quality management. Case studies. Prerequisite: 415.

517-3 Industrial Waste Treatment. Theories and methods of treating industrial wastes. Case studies of major industrial waste problems and their solutions. Prerequisite: 415.

520-3 Coal Conversion and Combustion Processes. The major presentday and proposed processes converting coal to other energy forms (gaseous and liquid fuels, coke, steam, electricity, etc.). Coal properties and chemical reaction relationships affecting conversion process paths. Design of coal gasification, liquefaction, combustion, and carbonization reactor systems. Environmental assessment and cost considerations related to coal conversion. Prerequisite: graduate standing or consent of instructor.

525-3 Small Particle Phenomena. Small particle formation, behavior, properties, emis-

sion, collection, analysis, and sampling. Includes atomization, combustion, transport of suspension and sols, filtration, light scattering, and movement patterns of mono and poly-disperse particles and use of a device to measure size, size distribution, and one other physical property of an aerosol. Prerequisite: graduate standing.

531-4 Reaction Engineering and Rate Processes. Chemical kinetics of homogeneous and heterogeneous reactions, kinetic theories, mechanism and mathematical modeling. Reactor design. Design of multiple reactions; temperature and pressure effects. Nonisothermal and nonadiabatic processes. Non-ideal reactors. Prerequisite: 435.

532-3 Separation Processes and Equilibrium Operations. Phase equilibrium, multistage calculations, graphical methods, unsteady-state stagewise operations. Multi-component systems. Rate separation processes. Applications in processing industry. Prerequisite: 435.

580-1 to 4 Seminar. Collective and individual study of issues relating to thermal and environmental engineering. Four hours maximum course credit.

592-1 to 4 Special Investigations in Engineering. Advanced topics in thermal and environmental engineering. Topics are selected by mutual agreement of the student and instructor. Four hours maximum course credit. Prerequisite: consent of instructor and department chairperson.

599-1 to 6 Thesis. Six hours maximum course credit.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Engineering Biophysics

492-1 to 5 (1 per semester) Colloquy in Engineering Biophysics I. Discussion of topics related to engineering biophysics; guest lecturers, field trips. Offered in spring semesters only. Required for undergraduate engineering biophysics majors. Mandatory Pass/Fail.

592-1 to 3 (1 per semester) Colloquy in Engineering Biophysics II. Discussion of topics related to engineering biophysics; guest lecturers, field trips. Offered in spring semesters only. Required for graduate students majoring in engineering biophysics. Graded *S/U* only.

598-1 to 6 Internship in Engineering Biophysics. The fifth year in the engineering

biophysics program emphasizes course in physiology, psychology, and speech pathology and audiology. Those studies provide a basis for the internships in selected hospitals and in laboratories in industry and government. The internship is a requirement for completing the graduate program and might well be accomplished in the summer session of the graduate year.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Engineering Technology

There is no graduate program offered through engineering technology. Four-hundred-level courses in this listing may be taken for graduate credit unless otherwise indicated in the course description.

The student is required to purchase photographs and maps for certain courses, and a suitable slide rule is strongly recommended for most courses. Cost is approximately \$10 to \$25.

403-8 (4,4) Electronics Technology. (a) Fundamental theory and operation of semiconductor diodes and bipolar transistors, incremental models for transistors, biasing, stability, and feedback of single and multistage amplifiers. Parameters and applications of field-effect transistors, opto-electronic devices, thyristors, unijunction transistors, and amorphous semiconductors. Laboratory. (b) Parameters and applications of operational amplifiers, linear integrated circuits, monolithic voltage regulators, and digital integrated circuits. Laboratory. Must be taken in a, b sequence. Prerequisite: 304b.

415-4 Elementary Structural Design. Introduction to structural properties of steel and reinforced concrete. Design of basic steel elements: tension members, beams, columns, and connections. Basic design of reinforced concrete elements: beams, columns, and footings. Use of AISI and ACI codes. Prerequisite: 311 (or concurrent enrollment), 315.

424-6 (3, 3) Power Systems Technology. (a) Fundamentals of basic power plant operation and equipment; e.g., fuels, steam generators, heat exchangers, turbines, pumps, and nuclear reactors. Prerequisite: 313a. (b) A study

of cycles, heat balances, efficiencies, and power plant economics. Student is exposed to the design considerations and trade-offs associated with the total design of power plant. Prerequisite: 313b, 318b, 424a.

426-4 (2, 2) Photogrammetry. (a) Cameras and photography; flight planning; mathematical principles of vertical and tilted aerial photographs, ground control methods; extension of control; stereoscopy and parallax; basic instruments, stereo plotters, and latest tilted photographs; stereoscopic plotting instruments; principles and use of oblique photography; analytic photogrammetry and new concepts. Laboratory. Prerequisite: 426a or consent of instructor.

437-6 (3, 3) Communications Systems Technology. (a) Radio-frequency transmission-line theory. Electromagnetic fields in rectangular and circular waveguides. Laboratory. Prerequisite: 304b. (b) Communication systems with a unified treatment of various types of transmission systems with emphasis on the role of system bandwidth and noise in limiting the transmission of information. Laboratory. Prerequisite: 403a, 437a.

438-8 (4, 4) Design of Control and Digital Systems. (a) Fundamentals of control systems; equations of electrical, mechanical, hydraulic, and thermal systems; applications of Laplace transforms, transfer functions, block diagrams, and flow graphs. Computer implemented graphical analysis and design methods: root locus, frequency response, Nyquist diagrams, and compensator design. Continuous-systems simulation laboratory. Prerequisite: 304b, Engineering 222. (b) Design of digital systems; logic operations; number systems and applications. Digital systems simulation laboratory. Prerequisite: Engineering 222.

439-3 Microprocessor Applications and Hardware. A study of microprocessor applications and hardware based on microprocessor manufacturer's literature. System configuration, hardware, requirements, typical instruction set, programming, input/output techniques, interfaces, and peripheral devices. Prerequisite: 438b or concurrent enrollment.

492-1 to 6 Special Problems in Industry and Technology. Special opportunity for students to obtain assistance and guidance in the investigation and solution of selected technical problems. Prerequisite: consent of instructor.

English

400-3 Introduction to English Linguistics. Methods of structuralizing: phonetics, phonemics, morphemics, syntax. Especially recommended for students preparing to teach English to native speakers. Elective Pass/Fail.

403-3 History of the English Language. A survey of the development of the language from Indo-European to modern English with

- special emphasis on Middle and Early Modern changes. Elective Pass/Fail.
- 404-3 Middle English Literature Excluding Chaucer.** Elective Pass/Fail.
- 405-3 Middle English Literature: Chaucer.** Elective Pass/Fail.
- 412-3 English Non-Dramatic Literature: The Renaissance.** Elective Pass/Fail.
- 413-3 English Non-Dramatic Literature: The Restoration and Earlier Eighteenth Century.** Elective Pass/Fail.
- 414-3 English Non-Dramatic Literature: The Later Eighteenth Century.** Elective Pass/Fail.
- 417-3 Black Literature.** Studies in American and African Black literature, with major emphasis upon contemporary Black expression. Elective Pass/Fail.
- 421-3 English Romantic Literature.** Elective Pass/Fail.
- 422-3 Victorian Poetry.** Victorian poets: Tennyson, Browning, Arnold, and other poets in England. Elective Pass/Fail.
- 423-3 Modern British Poetry.** Elective Pass/Fail.
- 425-3 Modern Continental Poetry.** Representative poems by major 20th century poets of France, Italy, Germany, Spain, Russia, and Greece. Elective Pass/Fail.
- 426-3 American Poetry to 1900.** Trends in American poetry to 1900 with a critical analysis of the achievement of the more important poets. Elective Pass/Fail.
- 427-3 American Poetry from 1900 to the Present.** The more important poets since 1900. Elective Pass/Fail.
- 436-3 to 9 (3 per topic) Major American Writers.** Significant writers of fiction and nonfictional prose from the Puritans to the 20th Century. May be repeated only if topic varies, and with consent of department. Elective Pass/Fail.
- 438-3 Intellectual Backgrounds of American Literature.** The relationship of basic ideas in America to American literature. Elective Pass/Fail.
- 445-3 Cultural Backgrounds of Western Literature.** A study of ancient Greek and Roman literature, Dante's *Divine Comedy*, and Goethe's *Faust*, as to literary type and historical influence on later Western writers. Elective Pass/Fail.
- 451-3 Eighteenth Century English Fiction.** Defoe through Jane Austen. Elective Pass/Fail.
- 452-3 Nineteenth Century English Fiction.** Victorian novel: 1830-1880. Elective Pass/Fail.
- 453-3 Modern British Fiction.** Elective Pass/Fail.
- 455-3 Modern Continental Fiction.** Selected major works of European authors such as Mann, Silone, Camus, Kafka, Malraux, Hesse. Elective Pass/Fail.
- 458-3 American Fiction to the Twentieth Century.** The novel in America from its beginnings to the early 20th Century. Elective Pass/Fail.
- 459-3 American Fiction of the 20th Century.** Trends and techniques in the American novel and short story since 1914. Elective Pass/Fail.
- 460-3 Elizabethan and Jacobean Drama.** Elizabethan drama excluding Shakespeare: such Elizabethan playwrights as Green, Peele, Kyd, Marlowe, Heywood, Dekker; and Jacobean drama: such Jacobean and Caroline playwrights as Jonson, Webster, Marston, Middleton, Beaumont and Fletcher, Massinger, Ford, Shirley. Elective Pass/Fail.
- 462-3 English Restoration and 18th Century Drama.** After 1660, representative types of plays from Dryden to Sheridan. Elective Pass/Fail.
- 464-3 Modern British Drama.** Elective Pass/Fail.
- 465-3 Modern Continental Drama.** The continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal. Elective Pass/Fail.
- 468-3 American Drama.** The rise of the theater in America, with readings of plays, chiefly modern. Elective Pass/Fail.
- 471-3 Shakespeare: The Early Plays, Histories, and Comedies.**
- 472-3 Shakespeare: The Major Tragedies, Dark Comedies, and Romances.**
- 473-3 Milton.** A reading of a selection of the minor poems, of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and the major treatises. Elective Pass/Fail.
- 481-3 Literature for the Adolescent.** Criteria for evaluation of literary materials for junior and senior high school, with emphasis on critical approaches in selection of literature. Elective Pass/Fail.
- 484-3 Non-Print Media and English.** Theory and application of film and other non-print media to the study and teaching of English. Especially emphasized is the relationship between print and non-print communications systems and verbal and non-verbal systems. Prerequisite: consent of instructor.
- 485-3 Problems in Teaching Composition, Language, Literature, and Reading in High School.**
- 491-3 Expository Technical Writing.** An all-university course designed to teach advanced academic and professional (non-fictional) writing skills. Prerequisite: GSD 117, 118, or 119, or equivalent. Elective Pass/Fail.
- 492-3 to 9 Creative Writing: Senior Writing Project.** The topic varies among the writing of poetry, drama, or prose. A directed written project will be submitted at the end of the semester in prose, poetry, or drama. A collection of short stories or poems, a novel, or play of what instructors consider to be acceptable quality will fulfill the senior project requirement. An alternative may be an internship in a publishing firm if appropriate

arrangements can be made by the department. Prerequisite: consent of instructor. Elective Pass/Fail.

493-3 to 9 (3 per topic) Special Topics in Literature and Language. Topics vary and are announced in advanced; both students and faculty suggest ideas. May be repeated as the topic varies. Elective Pass/Fail.

494-3 Literary Criticism Applied to Film. The course will deal with the history and theories of literary criticism. Students will have the opportunity to apply concepts of literary criticism to a series of films which they will view. A \$10.00 screening fee is required.

495-3 Literary Criticism. Includes both history of criticism and modern criticism. Open only to seniors and graduate students. Elective Pass/Fail.

496-3 to 6 (3,3) Topics in Women's Literature. (Same as Women's Studies 452.) Syllabus, which may vary with instructor, identifies new areas of research on women authors, and includes an examination of appropriate critical models that have emerged in feminist criticism.

497-3 to 9 (3 per topic) Senior Honors Seminar. Topics vary yearly. May be repeated as the topic varies. Prerequisite: departmental approval and undergraduate status.

499-1 to 6 (1 to 3, 1 to 3) Readings in Literature and Language. For English majors only. Prior written departmental approval required. May be repeated as the topic varies, up to the maximum of six semester hours.

500-3 Introduction to Graduate Study. A survey of approaches to the study of English and American literature and of other subjects germane to the discipline. Includes an introduction to research methods and materials and the writing of criticism. Team-taught by members of the Department of English and other specialists.

506-3 to 12 Anglo-Saxon and Medieval Studies. Seminars on various topics from Old and Middle English literature including the works of Chaucer. May be repeated only with different topics and the consent of the department.

510-3 to 12 Renaissance Studies. Seminars in varying topics concerned with the literature of the 16th and 17th centuries and the drama of Shakespeare. May be repeated only with different topics and the consent of the department.

516-3 to 12 Restoration and 18th Century Studies. Seminars in varying topics concerning the literature of the period. May be repeated only with different topics and the consent of the department.

530-3 to 12 19th Century English Literature. Seminars in various topics concerning the literature of the Romantic and Victorian periods. May be repeated only with different topics and the consent of the department.

533-3 to 12 Early American Literature.

Seminars in varying topics in American literature. May be repeated only with different topics and the consent of the department.

539-3 to 12 Modern American Literature. Seminars in varying topics concerning Modern American literature. May be repeated only with different topics and the consent of the department.

550-3 to 12 Modern British Literature. Seminars in varying topics concerning Modern British literature. May be repeated only with different topics and the consent of the department.

579-3 to 12 (3 per topic) Studies in Modern Literature. May be repeated only if the topic varies, and with consent of department.

581-3 to 9 (3 per topic) Problems in Teaching English. May be repeated only if the topic varies, and with consent of department.

585-3 Teaching College Composition. Required of all graduate assistants without previous college teaching experience. The course deals with methods and materials related to the teaching of basic compositional skills.

593-3 to 12 Special Topics. Seminars in varying topics concerning language and literature. May be repeated only with different topics and the consent of the department.

595-1 to 9 Independent Readings. Preparatory for preliminary examinations for doctoral students in English. May be taken once only, grade of *S/U*, according to the result of the preliminary examination. Prerequisite: twenty-four classroom credit hours beyond the M.A., exclusive of audits and readings.

596-3 to 12 Language Studies. Seminars in varying topics concerning theories of rhetoric, grammar, and the teaching of prose composition. May be repeated only with different topics and the consent of the department.

600-1 to 36 (1 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Foreign Languages and Literatures

436-3 Methods in Teaching Foreign Languages. Survey of general principles of second-language teaching, based upon insights of modern linguistics and learning-psychology. Followed by intensive practical work in classroom and language laboratory

with teachers experienced in the student's specific language field. Required of prospective teachers of foreign languages in secondary schools. Prerequisite: concurrent or prior enrollment in 300-level course in French, German, Latin, Russian, or Spanish. Elective Pass/Fail.

437-1 to 6 Workshop in High School Foreign Language Instruction. Familiarizes high school teachers with recent curricular developments in foreign language teaching with emphasis on practical classroom application of instructional innovations. Prerequisite: 436 or consent of instructor. Elective Pass/Fail.

475A-12 to 34 Full Year Abroad in Austria. Two semesters at the Pädagogische Akademie at Baden and at various institutions of higher learning in Vienna. All courses are taught in German. Students may obtain 30 to 34 semester hours of credit in German language, literature, and civilization and with prior approval in elective areas of study including music, art, architecture, history, anthropology, political science, physical education, and sociology. Not for graduate credit. Prerequisite: 5 semesters of college German or equivalent with 3.0 grade point average.

506-1 to 4 Research Problems-French. Individual research on a literary or linguistic problem involving original investigation in areas not covered by seminars or thesis. Two hours may be used for a research paper for non-thesis programs.

507-1 to 4 Research Problems-German. Individual research on a literary or linguistic problem involving original investigation in areas not covered by seminars or thesis. Two hours may be used for a research paper for non-thesis programs.

508-1 to 4 Research Problems-Russian. Individual research on a literary or linguistic problem involving original investigation in areas not covered by seminars or thesis. Two hours may be used for a research paper for non-thesis programs.

509-1 to 4 Research Problems-Spanish. Individual research on a literary or linguistic problem involving original investigation in areas not covered by seminars or thesis. Two hours may be used for a research paper for non-thesis programs.

535-2 Critical Theory. Theories of literature and theories underlying literary criticism, taken logically rather than chronologically. Extensive reading, in the original language whenever possible, of both primary statements and exemplificative documents.

566-2 Bibliography and Research Techniques-French. Bibliography and research methods in the target language and its culture. Introduction to the use of the chief reference works in the humanities and social sciences as they deal with areas in which the target language is spoken.

567-2 Bibliography and Research Techniques-German. Bibliography and research methods in the target language and its culture. Introduction to the use of the chief reference works in the humanities and social sciences as

they deal with areas in which the target language is spoken.

568-2 Bibliography and Research Techniques-Russian. Bibliography and research methods in the target language and its culture. Introduction to the use of the chief reference works in the humanities and social sciences as they deal with areas in which the target language is spoken.

569-3 Bibliography and Research Techniques-Spanish. Bibliography and research methods in the target language and its culture. Introduction to the use of the chief reference works in the humanities and social sciences as they deal with areas in which the target language is spoken.

Chinese

No graduate program in Chinese is offered through the Eastern Languages and Civilization section. Four-hundred-level courses in this section may be taken for graduate credit unless otherwise indicated in the course description.

410-3 The Linguistic Structure of Chinese. (Same as Linguistics 411.) Phonology and syntax of Mandarin Chinese. Principal phonological features of major Chinese dialects. Special emphasis on the contrastive analysis between Mandarin Chinese and English. Theoretical implications of Chinese syntax for current linguistic theories. Prerequisite: one year of Chinese or introduction to linguistics. Elective Pass/Fail.

Classics

No graduate program is offered through the classics section. Four-hundred-level courses in this section may be taken for graduate credit unless otherwise indicated in the course description.

Courses numbered 488 are designed to help graduate students prepare for proficiency examination required by certain departments as evidence of competency in Latin. No prerequisite is stipulated. Students must register for these courses and are advised to take them as part of, not in addition to, their graduate program. Students will not receive graduate credit for courses numbered below 400.

405-2 Greek Literature in Translation. (Same as Women's Studies 451.) Reading and analysis of selected classical Greek author(s), genre(s), theme(s), such as the role of woman, the social life of the ancient Greeks, etc. Students taking the course for graduate credit will do a critical study in one aspect. No

knowledge of Greek or Latin is required. Elective Pass/Fail.

406-2 Latin Literature in Translation. Reading and analysis of selected Roman author(s), genre(s), theme(s). Students taking the course for graduate credit will do a critical study of one aspect. No knowledge of Greek or Latin is required. Elective Pass/Fail.

415-1 to 9 (1 to 3 per topic) Readings from Greek Authors in Greek. Reading and interpretation of works of Greek literature at an advanced level. Prerequisite: two semesters of 300-level Greek or consent of instructor.

416-1 to 9 (1 to 3 per topic) Readings from Latin Authors in Latin. Reading and interpretation of works of Latin literature at an advanced level. Prerequisite: two semesters of 300-level Latin or consent of instructor.

441-3 Themes in Greek Tragedies and the New Testament. (Same as Religious Studies 441.) Greek tragedies and New Testament passages from the Synoptic Gospels and the Letters of Paul showing similarities and differences in their treatment of such themes as freedom, law, love, and justice. Not for graduate credit. No knowledge of Greek or Latin is required. Prerequisite: 270, 332 or 405 or GSC 330, or 231 and GSC 217 or consent of instructor. Elective Pass/Fail.

488-6 (3, 3) Latin as a Research Tool. Intensive course designed to impart grammar and vocabulary necessary for a reading knowledge of the language. Also to serve as a review for people who have had some Latin. Development of interpretive and translation skills in student's own discipline. With consent of student's department, 488b satisfies the graduate school requirement for foreign language as a research tool. Open to graduates and undergraduates.

496-2 to 8 (2 to 4, 2 to 4) Independent Study in Classics Program. (Same as Anthropology 376, History 396, Philosophy 496, Religious Studies 496.) Normally taken in course of junior and senior years to a total of at least four hours under a professor participating in classics program (anthropology, classics, history, philosophy, or religious studies). At end of advanced level work, student will submit a research paper. Not for graduate credit. No knowledge of Greek or Latin is required. Prerequisite: consent of instructor and classics section head. Elective Pass/Fail.

French

Courses numbered 388 and 488 are designed to help graduate students prepare for proficiency examination required by certain departments as evidence of competency in French. No prerequisite is stipulated. Students must register for these courses and are advised to take them as part of, not in addition to, their graduate program. Students will not receive graduate

credit for courses numbered below 400.

388-3 French as a Research Tool. Intensive study of French as basis for development of reading knowledge. Covers grammar and vocabulary portion of first-year sequence in basic skills. Intended for graduate students. Undergraduates who wish to enroll are encouraged to consult with course instructor.

410-3 Individualized Language Study. Treatment of problems concerning grammar, idioms, vocabulary, and other language skills in units tailored to the particular needs of the individual advanced level students enrolled in the course. Exercises in writing, understanding, and speaking will be offered with emphasis placed on the active use of the language which the student may need in present or future activities or careers. Elective Pass/Fail.

411-3 Contrastive Analysis: French and English. Study of the phonology, morphology, and syntax of modern spoken and written French, stressing interference areas for English speakers in learning French. Prerequisite: 320 and 321 or equivalent. Elective Pass/Fail.

412-3 History of the French Language. A survey of the phonological and morphological changes from Latin through Vulgar Latin and Old French to Modern French; study of an original Old French text, such as the *Chanson de Roland* or a romance of Chretien de Troyes. Knowledge of Latin not required. Elective Pass/Fail.

415-3 Literary Stylistics. A study of the aesthetics and theory of French literary expression. Disciplined stylistic analyses of excerpts from representative works of great French authors. Appreciation of distinctive qualities of each writer's genius. Consideration is given to various stylistic methods. Elective Pass/Fail.

419-3 Romance Philology. (Same as Spanish 419.) Historical and comparative study of the major Romance languages: their phonology, morphology, and syntax. Elective Pass/Fail.

420-3 Medieval and Renaissance Literature. Study of the origins of French literature emphasizing the *Chanson de Roland*, *Tristan*, other courtly romances, and the lyric poetry of Villon, culminating with an examination of the development of the humanistic ideas and ideals of the French Renaissance. Elective Pass/Fail.

430-4 Baroque and Classicism. An in-depth examination of artistic and social writings of baroque and classical literary figures such as Corneille, Racine, Moliere, La Fontaine, Descartes, Pascal, Mme de LaFayette, La Bruyere, and La Rochefoucauld. Discussion, reports, papers. Elective Pass/Fail.

435-3 Business French. An overview of the French economy through readings in French newspapers and magazines. Grammar review and study of business vocabulary and practices through translation, oral presentations, and commercial correspondence. Prerequisite: 320 or equivalent.

440-3 Literature of the Enlightenment. Study and discussion of the novel, theater, and philosophic writings of 18th century France as literature and as expressions of the Enlightenment. Major attention given to Montesquieu, Voltaire, Diderot, and Rousseau. Elective Pass/Fail.

450-4 Literary Movements of the 19th Century. Romanticism, Realism, and Naturalism in the novel and theater followed by an examination of the reaction to these movements and of the influence of symbolism. Elective Pass/Fail.

460-4 Studies in Literature of the 20th Century. Examination of the major themes, forms, techniques, and style of novelists from Gide and Proust to Robbe-Grillet and dramatists from Giraudoux to Ionesco and Beckett. Elective Pass/Fail.

470-3 Backgrounds of French Civilization. A study of the events, figures, and movements in France which have influenced its culture and civilization. Elective Pass/Fail.

475-3 to 6 Travel-Study in France. Travel-study project, planned under supervision of French faculty and carried out in France. Amount of credit depending on scope of study. Prerequisite: 320 or equivalent. Elective Pass/Fail.

476-3 to 6 (3, 3) French Civilization Outside of France. Encompasses a number of individual courses, each of which focuses on one of the many areas of the world in which France has played a significant role. Manifestations of French culture and civilization, past and present, are studied and evaluated within the framework of an evolving local and global historic context.

488-3 Advanced French as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for intensive and extensive readings and for translation of unedited texts in the student's own field of study. Intended for graduate students. With consent of student's department, and with a grade of *B* or *A* satisfies Graduate School requirement for foreign languages as research tool. Prerequisite: 388 or one year of French, or equivalent.

490-1 to 6 Advanced Independent Study in French. Individual exploration of some question, author, or theme of significance within the field of French literature, language or culture. Prerequisite: 320, 321 and consent of instructor.

501-2 to 6 Studies on a Selected Topic or Author. Intensive study of one author or topic.

510-3 Masterpieces of French Literature. Appreciation and analysis of selected masterpieces in French literature with special attention given to required authors and works from the Master of Arts reading list.

520-1 to 3 Literature of the Middle Ages. A study of selected authors, literary movements, and expressions of the political realities

and the philosophical currents of the Middle Ages.

525-3 Advanced Language Skills. Consideration of levels of linguistic expression in contemporary French through the study of theoretical works and representative texts. Practice in composition and translation.

530-1 to 3 Literature of the Renaissance. A study of selected authors, literary movements, and expressions of philosophical thoughts of the Renaissance.

536-1 Teaching French at the College Level. Prepares graduate students in French for teaching at the college level. Required of all teaching assistants in French. May not be counted to satisfy secondary certification requirements.

539-1 to 3 Literature of the 17th Century. Collaborative research in selected works of neo-classical French authors. Lectures, reports, discussions, paper.

540-1 to 3 Literature of the 18th Century. Selected topics, movements, or authors in the literature of the 18th Century.

550-1 to 3 Literature of the 19th Century. Selected topics, movements, or authors in the literature of the 19th Century.

560-1 to 3 Literature of the 20th Century. Study of an author, theme, movement, or critical literary issue of contemporary interest. Topics may range from the Existentialist vision or the Quest for Self to the novel of commitment of the New Novel.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

German

Courses numbered 388 and 488 are designed to help graduate students prepare for proficiency examination required by certain departments as evidence of competency in German. No prerequisite is stipulated. Students must register for these courses and are advised to take them as part of, not in addition to, their graduate program. Students will not receive graduate credit for courses numbered below 400.

388-3 German as a Research Tool. Intensive study of German as basis for development of reading knowledge. Covers grammar and vocabulary portion of first-year sequence in basic skills. Intended for graduate students. Undergraduates who wish to enroll are encouraged to consult with the course instructor.

401-3 Early German Literature. Survey of medieval culture and literature. Reading of selections and discussion of major works of the Middle Ages in their esthetic and historical contexts. Conducted in German. Offered in alternate years only. Prerequisite: 330 or 380. Elective Pass/Fail.

412-3 Linguistic Structure of Modern German. The descriptive study of phonology, grammatical structure, and vocabulary of modern German with consideration of its structural differences from English and application to teaching. Appropriate for students with at least two years of German. Conducted in English. Elective Pass/Fail.

413-3 History of the German Language. Development of German from its Indo-European origin to the present in political and cultural context. The main linguistic aspects dealt with are lexical and semantic changes. Appropriate for students with at least two years of German. Conducted in English. Elective Pass/Fail.

416-3 Individualized Language Study. Designed to improve language skills beyond the level of 320. Treatment of problems concerning grammar, idioms, vocabulary, and other language skills tailored to the particular needs of advanced students. Emphasis is placed on the active use of the language which the student may need in present or future activities or careers. Prerequisite: 320b or equivalent. Elective Pass/Fail.

445-3 Age of Goethe. Intensive and extensive study of the authors, works, and movements of the period spanned by Goethe's life (1749-1832). Lectures, reports. Conducted in German. Prerequisite: 330 or consent of instructor. Elective Pass/Fail.

460-3 East and West of the Wall. Literature of the two Germanies. Course will trace the beginnings and the establishment of the two German literatures after World War II. Conducted in German. Prerequisite: 330 or 380. Elective Pass/Fail.

465-3 German Theater Today. Plays performed in German-speaking countries at the present. The role of the theater in German culture. Conducted in German. Prerequisite: 330 or equivalent. Elective Pass/Fail.

485-2 German Lyric Poetry. Development of German lyric poetry from Klopstock and Burger to the present. Conducted in German. Prerequisite: 330 or equivalent. Elective Pass/Fail.

488-3 Advanced German as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for intensive and extensive readings and for translation of unedited texts in the student's own field of study. Intended for graduate students. With consent of student's department and with a grade of *B* or *A* satisfies Graduate School requirement for foreign lan-

guages as research tool. Prerequisite: 388 or one year of German, or equivalent.

490-1 to 6 (1 to 3, 1 to 3) Independent Study in German. Project-study under supervision of German faculty. Amount of credit depends on scope of study. May be repeated as the topic varies, up to the maximum of six semester hours. Prerequisite: senior or graduate standing and approval of supervising instructor.

493-3 to 9 (3 per topic) Seminars in Special Topics in Literature and Language. Topics vary and are announced in advance; both students and faculty suggest ideas. May be repeated as the topic varies. Primarily for undergraduates. Prerequisite: consent of instructor. Elective Pass/Fail.

501-2 to 4 (2, 2) Seminar in Literature, Culture, or Folklore. Intensive study of a selected topic in German literature, culture, or folklore. Revolving subject matter; may be repeated once, for a total of four semester hours.

502-2 to 4 (2, 2) Seminar in Germanic Linguistics. Intensive study of a selected topic in historical or descriptive Germanic linguistics. Revolving subject matter; may be repeated once, for a total of four semester hours. Prerequisite: 413 or consent of instructor.

510-3 Middle High German. Grammar of Middle High German, relation of Middle High German to modern German, and selected readings (in original) from the *Nibelungenlied*, courtly epic and lyric poetry, and didactic prose.

512-2 Historical Germanic Dialects. Gothic or Old High German; grammar, etymology, introduction to methods of historical linguistics, and careful reading of representative texts. Prerequisite: 413 or consent of instructor.

536-1 Teaching German at the College Level.

560-3 German Literature at the Turn of the 20th Century. The convergence and revival of different literary movements and traditions during the heyday of German Imperialism. Taught in German.

561-3 Modern German Novel. German novel in the 19th and 20th centuries. Conducted in German.

586-3 Das Komische. *Das Komische* in different periods of German literature and culture. Conducted in German.

590-3 to 9 (3 per topic) Independent Study on Special Topics in Literature and Language. May be repeated only if the topic varies, and with consent of department.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours,

before being eligible to register for this course. Graded *S/U* or *DEF* only.

Greek

No graduate program in Greek is offered. See classics for selected graduate courses in Greek.

Japanese

No graduate program in Japanese is offered through the Eastern Languages and Civilization section. Four-hundred-level courses in this section may be taken for graduate credit unless otherwise indicated in the course description.

410-3 The Linguistic Structure of Japanese. (Same as Linguistics 412.) Phonology and syntax of the Standard Japanese. Special emphasis on the contrastive analysis between Japanese and English. Typological similarities and lexical borrowings between Chinese and Japanese. Prerequisite: one year of Japanese or introduction to linguistics. Elective Pass/Fail.

Latin

No graduate program in Latin is offered. See classics for selected graduate courses in Latin.

Russian

No graduate program is offered through the Russian section. (See Chapter 2 for Russian as a teaching specialty for the Master of Science in Education degree in secondary education or in higher education.) Four-hundred-level courses in this section may be taken for graduate credit unless otherwise indicated in the course description.

Courses numbered 488 are designed to help graduate students prepare for proficiency examination required by certain departments as evidence of competency in Russian. No prerequisite is stipulated. Students must register for these courses and are advised to take them as part of, not in addition to, their graduate program. Students will not receive graduate credit for courses numbered below 400.

411-3 Russian Stylistics. Writing style in Russian and its application to the development of skill in written expression. Elective Pass/Fail.

415-3 Russian Linguistic Structure. Structural analysis of present-day Russian with special attention to morphology and syntax. Elective Pass/Fail.

430-4 Business Russian. A study of the style of commercial language and its application to the development of skill in business correspondence, such as: inquiries, offers, orders, contracts, agreements, as well as documents concerning transport, insurance, and customs. Prerequisite: 201 or equivalent. Elective Pass/Fail.

465-3 Soviet Russian Literature. Major fiction writers and literary trends since 1917. Lectures, readings, and reports. Elective Pass/Fail.

470-3 Soviet Civilization. Soviet culture and civilization is studied primarily through literary works, journalistic materials, and excerpts from non-literary works as general background reading. Lectures are illustrated with maps, slides, films, and art works. Taught in English. Readings are in English and in bilingual edition. No prerequisite. May count toward Russian major with consent of graduate adviser. Elective Pass/Fail.

475-2 to 3 Travel-Study in USSR. Specialized course comprising part of the travel-study program in the Union of Soviet Socialist Republics. Prerequisite: 201 or equivalent. Elective Pass/Fail.

480-4 Russian Realism. Authors in 19th century Russian literature. Special attention to stylistic devices. Lectures, readings, and individual class reports. Elective Pass/Fail.

485-3 Russian Poetry. A study of literary trends and representative works of Russian poets. Elective Pass/Fail.

488-6 (3, 3) Russian as a Research Tool. Reading of Russian articles with emphasis on grammar as a tool for reading comprehension; development of reading skills in various fields: humanities, social studies, science; development of interpretive and translation skills in student's own discipline. With consent of student's department, 488b satisfies the graduate school requirement for foreign language as a research tool. Students who have had one year of college Russian or the equivalent would normally enroll in 488b. This course is intended for graduate students. Undergraduates who wish to enroll are encouraged to consult with the instructor of the course.

490-1 to 3 Independent Study. Directed independent study in a selected area. Prerequisite: consent of the Russian section head. Elective Pass/Fail.

501-2 Seminar on a Selected Russian Author. Intensive study of one author, including the author's life, work, and place in the literary and cultural development of civilization.

502-2 Seminar in Contemporary Russian Literature. Intensive study of the works of representative Russian authors, with special reference to the correlation existing between literary expression and social, economic, and

political conditions since the Revolution. Lectures, outside readings, reports are required.

514-3 History of the Russian Language. A survey of the phonological, morphological, and syntactical changes from the period of the common Slavic to the present Russian literary language.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Spanish

Courses numbered 488 are designed to help graduate students prepare for proficiency examination required by certain departments as evidence of competency in Spanish. No prerequisite is stipulated. Students must register for these courses and are advised to take them as part of, not in addition to, their graduate program. Students will not receive graduate credit for courses numbered below 400.

412-3 Advanced Grammar and Composition. Designed to improve language skills beyond the level of 320. Selected grammar review and intensive practice in effective use of the written and spoken language through translations and free compositions. Prerequisite: 320. Elective Pass/Fail.

415-3 The Linguistic Structure of Spanish. Theory and practice in Spanish pronunciation and study of Spanish grammatical structure, in contrast to English, with application to teaching. Elective Pass/Fail.

417-3 History of the Spanish Language. Survey of internal and external history, from Vulgar Latin to Modern Spanish. Elective Pass/Fail.

419-3 Romance Philology. (Same as French 419.) Historical and comparative study of the major Romance languages: their phonology, morphology, and syntax. Elective Pass/Fail.

425-3 Spanish Literature before 1700. The literature of Spain from its beginnings in the Middle Ages through the Golden Age. Elective Pass/Fail.

430-3 The Golden Age: Drama. Plays of Lope de Vega, Calderon, Tirso de Molina, and others. Elective Pass/Fail.

431-3 Cervantes. *Don Quixote*. Elective Pass/Fail.

434-3 Colonial Literature in Spanish America. Study of the literature of Spanish America before 1825. Elective Pass/Fail.

435-3 Applied Written Spanish. Business Spanish: discussion and practice of the vocabulary, styles, and forms used in Spanish business correspondence, as well as report writing and documents dealing with trade, transportation, payment, banking, and advertising. Prerequisite: 320. Elective Pass/Fail.

460-3 Spanish Literature of the 20th Century. The main currents and outstanding works in the literature of Spain since 1900. Elective Pass/Fail.

463-3 Chicano Literature. An introduction to the literature written in the United States by Chicanos and other Hispanics.

485-3 The Spanish American Short Story. Survey of the genre in Spanish America. Elective Pass/Fail.

486-3 Spanish American Drama. A survey of the development of the genre from the earliest times to the present. Elective Pass/Fail.

487-3 Spanish American Novel. Survey of the genre in Spanish America. Elective Pass/Fail.

488-6 (3,3) Spanish as a Research Tool. (a) Basic grammatical structure and vocabulary necessary to a reading knowledge of the language; (b) finalizes translation skills in the student's discipline. With consent of student's department, 488b satisfies the graduate school requirement for foreign language as a research tool. Students who have had one year of college Spanish or the equivalent would normally enroll in 488b. This course is intended for graduate students. Undergraduates who wish to enroll are encouraged to consult with the instructor of the course.

490-1 to 3 Advanced Independent Study. Individual exploration of some topic in Hispanic literature, language, or culture. Prior consent of instructor required.

502-3 to 6 (3, 3) Seminar in Hispanic Linguistics. Involves intensive study of a selected topic.

503-3 to 6 (3, 3) Seminar in Peninsular Spanish Literature. Intensive study of a selected topic.

504-3 to 6 (3, 3) Seminar in Spanish-American Literature. Intensive study of a selected topic.

521-3 Medieval Spanish Literature. Studies in epic and didactic literature, and lyric poetry.

530-2 to 4 (2, 2) Spanish Literature of the Renaissance and Golden Age. Intensive study of literary movement, trend, genre, or author of the period, as specified by the topic to be announced for each semester.

535-2 to 4 (2, 2) Spanish American Literature before 1900. Intensive study of a literary movement, trend, genre, or author of the period, as specified by the topic to be announced for each semester.

540-2 to 4 (2, 2) Spanish Literature of the 18th and 19th Centuries. Intensive study of a literary movement, trend, genre, or author of

the period, as specified by the topic to be announced for each semester.

560-2 to 4 (2, 2) Spanish Literature of the 20th Century. Intensive study of a literary movement, trend, genre, or author of the period, as specified by the topic to be announced for each semester.

565-3 to 6 (3, 3) Spanish American Literature of the 20th Century. Intensive study of a literary movement, trend, genre, or author of the period, as specified by the topic to be announced for each semester.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Forestry

Courses in this department may require the purchase of supplemental materials. Field trips are required for certain courses.

401-3 Fundamentals of Environmental Education. A survey course designed to help education majors develop an understanding of environmental problems and an awareness of how these types of problems can be handled both inside and outside the classroom. Prerequisite: ten hours of biological science, or ten hours of recreation or education, or consent of instructor.

402-3 Wildland Hydrology. Fundamentals of hydrology as related to forest and wildland water resources will be emphasized. Considerations will include the hydrologic cycle with emphasis on soil and groundwater regimes, evapotranspiration, surface and subsurface runoff, and the quantity and timing of water yield. Prerequisite: Mathematics 140.

405-2 Forest Management for Wildlife. Interrelations between forest practices and wildlife populations. Emphasis is on habitat requirements of different wildlife species and ways to manipulate the forest to improve wildlife habitats. Prerequisite: forestry major, or consent of instructor.

408-4 Introduction to Remote Sensing. The course is an introduction to the theoretical and practical considerations of remote sensing for an interdisciplinary audience. Coverage will stress background information about the electromagnetic spectrum, reflectance characteristics of various objects, sensors, filters, platforms, and energy flow between object and sensor. Prerequisite: advanced standing or graduate status.

409-4 Forest Resources Decision-Making. Examines management planning decision-making for multiple-use forests, particularly in the public sector. Reviews concepts useful for analyzing flow-resource problems, emphasizing systems approaches, introduces use of modern quantitative methods to evaluate resource use alternatives. Case studies. Prerequisite: 411, Mathematics 140.

410-3 Forest Resources Administration and Policy. Nature of administrative organizations and influences on behavior of organization members. Society influences causing changes in forestry related organizations. Policy formation and implementation, including roles of special interest groups. Prerequisite: 301.

411-3 Forest Resources Economics. Introduction to forest economics: Application of micro- and macro-economics principles to forest timber and non-timber production; capital theory; benefit-cost analysis; and economics of conservation. Prerequisite: Agricultural Industries 204 and Mathematics 140.

412-2 Tree Improvement. Basic theories and techniques of obtaining genetically superior trees for forest regeneration. Prerequisite: senior standing.

414-3 Information Management. The collection of physical, biological, and social variables in the field of forestry through sampling survey. The procedures of data manipulation and calculation and the presentation of graphs and tables.

416-3 Forest Resource Management. The application of business procedures and technical forestry principles to manage forest properties. Emphasis on integrated resource management for tangible and intangible benefits. Field trips and supplemental purchases approximately \$25 per student. Prerequisite: summer camp or consent of instructor.

417-2 Forest Land-Use Planning. Principles of location theory as a basis for determining land use; supply of forest land; population pressure and demand; conservation principles; determination of forest land values; institutional factors influencing forest land-use; forest taxation; special taxes, and capital gains. Taught in alternate years. Prerequisite: 411 or consent of instructor.

418-2 Marketing of Forest Products. The role of marketing in the forest industries; review of economic principles; product policy, planning the product line, pricing, marketing channels, marketing problems, marketing organization, and marketing research as influences on the marketing of lumber, wood products, pulp, and paper. Taught in alternate years. Prerequisite: 411 or consent of instructor.

420-3 Park and Wildlands Management. The management of state and federal parks and recreation areas. A systems approach toward management and decision-making will be emphasized. Requires supplemental purchases of approximately \$5 per student. Prerequisite: 320C or 422T.

421-3 Recreation Land-Use Planning. Principles and methods for land-use planning of park and recreation environments with emphasis on large regional parks. Focus on planning process and types of information to gather and organize. Application in group field projects. Prerequisite: 320, 420, or consent of instructor.

422C-4 Park and Wildlands Management Camp. A study of park conditions, visitors, and management practices at selected county, state, and federal park systems in the United States, including the federal wilderness preservation system. Course requires a field trip and supplemental purchases. Prerequisite: 320 and 320C and consent of instructor.

423-3 Environmental Interpretation. Principles and techniques of natural and cultural interpretation. Two hours lecture, three hours laboratory. Approximately \$10 cost for field trips. Prerequisite: ten hours biological science or ten hours of recreation.

429-4 Wildland Watershed Analyses. A lecture/laboratory course designed to provide a practical knowledge of the equipment, procedures, and tests used in determining the quality and quantity of waters flowing within and out of wildlands. Prerequisite: Chemistry 140a.

430-3 Wildland Watershed Management. Emphasis is placed upon the principles, technical problems, procedures, alternatives, and consequences encountered in managing wildland watersheds for the production of quality water in harmony with other uses. Prerequisite: 331, 402.

431-3 Regional Silviculture. Designed to evaluate the various silviculture practices as they are commonly employed in various regions of the United States. Offered alternate years. Prerequisite: 310C.

451-2 Natural Resources Inventory. Theory and practical problems in biometrics to obtain estimates of natural resource populations. Use of computers and other advanced techniques. Case studies of inventory procedures. Field trip cost—maximum \$20. Prerequisite: 300 or consent of instructor.

452-2 Forest Soils. Characterization and fundamental concepts of forest soils and their relationship to forest communities and forest management practices. Emphasis is on the origin of forest soil material, soil forming processes, and the chemical, physical, and biological properties of soils as related to forests and forest management. Prerequisite: 240 or Plant and Soil Science 240 and concurrent enrollment in Forestry 452L.

452L-2 Forest Soils Laboratory. Companion laboratory for 452. Emphasis is on methods to characterize and evaluate the chemical, physical, and biological properties of forest soils. Prerequisite: 240 or Plant and Soil Science 240 and concurrent registration in Forestry 452.

453-2 Environmental Impact Assessment in Forestry. Methods of assessing the environmental impact of land-use systems on

forest resources and assessing the impact of forest management systems of environmental quality are presented. Case studies culminating in the preparation of environmental impact statements are emphasized. Field trip cost, \$20. Prerequisite: senior standing in a natural resource major.

454-2 to 8 Forest Ecology Field Studies. A study of forest communities, soils, and site conditions in one of the following ecosystems: (a) Boreal; (b) lake states; (c) southern Appalachians; (d) southern pine. Course requires a field trip of about 10 days. Each trip is two semester credits; a maximum of 6 credits may be applied toward graduate credit. Estimated cost \$125 per trip. Prerequisite: senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils, and consent of instructor.

460-2 Forest Industries. Analysis of raw material requirements, the processes and the products of forest industries. The environmental impact of each forest industry discussed.

470-2 Wilderness Management, Policy, and Ethics. Study of current management philosophy and practice in America's wilderness. Analysis of current wilderness policy and its historical evolution. Discussion of the evolution of the wilderness idea and the individuals that have influenced it. Weekend field trip required. Prerequisite: 320 or consent of instructor.

492-1 to 4 Special Studies for Honor Students. Research and individual problems in forestry. Prerequisite: consent of chairperson and 3.0 minimum grade point average.

494-1 to 6 Practicum. Supervised practicum experience in a professional setting. Emphasis on administration, supervision, teaching and program leadership in community, school, park, forest, institution, and public or private agencies. Students should enroll according to their curriculum specialization: (a) Forest environmental assessment, (b) outdoor recreation resource management, (c) forest resources management. Prerequisite: consent of instructor.

500-2 Principles of Research. Research philosophy, approaches to research; theory, hypotheses inference, and predicting; problem identification, project development and organization; methods of data collection, analysis, and presentation; drawing conclusions and organizing results. Prerequisite: four hours in statistical methods or consent of instructor.

501-1 Graduate Seminar. Presentation and critiques of current research project of faculty, graduate student, and selected resource persons.

511-2 Advanced Forest Resources Economics. Application of microeconomic, macroeconomic, and capital theory to forest resource problems; introductory econometric methods; long range supply and demand projections; international forest economics and policy problems decision theory in forest resource management. Offered alternate years. Pre-

requisite: 411 or equivalent or consent of instructor.

512-2 Tree Selection and Breeding. Quantitative methods of describing variation patterns of trees, testing genetic and environmental effects and interactions, and evaluations of tree improvement program. Prerequisite: 412 or consent of instructor.

516-2 Advanced Forest Management. Case studies in forest land management, management planning, utilizing computer programming, CFI and TSI role in long range management planning. Offered alternate years—odd. Prerequisite: 416, 331, and summer camp or consent of instructor.

520-2 Advanced Park Planning. Study of nature and functions of the recreation environmental planning process in theoretical and policy terms. Types of plans at local, regional, and state levels. Evaluation of different types of planning approaches and their utility in particular situations. Offered alternate years. Prerequisite: 421 or consent of instructor.

521-2 Recreation Behavior in Wildlands Environments. Review of sociological and psychological theories relevant to outdoor recreation planning; management alternatives. Review of current behavior research in outdoor recreation. Application of behavioral concepts to recreation planning and administration. Offered alternate years.

530-2 Forest Site Evaluation. A discussion of the factors affecting site quality and their use in present site evaluation methods. Lectures will draw upon recently published scientific literature as well as forest research data collected and analyzed for southern Illinois forests. Laboratories will include sampling of forest sites and stands with subsequent analysis of data using graphic and statistical techniques and a computer to develop site evaluation models. Cost \$20. Prerequisite: 300, Biology 307 or consent of instructor.

531-2 Biological Productivity of Forests. The production and accumulation of organic matter in forest ecosystems is analyzed in relation to vegetational composition and structure, biogeochemical cycles, and environmental factors. Methods of quantifying productivity are emphasized during laboratory period. Cost: approximately \$15. Offered alternate years. Prerequisite: 331 or equivalent.

588-1 to 6 International Graduate Studies. University residential graduate program abroad. Prior approval by the department is required both for the nature of program and the number of hours of credit.

590-1 to 4 Readings in Forest Resources. Intensive consideration is given to current practices and problems in forestry. Prerequisite: consent of instructor.

593-1 to 4 Individual Research. Directed research in selected fields of forestry.

599-1 to 6 Thesis. Minimum of five hours to be counted toward a master's degree.

601-1 to 12 per semester Continuing Research. For those graduate students who

have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Geography

404-3 Spatial Analysis. The purpose of this course is to equip the student with a series of perspectives and tools with which to view spatial phenomena. Emphasis is placed on methodological approaches to the analysis of areal distributions and phenomena. Longitudinal analysis of data is included. Prerequisite: 300. Geography 410 is advisable or consent of instructor. Elective Pass/Fail.

406-2 Advanced Social Geography. Deals with one or more of the following: population, settlement, ethnic characteristics, political factors; depending on, and varying with interests of the instructors. Thus, a student may register more than one time. Emphasis will be directed at familiarizing the student with techniques of analysis and at developing concepts and principles that underlie understanding of the phenomena and their geographic significance. Prerequisite: 306 or consent. Elective Pass/Fail.

410-4 Techniques in Geography. Geographic applications of basic and advanced statistical and mathematical techniques, including basic descriptive statistics, hypothesis testing, regression and correlation, analysis of variance, and nonparametric statistics. Special emphasis on areal measures: nearest neighbor analysis, cluster analysis, etc. Prerequisite: 300 or consent. Elective Pass/Fail.

416-4 Specialized and Computer Mapping. Introduction to computer mapping, mapping from air photos, specialized cartographic problems based on individual student interests. Laboratory. Charges not to exceed \$2 for supplies. Prerequisite: 310 or consent. Elective Pass/Fail.

418-3 Management of Spatial Data Bases. This course will teach students to use specialized computer programs for the collection, storage, analysis, and mapping of spatial data. A simplified methodology makes the techniques available to students with no previous computer experience. Elective Pass/Fail.

421-2 Urban Geography. Examination of extracity relationships—theory and structure; intra-city relationships—theory and structure; and selected urban problems. Offered once annually. Prerequisite: 300 or consent. Elective Pass/Fail.

422-4 Economics in Geography and Planning. (Same as Economics 425.) Concepts, symbols, language, theory, elementary mathematics of economics and geography. Individual's preferences, production functions, the

firm, markets, optimality, externalities, and welfare economics. Elementary mathematics of time and intertemporal criteria. Prerequisite: 300 or consent of instructor. Elective Pass/Fail.

424-4 Natural Resources Planning. Literature in resource management problems. Emphasis on theory, methods of measurement, and evaluation concerning implications of public policy. The role of resources in economic development and regional planning, water and related land resource problems, and environmental quality from a multidisciplinary perspective. Prerequisite: 304 or consent. Elective Pass/Fail.

425-4 Water Resource Planning Simulation. A review of water resource planning theory and practice from a physical, technological, economic, social, and geographical viewpoint. Students design a comprehensive water resource plan including flood control, water supply, water quality, and recreation for a city of 170,000 population. This plan is "played" against a 50-year trace of hydrologic parameters in a computer simulation. Prerequisite: 424 or consent. Elective Pass/Fail.

426-4 Administration of Environmental Quality and Natural Resources. (Cross-listed with Political Science 445). An examination of institutional arrangements and administrative practices in the protection and use of land, water, air, and mineral resources. The course includes analysis of responsibility and decision-making at all levels of government—federal, state, and local—as well as corporate, interest group, and individual responses to public programs. Particular attention will be given to administration of federal environmental quality legislation including the National Environmental Policy Act, the Clean Air Act, the Water Pollution Control Act, and the Surface Mining Reclamation Act. Elective Pass/Fail.

427-3 Environmental Perception and Planning. Deals with a description and assessment of the relevance of normative and descriptive theories of decision-making and theories of choice for public policy and environmental management. Studies of the perception of urban environments and other landscapes such as wilderness areas, and perception of and human response toward natural hazards will be considered. Prerequisite: 300 or consent. Elective Pass/Fail.

430-3 Theory of Environment. Exploration of the hypothesis that the physical environment works on local hydrology, soils, and natural vegetation, agriculture, and landforms, through energy and moisture exchanges. Emphasis on model building for comparison of subsystems, to rate effectiveness of contrasting environments, and to project these consequences to environmental management questions. Prerequisite: 302 or consent. Elective Pass/Fail.

431-2 Medical Geography. Deals with the distribution of disease and attempts to use the operational concepts of human ecology as a point of departure. A brief historical outline

and an introduction to public health, epidemiology, and related fields is provided. Problems of communicable and chronic diseases, nutritional deficiency, geochemical relations, biometeorology and medical climatology, environmental pollution, and seasonal disease calendars are emphasized. Taught by Department of Geography staff. Prerequisite: 300 or consent. Elective Pass/Fail.

432-4 Physical Environment of Cities. Energy and moisture budget concepts are developed from basic principles. Microclimatic data, instrumentation and applications stress urban examples. Models of climatic effects and modeling of people's effects concern city climates mainly. Charges not to exceed \$5 for field trips. Prerequisite: 302 or 430 or consent. Elective Pass/Fail.

433-3 Advanced Physical Geography. Topics may include landforms, climate, soil, or water. Varies with the interest of the instructor. Prerequisite: 302 or consent. Elective Pass/Fail.

434-4 Water Resources Hydrology. Microclimatic factors which affect the hydrologic events of various climatic regions are treated extensively. Methods of estimating geographic variations in hydrologic relations to climatic and microclimate especially evapotranspiration, are compared and evaluated. Consequences of alternative land uses on climate and hydrology are considered regionally. Charges not to exceed \$10 for field trips. Prerequisite: 302 or 430 or consent. Elective Pass/Fail.

435-3 Solar and Alternate Energy Planning. Regional and national strategies for energy supply and demand are reviewed followed by a study of current energy resources, reservoirs, and the range of demands and environmental impacts. Community and national planning strategies for increasing the use of solar and alternate energies are explored, simulated by analog computer, and assessed for present and future implementation probability. Field trip expenses not to exceed \$10. Prerequisite: 300. Elective Pass/Fail.

438-3 Applied Meteorology. Analysis of meteorological patterns approached through study of several case histories. Evaluation of meteorological data air mass and frontal analysis, development of weather forecasts, study of meteorological instruments, clouds, and precipitation patterns. Charges not to exceed \$5 for field trips, \$5 for supplies. Prerequisite: GSA 330 or consent of instructor. Elective Pass/Fail.

439-3 Climatic Change-Inevitable and Inadvertent. The geologic time-scale perspective of major natural events that have affected the theoretical steady-state climate, and factors in contemporary societal practices that have brought about inadvertent climatic modification. An assessment of the means and extremes of parameter values in the geologic time-scale perspective studied will be compared with the documented and present-day climatic parameter means and extremes. Approaches to prognoses for the Earth's future

climatic state will be made. Charges not to exceed \$10 for field trips. Elective Pass/Fail.

440-2 Tutorial in Geography. Prerequisite: geography major, senior standing.

443-3 Teaching of Geography. Presentation and evaluation of methods of teaching geography. Emphasis upon geographic literature, illustrative materials, and teaching devices suitable to particular age levels. Charges not to exceed \$3 for field trips. Prerequisite: 300. Elective Pass/Fail.

470-6 to 9 (3, 1 or 2, 2 to 4) Urban Planning. (Same as Political Science 447). (a) Planning concepts and methods. Charges not to exceed \$8 for field trips. (b) Field problems. (c) Planning and public administration internship (for undergraduate credit only). Prerequisite: consent of department. Elective Pass/Fail.

471-3 Regional Planning. A study of the viewpoints, methodology, and experiences of various types of regional planning in the United States; some attention given to state and national scale planning. Prerequisite: 300 or consent. Elective Pass/Fail.

487-6 (1, 2, 3) Honors in Geography. (a) Honors tutorial; (b) honors reading; (c) honors supervised research. Must be spread over the last two years of the undergraduate's career. May be taken in either a, b, c or b, a, c sequence. Prerequisite: consent of department. Elective Pass/Fail.

490-2 to 4 Readings in Geography. Supervised readings in selected subjects. Prerequisite: geography major, advanced standing. Elective Pass/Fail.

500-4 Principles of Research. Meaning, philosophy, science, reasoning, creative endeavor, problem identification in research, research methodology, preparation of project statements, analysis, and results in multidisciplinary approach with appropriate faculty participation. Prerequisite: graduate admission.

510-4 Multivariate Techniques in Geography. Introduction to matrices, vectors and linear equations; multiple regression and correlation, cononical correlation, multivariate analysis of variance and covariance, analysis of variance in two- and three-way designs, multiple discriminant analysis, classification procedures, introduction to elementary factors analysis. Examples and demonstrations of each method; basic introduction to computer applications of multivariate analyses. Prerequisite: 410 or consent of instructor.

511-2 Philosophy of Geography. The nature of geography. Current trends in the field, present day geographers, and schools of thought. Geography's place among the disciplines. Prerequisite: graduate standing.

514-2 College Teaching of Geography. Prerequisite: graduate standing.

520-2 to 4 Seminar in Physical Systems Evaluation. Prerequisite: graduate standing.

521-2 to 4 Seminar in Resource Planning. Prerequisite: graduate standing.

522-4 Seminar in Economics in Geog-

raphy and Planning II. (Same as Economics 525.) Public expenditure criteria based on free-market allocation, public, private, and merit goods and services, and related planning; expenditure criteria based on comprehensive plans; expenditure criteria and planning in the absence of general optimality; multiple objectives, measurement of benefits and costs, shadow prices, choice of techniques in planning; consideration of uncertainty. Critical evaluations of applied work and models of development projects, and programs, by students. Prerequisite: 422 or consent of the instructor.

524-2 to 4 Seminar in Social Geography. Prerequisite: graduate standing.

527-2 to 4 Seminar in Urban and Regional Planning. Prerequisite: graduate standing.

570-2 to 4 Planning Internship. Planning internship with city or regional planning agency or private planning firm. Prerequisite: 470a or consent of department.

591-2 to 4 Independent Studies in Geography. Prerequisite: graduate standing.

593A-2 to 24 (2 to 6 per semester) Research in Physical Geography. Prerequisite: 520.

593B-2 to 24 (2 to 6 per semester) Research in Economic Geography. Prerequisite: 521.

593C-2 to 24 (2 to 6 per semester) Research in Urban and Regional Planning. Prerequisite: graduate standing.

593D-2 to 24 (2 to 6 per semester) Research in Social Geography. Prerequisite: 524.

596-2 to 4 Field Course. Prerequisite: graduate standing.

599-2 to 6 Thesis. Prerequisite: graduate standing.

600-1 to 32 (1 to 16 per semester) Dissertation. Prerequisite: graduate standing.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Geology

Courses with a laboratory may require purchase of a laboratory manual and a supply fee. All courses requiring field trips may have a field trip fee of \$2 to \$7.

400-2 Earth Science Seminar. Designed to integrate the basic concepts of earth science gained through courses taken in several

departments. Focus on one or more local problems such as development and management of Cedar Creek Reservoir. Prerequisite: GSA 110, upper class standing or consent of department. Elective Pass/Fail.

413-3 Quantitative Methods in Geology. An introduction to quantitative methods in a geological and earth sciences context. Topics introduced include sampling plans for geological studies, non-parametric tests of geological data, comparisons of geological samples, analysis of sequential geological data. Laboratories will deal with numerical examples from all areas of geology. Prerequisite: advanced standing and consent of instructor. Elective Pass/Fail.

414-1 to 2 Paleobotany. (See Botany 414.) Elective Pass/Fail.

415-3 Optical Mineralogy. The optical properties of minerals and the use of the petrographic microscope for identification of crystals by the immersion method and by thin section. Lecture, laboratory. Prerequisite: 310, Physics 203b, 204b, or 205b. Elective Pass/Fail.

416-3 X-ray Crystallography. (Same as Chemistry 416.) Introduction to the study, measurement, and identification of unknown crystalline materials by X-ray diffraction techniques (especially the Debye-Scherrer methods). Upon request, non-geology majors may work with unknowns from their own fields of study. Prerequisite: 310, Mathematics 150 or consent. Elective Pass/Fail.

417-3 Isotope Geochemistry. Stable and radioactive isotopes and the applications of isotopic studies to igneous and metamorphic petrology, ore deposits, sedimentology, surface processes, geothermometry and geochronology. Introduction to isotopic techniques and mass spectroscopy. Laboratory or research project required. Prerequisite: 310, 315 and 325 or consent. Recommended: Physics 203, Mathematics 150 and Geology 419.

418-3 Low Temperature Geochemistry. The application of chemical principles to geologic processes that occur on and near the earth's surface. Lecture, laboratory. Prerequisite: 310, Chemistry 222 or equivalent. Elective Pass/Fail.

419-4 Ore Deposits. The geological and other factors that govern the exploration for and occurrence of metalliferous mineral deposits. Study of the geological settings of the major types of ore deposits. Lecture, laboratories, and field trips. Prerequisite: 302, 315. Elective Pass/Fail.

420-3 Petroleum Geology. The geological occurrence of petroleum including origin, migration, and accumulation; a survey of exploration methods, and production problems and techniques. Laboratory study applies geological knowledge to the search for and production of petroleum and natural gas. Prerequisite: 221, 302. Elective Pass/Fail.

425-4 Invertebrate Paleontology. Principles of paleontology and a survey of the important invertebrate phyla and their fossil representatives. Laboratory. Field trips re-

quired. Prerequisite: 221, a biology course. Elective Pass/Fail.

428-3 Paleoecology and Environments of Deposition. Characteristics, distribution, and classification of recent and ancient environments. Criteria for recognizing ancient environments. Sedimentological and paleoecological approaches. Recognition of ancient environments and environmental associations. Laboratory. Field trips required. Prerequisite: 425, 325 or concurrent enrollment. Elective Pass/Fail.

430-3 Physiography of North America. A regional study of North America landforms and their origins. The approach designed to give interaction among students, stimulus in organization and presentation of material and library competence. Plan a trip for optimum view of North American physiography. Prerequisite: 220. Elective Pass/Fail.

435-3 Hydrogeology. A problem-solving oriented course which covers the analysis and interpretation of the distribution, origin, movement, and chemistry of ground water. Laboratory. Prerequisite: 220, Mathematics 250. Elective Pass/Fail.

436-4 Elementary Exploration Geophysics. Theory and practice of geophysics as applied to the exploration and development of natural resources. Laboratory involves use of geophysical instruments and interpretation of data. Field trips required. Prerequisite: 220, Mathematics 150. Elective Pass/Fail.

437-3 Field Course in Geophysics. Use of geophysical equipment for collection, analysis, and interpretation of seismic, gravity, magnetic, electrical, and other types of geophysical data. Prerequisite: 436 or consent.

440-1 to 4 Advanced Topics in the Geological Sciences. Individual study or research or advanced studies in various topics. Prerequisite: advanced standing and consent of instructor. Elective Pass/Fail.

445-3 Museum Studies in Geology. History, nature, and purpose of geology in museums, relationships of geology to other museum disciplines, application of geological methods to museum functions, preparation and preservation of specimens; nature, acquisition and utilization of geologic collections in museums, role of research in museums.

449-1 to 2 Internship. Credit for professional experience in the geological sciences. Arrangements made with chairperson. Prerequisite: advanced standing. Elective Pass/Fail.

450-2 Introduction to Field Geology. Introduction to field techniques, principles of geologic mapping and map interpretation. Field trip fee \$5. Prerequisite: 302, 315, or concurrent enrollment. Elective Pass/Fail.

454-6 Field Geology. Advanced field mapping in the Rocky Mountains, including problems in stratigraphy, structure, petrology, paleontology, geomorphology, and economic geology. Transportation costs approximately \$150, supplies \$6. Prerequisite: 302, 315, 450 recommended. Elective Pass/Fail.

455-3 Engineering Geology. (Same as Engineering 455.) An examination of problems posed by geology in the design, construction, and maintenance of engineering works. Topics studied include ground water, land subsidence, earthquakes, and rock and soil mechanics. One term paper and a field trip required. Prerequisite: 220 or consent. Elective Pass/Fail.

460-3 Geological Data Processing. Computer applications to geological problems including the processing and programming of data and the interpretation and evaluation of results. Lecture, laboratory. Prerequisite: Engineering 222 or Computer Science 202. Elective Pass/Fail.

462-3 Fundamentals of Structural Geology II. Intermediate topics in structural geology including strain theory, field strain analysis, geometry of complex mesoscopic structures and introductions to dislocations, deformation history, and microfabric analysis. Hypotheses of orogenesis are discussed and evaluated. Lecture and assigned problems only. Prerequisite: 302 or equivalent.

465-3 Evolution of Orogenic Belts. A combination of lectures and seminars in which the structural and petrological development of specific orogenic belts is investigated in detail. Prerequisite: 302, 315, or equivalent. Elective Pass/Fail.

470-3 Earth Science for Teachers. Designed to help each teacher improve knowledge and skills of the earth sciences, develop units, laboratories, and resources for the classroom. Subjects range from rocks and landforms to weather; from local geology to specific resource people. Prerequisite: teaching experience. Elective Pass/Fail.

474-3 Geomorphology. Study of erosional and depositional processes operating at the earth's surface and landforms resulting from these processes. Relationship of processes and landforms to the geologic framework is examined. Laboratory. Prerequisite: 220. Elective Pass/Fail.

476-3 Pleistocene Geology. Deposits, stratigraphy, and history of the Pleistocene epoch. Evidence for differentiating and dating the glacial and interglacial sequence examined including deep sea cores, soils, magnetic studies. Required field trips. Prerequisite: 220, 221. Elective Pass/Fail.

478-3 Environmental Geology. Identification of geologic conditions and processes which affect people's use of the environment: earth materials and structure, climate, water, topography, active geological processes, hazards; impact of extraction, construction, water collection and control, and waste disposal. Introduction to aims and responsibilities of government regulatory agencies, environmental groups and industry. Lecture, laboratory, field trips, individual projects and reports. Prerequisite: 220 or equivalent and advanced standing.

480-3 Geology of Coal. Geology as related to exploration, development, and mining of coal;

stratigraphy sedimentation and structure of coal deposits; types of coal basins and their tectonic setting; concepts of cyclical deposition in coal basins; origin of splits and partings in coal seams; relationship of modern environments and ancient coal-forming environments; structural problems relevant to exploration and mining of coal; methods of resource evaluation. Three 1-hour lectures/week; five 1/2-day field trips.

482-3 Coal Petrology. Structural features and microscopy of coal seams. Origin and alteration of coal constituents. Includes field trips, study of coal specimens, and techniques. Prerequisite: 220 and 221 or consent of instructor. Elective Pass/Fail.

484-3 Palynology. (Same as Botany 484.) Taxonomy, morphology, stratigraphic distribution, and ecology of fossil pollen, spores, and associated microfossils. Prerequisite: 220, 221, or consent of instructor. Elective Pass/Fail.

500-1 to 2 Teaching for Geology Graduate Students. To help teaching assistants develop skills in conducting laboratory work and leading discussions. One hour required for all teaching assistants in geology. Graded S/U only.

510-3 Advanced Sedimentation. Physical processes that govern the erosion, transportation, and deposition of detrital sedimentary particles. Formation and preservation of sedimentary structures. Physical sedimentary processes operative in different non-marine, coastal, and marine environments. Laboratory. Field trips required. Prerequisite: 325.

513-2 Advanced Geologic Data Analysis. Probabilistic and statistical methods utilized in the analysis of geologic data. Examples taken from all areas of geology. Emphasis, however, on sedimentary and stratigraphic data analysis. Prerequisite: 460 or consent of instructor.

516-3 Industrial Rocks and Minerals. Geologic settings, origin and uses of rocks and minerals used by industry for purposes other than sources of metals. Lecture, laboratory, and field trips. Prerequisite: 315.

518-3 Clay Mineralogy. Study of the structure, chemistry, origin, and geologic importance of clay minerals. Industrial and other applications of clays. Lecture, laboratory. Prerequisite: 310 or consent.

520-3 Igneous Petrology. Theoretical, experimental, and observational considerations applied to genetic relationships of igneous rocks. Laboratory to utilize the petrographic microscope in studying rocks from igneous terranes. Prerequisite: 315, 415.

521-3 Metamorphic Petrology. Theoretical and experimental approaches to solving problems in metamorphic petrology. Comparative studies between well-known metamorphic provinces. Laboratory to utilize the petrographic microscope in studying rocks from metamorphic terranes. Prerequisite: 315, 415.

522-3 Sedimentary Petrology-Siliciclastics. The petrography and petrology of siliciclastic rocks, emphasizing sandstones. Micro-

scopic studies of composition and components of detrital clastic rocks, their origin, provenance, characteristics, diagenesis, cementation, and lithification. Prerequisite: 325 or 415 or consent; 520 or 521 recommended.

523-3 Sedimentary Petrology-Carbonates. The origin, classification, diagenesis, and geochemistry of carbonate rocks, with emphasis on petrographic analysis. Study of recent carbonate depositional environments. Laboratory required. Prerequisite: 325, 418 recommended.

526-3 Advanced Topics in Applied Paleocology. Lectures, field, and laboratory studies, including techniques and quantitative methods. Preparation for research in paleocology. Emphasis on using fossil marine invertebrates and trace fossils to interpret ancient sedimentary environments. Prerequisite: 428 or consent.

527-3 Micropaleontology. Structure, classification, paleocology, stratigraphic distribution, and evolution of microfossils. Laboratory work in techniques of collection, preparation, and study of microfossils. Identification and use of microfossils in solving stratigraphic problems. Preparation for research in micropaleontology. Prerequisite: 425 or consent.

529-1 to 3 (1 per topic) Advanced Topics in Applied Invertebrate Paleontology. Lectures, readings, field and laboratory studies, including techniques and quantitative methods of study. Preparation for research in paleontology. Maximum of three hours credit. Topics may include: brachiopods; bryozoans; coelenterates; echinoderms; fossil species and numerical taxonomy; mollusks. Prerequisite: 425 or consent.

535-3 Advanced Hydrogeology. A combination of lectures, seminars, and independent studies of advanced topics in hydrogeology, particularly geochemistry and the response of aquifers to stresses such as tides, recharge, and saline intrusion. Prerequisite: 435.

537-3 Applied Seismology. Study of the seismic reflection techniques, including theory and methods of collection and analysis of seismic reflection data, the seismic method, waveform analysis, and digital filtering with computer applications and seismic instrument characteristics. Prerequisite: Mathematics 150 or consent.

538-3 Gravity and Magnetism. Study of gravitational and magnetic methods used for solution of geological problems; topics include fundamental theory of gravitational and magnetic fields of the earth, field operations, data analysis, anomaly separation, and interpretation of data. Prerequisite: Mathematics 150 or consent.

542-2 (1, 1) Seminar in Geology. Seminars in advanced topics in geology. Prerequisite: graduate standing.

565-3 Rock Deformation and Structural Systems. Advanced topics in structural geology with emphasis on theoretical and experimental study of rock deformation and analysis

of complex structural systems. Lecture and assigned problems only. Prerequisite: 462.

578-3 Fluvial Geomorphology. Detailed study of river processes, landforms, and major concepts related to geology. Flood, drainage basin analysis, and hydraulic geometry. Prerequisite: 474.

579-3 Advanced Geomorphology. A study of surficial processes and landforms with emphasis on concepts developed since 1950. Comparison of cyclic and non-cyclic models of landform evolution and detailed analyses of process mechanics. Prerequisite: 474 or consent of instructor.

582-1 to 6 (1 to 3 per semester) Advanced Coal Petrology. Microscopy, source materials, coalification, constitution, and classification of peats, lignites, bituminous coal, anthracite; applications to industrial problems. Prerequisite: 482.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a master's degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Guidance and Educational Psychology

Courses in this department may require the purchase of supplemental materials. Field trips are required for certain courses.

412-3 Human Behavior and Mental Health. A study of the principles of human needs, mechanisms of adjustment, and factors and conditions in life that tend to affect mental health. Prerequisite: junior or senior standing.

422-3 Assessment and Classroom Models. Classroom tests, measurement, standardized tests, grading, and the research knowledge in the application of ability grouping, team teaching, open education, and individualization for individuals of differing abilities.

442-3 Introduction to Counseling and Guidance Systems. The following topics will be covered: purposes of counseling and guidance; counselor roles in various settings; approaches to counseling; guidance activities; and application of the above.

481-1 to 12 Seminar. Conducted by staff members and distinguished guest lecturers on pertinent topics. Prerequisite: consent of instructor and department.

491-1 to 6 Special Research Problems-Individual Study. For majors. Formulating, investigating, and reporting on a problem in

the area of guidance. Prerequisite: advanced standing and consent of department.

494A-3 Child Counseling Practicum. A combined seminar, laboratory, and field experience representing the central focus of the program in elementary counseling. Enables the student to practice the role of the counselor under close supervision. Prerequisite: 537 and 3 additional hours from substantive course work in the guidance and counseling program.

494B-3 Adolescent and Adult Counseling Practicum. Practice of counseling skills with an adolescent or an adult population in varied settings. The professional setting depends on the student's interest area. Individual and group supervision are provided. Use of tape recorder is required. Prerequisite: 538 and 3 additional hours from substantive course work in the guidance and counseling program.

494C-3 Career Planning Practicum. Supervised experience in handling career development experiences at elementary, secondary, or college levels. Application of theoretical models to program development is stressed, including presentation of relevant lessons, handling of group guidance activities, and conducting individual career development counseling sessions. Intern experience in public school or college settings equal to one day per week is required. Prerequisite: 542 and 3 additional hours from substantive course work in the guidance and counseling program.

494D-3 to 6 (3, 3) Practicum in School Psychology. Observation and participation in case conferences related to the development of psycho-educational assessment and planning, including teacher and parent consultation, field observations, and psychometric applications. Prerequisite: consent of instructor.

502-3 Basic Statistics. A master's level terminal statistics course. Emphasis on descriptive statistics and graphical representation of data. Includes a brief introduction to hypothesis testing procedures. Credit will not be given for both 506 and 502.

506-4 Inferential Statistics. Covers basic descriptive techniques such as central tendency, measures of variability and graphical presentation of data. In addition, hypothesis testing, analysis of variance, nonparametrics, and simple linear prediction will be covered.

507-4 Multiple Regression. The general linear model is presented which allows for hypothesis testing including correlational analysis, analysis of variance, and analysis of covariance. Non-linear relationships are presented. Emphasis is placed on testing the stated research hypotheses. Prerequisite: 506.

511-3 Instructional Psychology. Critical review of empirical, methodological, and theoretical developments in the experimental study of instructional variables as related to student behavior. Prerequisite: None. Psychology 407 or equivalent is recommended.

512-3 Affective and Cognitive Behaviors at the School Level. Physical, mental, and

social growth, affective and cognitive theories, moral and political development, acquisition and utility of language, motivation, and memory. The course is designed to enable a teacher to deal effectively with the affective and cognitive behaviors of school adults and children of differing abilities.

513-3 Psychological Trends in Education. Study of literature from B. F. Skinner, Carl Rogers, Erik Erickson, Abraham Maslow, John Dewey, Laurence Cremin, Jerome Bruner, Haim Ginott, Clark Moustakas, A. S. Neill, John Holt, Charles Silberman, Thomas Gordon, Jean Piaget, Jerome Kagan, Sigmund Freud, etc., to provide the student with knowledge of contemporary psychological trends in education.

515-3 The Psychological Aspects of Instructional Design. Survey of applications of psychology to the design, delivery, and evaluation of instruction for cognitive and effective learning among individuals of differing abilities, including the gifted. Prerequisite: 511.

518-3 Psychology of the Classroom. The course is to develop classroom interpersonal skills such as values clarification, good listening skills, and empathy. Strategies for the resolution of conflicts will be presented and reasons for disruptive behavior will be discussed. Role playing, group processes in the classroom, behavioral modification, and classroom discipline will also be examined.

521-3 Analysis of Classroom Behavior-Consultative Practices for School Personnel. Trains school pupil personnel to serve as a consultant to classroom teachers regarding prevention and modification of undesirable classroom behaviors.

525-3 Cross Cultural Factors Affecting Counseling. Designed to cover special problems of different cultural groups in the counseling process. The influence of culture upon values, beliefs, interests, and feelings will be explored as they relate to the rights of the client.

530-4 Standardized Testing: Use and Interpretation. Principles and procedures for determining appropriate instructional uses of tests and how to apply tests in the process of helping individual students. Emphasis will be on necessary principles of understanding standardized tests, interpretation of test results to students, teachers, and parents, and developing school testing programs. In addition, methods for appraising guidance programs will be covered.

531-3 Principles of Measurement. Intended to provide theoretical principles of measurement which are applicable to both teaching and research. Part of the course will be devoted to current issues in measurement and to practical applications to these theoretical principles. Prerequisite: Guidance 506.

532-3 Theories of Intelligence. Nature and assessment of intellectual behavior with emphasis on the historical, theoretical, and developmental aspects of intelligence. Special

attention is given to test standardization and interpretation of the Stanford-Binet and Wechsler Scales.

533-4 Individual Measurement and Practice. Psycho-educational assessment of individual mental factors with attentions to all aspects of administration, scoring, interpreting, and utilizing the results of the Stanford-Binet Intelligence Scale, Wechsler Intelligence Scales for children and the Wechsler Adult Intelligence Scales. Additional charges not to exceed \$22 may be assessed for test kit rentals. Prerequisite: 494d, 532.

537-4 Counseling with Children: Theory, Techniques, and Practice. The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools, and related procedures. Students will be required to practice the techniques and approaches learned.

538-4 Interpersonal Relations: Theory and Practice. In this course, students will: understand the nature of counseling; be familiar with theoretical models of interpersonal relationships; develop effective communication skills; and be acquainted with strategies used to modify attitudes and behaviors. Course requires student participation in laboratory activities and use of tape recorder.

540-3 Problems, Issues, and Trends in School Guidance and Counseling. Students will examine current problems, issues, and trends with an emphasis on strategies for solving the problems; clarifying the issues and placing them in proper perspective; examining possible ramification of the trends.

542-4 Career Development Procedures and Practices. For pupil personnel workers, teachers, and administrators to give an orientation to theoretical, economic, and informational aspects of vocational guidance and to provide experiences with using career information in counseling and decision making. Obtaining occupational and information materials for use in guidance and teaching. Taking vocational field trips and field work with children or adolescents will be required. Fees not to exceed \$12 may be assessed to cover the cost of field trips and other supplemental materials for the course.

543-3 Group Theory and Practice. Focuses on the theory, functions, and techniques of group procedures appropriately applied to decision making, problem solving, and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups, and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures.

546-4 Personality Assessment. Assessment of individual interest patterns, motivations, and perceptual systems with attention to theories and assumptions of selected projective and objective diagnostic tests. Focuses on stu-

dent related problems in elementary and secondary education. Additional charges not to exceed \$22 may be assessed for test kit rentals. Prerequisite: 533.

547-3 Implementation of Guidance Services. Designed to furnish the prospective school counselor with knowledge and competency in planning and implementing a complete and integrated pupil personnel program for public schools. During the semester attention will be given to the parameters of such an integrated program, i.e., the function of a philosophical base; the principles which emerge from the philosophical position; the planning strategies best suited to implementing such a program; the actual recommendations for personnel, facilities, and materials; evaluation techniques and strategies; methods of reporting progress to students, school personnel, and the community, and an estimate of the per pupil cost. Prerequisite: experience in school guidance work, advanced standing in the counselor education program or equivalency to either of the above.

551-3 The Supervision of Practicum. Doctoral students will: become familiar with models of counseling supervision; practice supervision with master's students; and be acquainted with the research in the counselor training and supervision. Individual and group supervision are provided. Tape recording of supervision sessions is required.

555-3 to 6 (3, 3) Seminar in School Psychology. Major professional issues and responsibilities; the school as a social system; ethical considerations; school related agencies and facilities; and professional organizations. Assists the student to prepare the project proposal required for the specialists' degree. Prerequisite: consent of instructor.

562-6 (3, 3) Human Development in Education. Theories and research evidence regarding child development and behavior are investigated. These considerations focus upon implications for research and educational practices. (a) Childhood. (b) Adolescent.

567-2 to 9 (2 to 6 per semester) Topical Seminar in Educational Psychology. Contemporary topics and problems in the area of educational psychology. Conceptual and empirical activities. Prerequisite: consent of instructor.

568-1 to 12 (1 to 6 per semester) Topical Seminar in Counseling and Guidance. Contemporary topics and problems in the area of counseling and guidance are covered. Conceptual experiential and empirical activities are stressed. Each course can be offered for one hour or more depending on current validity at the time offered. A student may also retake a course as the issues change in that area.

570-3 Humanistic and Behavioral Theories in Education. Doctoral students will critically examine major humanistic and behavioral systems; evaluate the research dealing with the systems; and be able to apply the systems to educational problems.

580 Doctoral Seminar in Educational Measurement and Statistics. A series of advanced seminars on statistics and measurement. Sections a through h may be taken only once each. Section i may be repeated as topics vary.

(a)- 3 Advanced regression analysis.

(b)- 3 Factor analysis.

(c)- 3 Multivariate methods.

(d)3 Nonparametric methods.

(e)- 2 Evaluation methods.

(f)- 3 Experimental design.

(g)- 3 Advanced measurement theory.

(h)- 3 Computer applications.

(i)- 2 to 6 per semester. Selected topics.

592-1 to 8 (1 to 6 per semester) Independent Study and Investigation. For advanced graduate students. Topics of interest to the individual student are studied under supervision of a department staff member. Prerequisite: consent of department.

593-1 to 4 Individual Research. For doctoral students in educational psychology. Formulating, investigating, and reporting of research problems in the area of guidance and educational psychology. Prerequisite: consent of department.

594-1 to 6 Advanced Practicum. Primarily for advanced master's or doctoral students who want to continue developing their counseling skills. Counseling settings are individually arranged, however, they typically follow the 494 practicum experience.

595-4 to 8 (4, 4) Internship in the Psychology of Teaching. Full- or half-time teaching practice in the management of classroom behavior, and the design, delivery, and evaluation of instruction. Interns will be supervised by University staff. Prerequisite: 512, 513, 518, 540, and the consent of department.

596-15 (5 per semester) Internship in School Psychology. The purpose of the internship is to provide an opportunity to integrate the broad range of skills requisite to a position in school psychology. The internship provides the student with a full-year of full-time supervised experience in a pre-approved setting. Enrollment assumes completion of a master's degree in educational psychology or a related area and all course requirements for the specialist's degree in guidance and educational psychology. Graded *S/U* only.

599-1 to 6 Thesis. Prerequisite: consent of department.

600-1 to 32 (1 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Health Education

400-3 Health Appraisal of School Children. The teacher as a member of the health team in recognizing common health deviations. Emphasis on helping each child realize full health potential.

401-3 Epidemiological Approaches to Disease Prevention and Control. Principles and practices in the cause, prevention, and control of diseases in various community settings.

402-3 Death Education. Designed to prepare educators to conduct learning experiences about death and dying in a variety of school, college, medical care, and community settings. Stress will be placed on developing brief, functional curricula and usable, imaginative teaching-learning materials, and on evaluating resource materials for use in educating at various levels of maturity.

405-3 Sex Education. Examines various programs of sex and family life education in schools, recognizing a range of community attitudes.

407-3 Drug Education. Meets requirements of Illinois state law for education concerning drugs including alcohol for grades K-12. Explores motivations behind use and abuse of drugs. Offers experiences in development of curriculum and teaching approaches and materials.

411-3 Emergency Medical Techniques in the Wilderness. Placement of trained emergency medical technicians into a wilderness situation and have them adopt previously learned skills and newly developed skills. Required to purchase supplies at a cost of \$10 per student. Prerequisite: consent of instructor.

434-3 Advanced First Aid and Emergency Care. Meets the needs of those in positions where a complexity of first aid and emergency care procedures are needed. American National Red Cross and Illinois Heart Association cardiopulmonary resuscitation instructor authorizations provided. Consent of instructor required.

440-3 Health Issues in Aging. Students enrolled in the course will be involved in a wide variety of learning activities focusing on health needs of the elderly. The course is designed for students who have a special interest in health implications of aging.

441-3 Women's Health The course deals with a wide variety of health concerns of American women as consumers in the current health marketplace. Major categories of topics include health products, health services, and sources of health information of particular interest to women. The major purpose of the course is to provide a basis for informed decision-making by the female consumer.

442S-5 Driver and Traffic Safety Educa-

tion-Practicum. Provides prospective teachers with simulation, range, and on-road teaching experience with beginning drivers. Students may be required to purchase materials not to exceed \$15. Prerequisite: 302S.

443S-3 Driver and Traffic Safety Education-Program Administration. Emphasizes administration, reimbursement, scheduling, public relations, planning, and evaluation of driver education programs. Prerequisite: 442S or consent of instructor.

445-2 to 6 (2 to 3, 2 to 3) Contemporary Specialized Laboratory Techniques. Provides teachers and other highway safety personnel with instructional experience in (a) motorcycle safety, (b) emergency, evasive, and pursuit driving. Prerequisite: 302 or consent of instructor. Maximum of 6 semester hours may be obtained either graduate or undergraduate.

450-3 Health Programs in Elementary Schools. Orientation of teachers to health programs and learning strategies. Designed for elementary education majors.

460-3 Health Programs in Secondary Schools. Orientation of teachers to health programs and learning strategies. Designed for secondary education majors. Open to non-health education majors only.

461-3 Health Education Summer Conference. A different focal theme each year; e.g., mood modifying substances, ecology, human sexuality, emotional and social health dimensions. Information, ideas, and concepts are translated into teaching-learning materials and approaches; teaching opportunity for interaction between prospective and experienced teachers.

462-3 Health Education Summer Conference. Conference style and format are similar but themes change.

463-3 Health Education Summer Conference. Conference style and format are similar but themes change.

470S-3 Highway Safety as Related to Alcohol and Other Drugs. Relationship between alcohol and other drugs and traffic accident causes. A review of education programs designed to minimize drug related accidents. Prerequisite: advanced standing or consent of instructor.

471-2 Health Education Instructional Designs. Analysis of existing health education curricula with emphasis on student development of instructional designs and modules. Students will prepare, utilize, and critique materials. Prerequisite for student teaching in health education. Prerequisite: 305.

475S-3 Traffic Law Enforcement and Planning. Acquaints safety and driver education teachers and highway safety personnel with purposes of traffic law enforcement and engineering, and methods used to fulfill these purposes. Emphasis is placed upon ways of improving existing services and coordinating efforts of official and non-official agencies concerning traffic problems. Prerequisite: 302S or consent of instructor.

480S-3 Traffic and Driver Education Program Development. Acquaints students with curriculum innovation, current philosophy, learning and teaching theories, and instructional designs. Students will develop learning packages and modules. Prerequisite: 443S or consent of instructor.

481S-3 Traffic and Safety Education-Evaluation Techniques. Emphasizes methods of evaluation as applied to traffic and safety education programs. Prerequisite: 480S or consent of instructor.

483-3 Community Health Administration in the United States. Background and development of community health administration structures in the United States; the dynamics and trends evolving from current health and medical care programs and practices.

485-3 International Health. Health beliefs, values, and practices of peoples in various cultures as related to a total way of life of potential value to both prospective teachers and students in other fields.

488-3 Environmental Dimensions of Health Education. Application of the principles of learning to understanding people interacting with their environment. Emphasis placed upon individual and community responsibilities for promoting environmental health. Rural and municipal sanitation programs and practices are included.

489-3 Introduction to Vital Statistics. An introduction to bio-statistics; examination of theories of population projections; collection, organization, interpretation, summarization, and evaluation of data relative to biological happenings with emphasis on graphic presentation.

490-2 to 6 Field Experiences in School, Community Health, or Safety Education. Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: consent of instructor.

491-3 Health Teaching/Learning: School and Community. Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education.

495S-3 Driver Education for the Handicapped. Methods and techniques in the use of assistive equipment and program materials for teaching handicapped persons how to drive. Prerequisite: advanced standing or consent of instructor.

496-4 Industrial Hygiene. Provides a background in the recognition, evaluation, and control of toxic materials and hazardous physical agents in the work environment. Prerequisite: consent of instructor.

499-3 Rx: Education in Health Care Settings. Designed for members and potential

members of the health care team to explore educational concepts and strategies applicable to a variety of health care settings. Includes rights and responsibilities of consumer and professional, determinants of health behavior, contrasting models of health care, communication skills, media and materials and planning, implementing and evaluating educational programs. Open to medical and dental personnel, nurses, health educators, dietitians, therapists, pharmacists, social workers and related professionals.

500-4 Community Organization for Health Education. Theory and practices in community organization for health education; group work methods and leadership theories are explored. Field observations required.

510-3 Curriculum in Health Education. Analyzes the significance of current trends in curriculum theory and design; develops objectives, content, learning approaches, resource teaching-learning materials; and evaluation as components of a curriculum guide.

511-3 Health Education Conference Practicum. A summer practicum course taken in conjunction with 461, 462, or 463. Participants help plan the conference, analyze activities, suggest alternatives, assume leadership responsibilities, prepare conference proceedings, and design a comparable experience with another focal theme. Prerequisite: consent of instructor.

515-3 Review of Current Literature in Health Related Fields. Develops a broad philosophical framework for health education and safety education, examining a variety of professional materials for their relevance to such a framework. Reading, reporting, discussing, and interacting in relation to issues of contemporary and future concerns by conceptualizing health as a process in the realization of individual and societal goals.

520-3 Special Projects in Health Education. Study of problems in health education and safety education culminating in a research paper.

526-3 Evaluative Approaches to Health Education. Survey and analysis of health testing and evaluation procedures, uses and limitations of knowledge and attitude tests, behavioral inventories, check lists, questionnaires, interviews, and other techniques.

530S-3 Research in Traffic Safety. A study of unique problems related to traffic safety and a review and evaluation of contemporary studies. Prerequisite: graduate standing or consent of instructor.

533A-4 Human Ecology I. The development of a theoretical construct for individual needs and community concerns. Programming trends related to the life-cycle including aging. An epidemiological approach to understanding the cause, nature, extent, and trends in conservation of human resources.

533B-4 Human Ecology II. Approaches to protective and preventive health measures. A study and evaluation of pilot and experimental programs of research and development in

community efforts to meet existing and evolving health problems. An analysis of needed experimentation, research, and possible sources for planning leadership, programming, and funding for enhancing the quality of life. Prerequisite: 533A or consent of instructor.

536-3 Professional Preparation in Health Education. Considers national, state, and local factors influencing professional preparation, accreditation, and certification processes. Emphasis upon influences of official and non-official agencies. Historical perspective, the present status, and future directions of the profession.

550S-3 Current Developments in Traffic and Safety Education. Current problems, trends, and research studies in traffic and safety education are reviewed, critiqued, and evaluated.

555S-3 Traffic Safety Management. Course deals with highway safety legislation and other acts related to traffic safety. Application of safety management techniques, procedures and structure of federal and state agencies are emphasized. Prerequisite: consent of instructor.

572-3 Coordination and Supervision of School Health and Safety Programs. For advanced students who will have leadership responsibilities in planning, implementing, and coordinating comprehensive health and safety education programs at all levels from preschool through junior colleges. Cooperative relationships among teaching, administrative, and supervisory personnel with community groups will be stressed.

590-8 Practicum in Community Health. Students are assigned full-time to a community health agency for experiences in health education. Restricted to those specializing in community health.

592-8 Practicum in Safety and Industrial Health. Students are assigned full-time to a safety agency or industry for experience in either safety or industrial health. Restricted to those specializing in safety industrial health. Prerequisite: consent of instructor.

597-2 (1, 1) Seminar in Health Education. Advanced graduate students discuss individual health projects and present research problems. Each will present a dissertation prospectus.

598-3 Institute: Writing Research Proposals. Consideration is given to funding sources, proposal guidelines, procedures for support, budgetary requirements, and evaluation procedures. Students examine different types of funded projects, develop a research prospectus, and analyze the art of grantsmanship and political action.

599-1 to 6 Thesis.

600-1 to 32 (1 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their

dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Higher Education

402-1 to 3 Principles of Student Personnel Group Work. Acquaints the student with group work possibilities and functions in higher education. Elective Pass/Fail.

431-3 Workshop in Adult and Community Education. (See Educational Leadership 431.)

501-2 Introduction to Research in Higher Education. Provides an understanding of diverse research forms, of historical, ethical, and philosophical considerations in research, and of current issues in educational research with special reference to tertiary institutions.

510-3 Higher Education in the United States. An overview of American higher education in historical and sociological perspectives: its development, scope, characteristics, issues, problems, trends, and criticism.

512-3 Higher Education in Selected Nations. A study of higher education systems and trends outside the United States and of the role of the university in world affairs.

513-3 Organization and Administration in Higher Education. Theories and practices in governance of various types of higher education institutions with attention to problems of formal and informal structures, personnel policies, decision making, institutional self-study, and societal-governmental relations.

515-3 College Student Development: Operations and Policies. Study of organization, functions, and undergirding principles and policies of student development and the related student personnel services and programs in contemporary colleges and universities including community colleges.

516-3 College Students and College Cultures. Study of the nature of students, the impact of the college on student development, and the nature of the college as a unique social institution. Study of student subcultures and the interaction between students, institutions, and communities.

518-3 College Teacher and College Teaching. A study of the professional roles of academic people: as teachers, scholars, researchers, members of the professions, and faculty members. Emphasis is placed on classroom strategies to extend educational opportunities, the characteristics and values of faculty members, the teaching-learning process, models of effective behavior, and academic freedom.

521-3 Curriculum Design and Policy. A study of assumptions, materials, methods, and evaluation in the designs of various curricula in colleges and universities, with attention to curriculum resources and policy.

525-3 Philosophy of Higher Education. Critical examination of assumptions, aims, operations, consequences, basic concepts, and symbols of higher education from philosophic perspectives.

526-3 The Community College. A study of the characteristics and functions of the community or junior college in American higher education. Course content aids the student in developing a general understanding of the philosophy, objectives, organization, and operations of this significant institution.

528-3 Finance in Higher Education. A study of financing higher education in American society and related economic aspects. Emphasis is given to sources of funds and management of financing in colleges and universities including budgeting, control, accountability, and current trends.

535-1 to 14 (a-h-1 to 3 each; i-1 to 6) Higher Education Seminar I. A series of seminars for specialized study of areas of administrative practice and policy. (a) student personnel group work, (b) law and higher education, (c) student financial assistance, (d) admissions and records, (e) academic advisement, (f) academic and faculty administration, (g) adult and continuing education, (h) sociology of higher education, (i) selected topic.

545-1 to 16 (a-g-1 to 3 each; h-1 to 8) Higher Education Seminar II. A series of seminars for scholarly inquiry into significant aspects of higher education. (a) community college administration, (b) federal government and higher education, (c) institutional research, (d) current issues in higher education, (e) problems in central administration, (f) business and fiscal affairs, (g) history of higher education, (h) selected topic.

550-1 to 4 Higher Education Seminar III. An advanced seminar for doctoral students in higher education. Two hours required for all doctoral students. Prerequisite: doctoral students only.

589-1 to 4 Higher Education Research Seminar. Limited to doctoral students formulating and preparing research designs for investigation and implementation. Graded *S/U* only. Prerequisite: consent of instructor.

590-1 to 6 Individual Readings. Supervised readings in the literature of higher education. Graded *S/U* only. Prerequisite: consent of instructor.

591-1 to 6 Individual Study. Individual inquiry into selected problems or special topics in higher education under supervision of a graduate faculty member. Graded *S/U* only. Prerequisite: consent of instructor.

592-1 to 6 Special Problems (Individual). Selection, investigation, and writing of a special research project under the personal supervision of a graduate faculty member. Graded *S/U* only. Not available to students in doctoral programs. Prerequisite: consent of instructor.

595-1 to 6 Internship in Higher Education. Supervised field experience in appropri-

ate settings with evaluation seminars. Graded S/U only. Prerequisite: consent of instructor.

599-1 to 6 Thesis.

600-1 to 32 (1 to 16 per semester) **Dissertation.** Minimum requirement for Ph.D. in education is 24 hours.

601-1 to 12 per semester **Continuing Research.** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded S/U or DEF only.

History

413-3 **European Rural Society, 400-1100 A.D.** (See Sociology 413.)

414-3 **European Urban Society, 1000-1550 A.D.** (See Sociology 414.)

417-4 **Cultural History of the Middle Ages.** Selected problems in the development of mediaeval culture, the mediaeval universities, and the transmission of ancient ideas to the modern world. Elective Pass/Fail.

418-3 **Renaissance.** The focus is on the Renaissance in Italy and in particular on its relation to the social and economic context in which it developed. The spread of humanism and humanistic values to other areas of Europe will also be considered. Elective Pass/Fail.

420-3 **Reformation.** Concentrates on the movement of religious reforms in the 16th Century. Emphasis on its roots in the past, particularly in earlier expressions of popular piety and to the wider social and political effects in the 16th and 17th centuries. Elective Pass/Fail.

421-6 (3, 3) **Absolutism and Revolution: Europe 1600-1815.** (a) 1600-1715; (b) 1715-1815. The development of enlightened despotism, the rise of the revolutionary movement, and the Napoleonic period. Elective Pass/Fail.

422-6 (3, 3) **Intellectual History of Modern Europe.** (a) 1600-1815; (b) since 1815. The first semester will cover the Age of Reason, the Enlightenment, and Early 19th Century Romanticism. The second semester will cover the period of Marx and Darwin to the Contemporary World. Elective Pass/Fail.

423-3 **Diplomatic History of Modern Europe.** A study of the European state system and the diplomacy of the major powers, with emphasis on events since 1870.

424-6 (3, 3) **Social and Revolutionary Movements in Nineteenth Century Europe.** (a) 1815-1871; (b) 1871-1914. Changing social and political structure of Europe caused by the impact of industrialization and the French Revolution. The consequences of these developments in terms of the emergence of new social forces and the development of move-

ments for social and political revolution. Elective Pass/Fail.

425-6 (3, 3) **Twentieth Century Europe.** (a) World War I to World War II; (b) World War II and after. Problems in the political, social, and military history of Europe in the 20th Century.

430-3 **The British Empire-Commonwealth.** The rise of the British Empire and its subsequent development into a commonwealth of self-governing nations.

431-3 **British Constitutional History.** The development of the English constitutional system from its origins to modern times. Elective Pass/Fail.

432-4 **History of France.** Social, economic, political, and intellectual evolution from mediaeval origins to the present day. French contributions to western culture. Elective Pass/Fail.

433-3 **History of Germany.** German state and society from the Middle Ages to the present day. Elective Pass/Fail.

434-3 **History of Scandinavia.** Denmark, Norway, Sweden, Finland, and Iceland. Related history of the Baltic and North Sea regions, from prehistoric times to the present. Elective Pass/Fail.

435-3 **History of Modern Italy.** Italy in the 19th and 20th centuries. Emphasis is on continuing problems: the tensions between agricultural south and industrial north, Italy's role as a Great Power, and the persistence of centrifugal forces in Italian politics. Elective Pass/Fail.

436-6 (3, 3) **History of Spain.** (a) To 1700; (b) Since 1700. Institutional, intellectual, socio-economic, and political history from the Middle Ages to the present. Elective Pass/Fail for (b) only.

437-6 (3, 3) **History of Russia.** (a) Imperial Russia from Peter the Great to the emancipation of the serfs; (b) Russia since emancipation: modernization and revolution. The study of Russian history from Peter the Great to the present. Elective Pass/Fail.

440-3 **Tudor-Stuart England.** England from 1485 to 1714. The social, economic, and political development of Britain during the crucial two centuries from late feudal anarchy to world power.

450-4 **American Colonial History.** The discovery, settlement, and development of the colonies before the American Revolution.

451-3 **Jeffersonian and Jacksonian America, 1789-1850.** Origin and development of democratic institutions and the emergence of sectional conflict in the pre-Civil War era. Elective Pass/Fail.

452-6 (3, 3) **United States History 1850-1896.** (a) Civil War era; (b) the origins of modern America; reconstruction and nationalization: 1885-1896. The study of the background to the Civil War, the Civil War, Reconstruction, and the Gilded Age.

453-6 (3, 3) **Twentieth Century American History.** (a) 1896-1921; (b) 1921-1945. The history of the United States since the 1890s

with emphasis upon politics, political ideas and diplomacy.

460-6 (3, 3) Social and Intellectual History of the United States. (a) To 1860; (b) since 1860. The development of American society and a study of the various types of economic, social, and political thought that have influenced it.

461-6 (3, 3) Constitutional History of the United States. (a) to 1877; (b) from 1877. Origin and development of the American constitution from the English background to the present time. Stress is placed on the political, social, and economic forces which influenced the American constitutional system. Elective Pass/Fail.

462-4 Problems in Black American History. Developments which formed the foundation for the "Black Revolution" of the present time.

463-6 (3, 3) History of American Diplomacy. (a) To 1914; (b) since 1914. General consideration of American foreign policy and the emergence of the United States as world power. Elective Pass/Fail.

464-6 (3, 3) American Economic History. (a) To 1869; (b) since 1869. The growth of the American economy from the colonial period to the present. Emphasis is placed on the historical forces which influenced the American economic system.

465-6 (3, 3) History of the South. (a) The Old South; (b) the New South. Social, economic, political, and cultural developments of the South.

466-6 (3,3) History of the American West. (a) Trans-Appalachian frontier. (b) Trans-Mississippi frontier. The American frontier and its impact on American society from the colonial period to the 20th century.

470-3 Colonial Latin America: Policies and Practices. Theory and operation of the Spanish and Portuguese colonial systems in the New World. Elective Pass/Fail.

471-6 (3, 3) History of Mexico. (a) 19th Century; (b) Revolutionary Mexico. Significant political, economic, diplomatic, social, and cultural aspects of Mexican life from independence to the present time with emphasis upon the Mexican revolutions. Elective Pass/Fail.

472-3 The Caribbean Area. A history of the Caribbean from Columbus to Castro. Elective Pass/Fail.

473-3 Argentina and Chile. A narrative and comparative history of these two leading Latin American nations with emphasis on the period since independence. Elective Pass/Fail.

474-3 Andean South America. The political, economic, social, and cultural development of the Andean nations from Pre-Columbian times to the present. Elective Pass/Fail.

475-3 History of Brazil. The political, social, cultural, and economic development of Latin America's largest nation. Elective Pass/Fail.

476-3 Dictatorships in Latin America. A political, economic, social, and military study

of the domestic and international aspects of dictatorship. Elective Pass/Fail.

480-6 (3, 3) History of Chinese Civilization. (a) Traditional China; (b) Modern China. The first semester provides a full coverage of traditional China with emphasis on classical philosophies, religions, historical writings, literature, arts, and science. The second semester deals with the transformation of China into the modern ages. Elective Pass/Fail.

484-3 History of Inner-Asian Relations. Tribes, migrations, wars, and power politics in Central Asia and outlying areas of China from Han times through 19th century rivalries to latest developments along the Sino-Soviet frontier. Elective Pass/Fail.

485-3 History of the Middle East. A study of the Middle East from the 7th through the 16th centuries concentrating on the following major themes: the development of Islamic civilization, the mediaeval Muslim world, the disintegration of the Arab caliphate, the rise of the Ottoman Turks, and the development of the Ottoman Empire.

490-1 to 4 Special Readings in History. Supervised readings for students with sufficient background. Prerequisite: registration by special permission only.

491-3 Historiography. Writings of historians from Herodotus to Toynbee. Elective Pass/Fail.

492-4 Historical Research and Writing. Methods of historical investigation, criticism, and composition. Open not only to history majors but with permission of instructor to those in other disciplines interested in history as a research tool.

493-1 to 6 Problems in History. Topics vary with instructor. May be repeated for a maximum of six semester hours provided registrations cover different topics. Topics announced in advance.

494-3 Quantitative Research in History. An introduction to the application of quantitative data and social science methods to historical research.

495-4 History Honors. Principles of historical method, research, and writing for senior honor students only. Not for graduate credit. Prerequisite: consent of department.

496-1 to 12 Internship in History. Supervised field work in public or private agencies or operation where history majors are frequently employed, such as archives and libraries, government offices, communications media, historic sites, and museums. Only three hours may be applied to the major and nine hours toward graduate work. Prerequisite: consent of department.

497-3 Historical Museums, Sites, Restorations, and Archives. The historical development of the museum from the Academy, the Lyceum, and the Great Museum of Alexandria. Discussion of the museums that have developed in the last three centuries with emphasis on the United States will include

historical sites such as battlefields, forts, historic buildings, restorations, historical monuments, and major archives. Field trips to some of these sites form part of the course.

498-3 Problems of the History Museum. Examines the general background and function of the museum in its contemporary setting with special emphasis on tasks of the individual who wishes to work in a historical museum or in an interpretative center. Given in cooperation with the University Museum. Prerequisite: consent of instructor.

515-3 to 6 (3, 3) Studies in Mediaeval and Renaissance History. A study of the major historical literature on the Middle Ages and Renaissance.

516-4 to 8 (4, 4) Seminar in Mediaeval and Renaissance History. A research course concerning selected topics in Middle Ages and the Renaissance.

520-3 to 6 (3, 3) Studies in Early Modern European History. A study of the major historical literature in early modern European history.

521-4 to 8 (4, 4) Seminar in Early Modern European History. A research course concerning selected topics in early modern European history.

522-3 to 6 (3, 3) Studies in Modern European History. A study of the major historical literature in modern European history.

523-4 to 8 (4, 4) Seminar in Modern European History. A research course concerning selected topics in modern European history.

530-4 Seminar in English History. A research course concerning selected topics in English history.

550-4 Seminar in American Colonial History. A content and research course concerning specific areas of American Colonial history.

551-4 The Age of Jefferson. A content and research course on the rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon social, economic, and political programs of Republicans and Federalists; the clash of mercantile and agrarian interests.

552-4 Reform Movements in the Pre-Civil War Period. A content and research course concerning major political, economic, and social issues, 1825-1850, which divided the United States and prepared the way for civil war.

553-4 Seminar in Twentieth Century United States History. A content and research course on American political history and behavior since 1896.

554-4 New Viewpoints in American History. New interpretations and recent developments in American history.

555-4 to 8 (4, 4) Seminar in American History. A content and research course in American history. Topics will vary with the instructor.

561-4 Seminar in American Constitu-

tional History. A content and research course concerning specific areas of American Constitutional history.

563-4 Seminar in American Diplomatic History. A content and research course concerning selected studies in American diplomacy.

566-4 Seminar in American Frontier History. A content and research course concerning selected topics in American frontier history. Prerequisite: 466a, b, or permission of instructor.

567-4 Seminar in Illinois History. A content and research course concerning selected topics in Illinois history.

570-4 to 8 (4, 4) Seminar in Latin American History. A content and research course concerning selected studies in Latin American history.

580-4 Seminar in Modern China. A content and research course concerning selected topics in modern Chinese history.

590-1 to 8 (1 to 3 per semester) Readings in History. Individual readings. Registration by special permission only. Student must obtain the consent of the faculty member involved. Graded *S/U* only. Prerequisite: registration by special permission only.

591-2 to 5 Independent Investigation. Graded *S/U* only. Prerequisite: doctoral standing and consent of graduate adviser.

593-4 Seminar in Contemporary History. A research course concerning selected topics in contemporary history.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a master's degree.

600-1 to 30 (1 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Home Economics Education

(See vocational education studies)

Human Development, Division of

Students may enroll in the following courses for graduate credit unless otherwise indicated in the course description.

400-1 Orientation Seminar in Human Development. Includes a discussion of programs, information, and research presented by faculty and students. Introduction to library facilities.

481-2 to 6 Readings. Supervised readings on selected topics in the area of concentration. (a) Child and family; (b) family economics and management; (c) food and nutrition. Prerequisite: consent of instructor.

500-3 Research Methods. Study of principles of research design, interpretation of data, and study of writing of thesis or project. One hour lecture and a two hour practicum in which each student submits a research design appropriate to the specialization. Prerequisite: 400; Guidance and Educational Psychology 502 or Mathematics 420, or consent of instructor.

501-3 Human Development Through Life Cycle. Study of human development from economic, nutritional, and social perspectives. The course emphasizes the needs of the individual during each phase of the life cycle: pregnancy, infancy, preschool, school age, adolescence, adulthood, the elderly. Prerequisite: six hours 400-level or equivalent in human development courses.

502-3 Professional Services for Diverse Family Structures. Case analysis of different family structures through seminar teams. Each team will be responsible for analysis of the interaction of the family structure and the economic, nutritional, and socializing activities carried out within the family/household. Role and sources of assistance through current programs will be included. Prerequisite: six hours 400 level or equivalent human development courses.

503-3 Impact of Public Intervention on Family Life. An analysis of implications of pending and existing legislation as it relates to the economic, nutritional, and interactive aspects of the family treated as a system. Prerequisite: six hours 400 level or equivalent human development courses.

515-1 to 3 Seminar. Review and analysis of research, literature, and projects.

572-1 to 5 Special Problems. Selection and investigation of special problem under personal supervision of graduate faculty. (a) Child and family; (b) family economics and management; (c) food and nutrition. Prerequisite: consent of instructor.

593-1 to 3 Research Paper or Project. Writing of research paper or project in lieu of a thesis.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Child and Family

Persons desiring to concentrate in child and family must major in human development.

408-3 to 9 (3, 3, 3) Workshop. Designed to aid workers in professions related to child and family. Emphasis for the workshop will be stated in the announcement of the course.

410-3 Human Sexuality. Provides detailed in-depth information on such topics as philosophical views of sexual behavior, sex techniques, sex therapy, sexual variations, sexual anatomy and physiology, including the sexual response and changes with age, and sexual development in childhood.

445-3 Administration of Pre-School Programs. Planning and organizing programs for preschool or residential facilities including budgeting, staffing, programming, and evaluation. Prerequisite: 345 and 346 or consent of instructor.

456-3 Infant Development. Current theories and knowledge concerning growth and development of infants with related laboratory field experiences. Prerequisite: 237 or Psychology 301 or equivalent.

457-3 Infant Stimulation and Care. Application of theories in infant development in care and stimulation practicum. Development of competencies and skills needed by infant specialists and professionals. Two hours seminar, 4 hours practicum. Prerequisite: 456 or concurrent enrollment.

466-3 Practicum in Parent-Child Study. Designed to increase student's ability to work with parents and parent groups through an awareness of factors in the parent-child relationship and knowledge of current research and methods in parent education. Integration with infant and child development laboratories and related field experience. Prerequisite: 227, 237, or equivalent.

471-2 to 8 Field Experience. Supervised learning experiences in community nursery schools and public agencies. Eight hours maximum for students enrolled in preschool certification specialization, only. Other students limited to an enrollment of six hours maximum. Prerequisite: consent of instructor.

490-3 Introduction to Marriage and Family Counseling. Problems and techniques of premarital, marital, divorce, family, and family crisis counseling. Counseling individuals singly, in family units, and in groups. Prerequisite: 227 or equivalent and consent of instructor.

556-3 The Pre-School Child. Growth of the child from birth to six years with emphasis on the various aspects of growth and their interrelationships.

562-3 Child Development through Home and School. The normal, healthy development of children as it takes place in the home and is promoted by the curriculum and other school activities.

566-3 Interpersonal Relationships within the Family. A study of factors that promote satisfactions with the immediate family; planning and preparing teaching units, and source materials in this field. □

Family Economics and Management

Persons desiring to concentrate in family economics and management must major in human development.

407-1 to 3 Workshop. Designed to aid workers in professions related to use of family resources. Emphasis for each workshop will be stated in the announcement of the course. Every semester.

420-3 Trends in Household Equipment. Design, function, principles of operation, current trends, and ecological problems related to equipment use in household and society are considered. Prerequisite: 320.

430-3 Housing Alternatives. Selected aspects of the housing market and their relationship to changing life styles of households. Structure, operations and performance of the housing market and home building industry, housing finance, and contemporary housing problems and issues are considered. Fall Semester. Prerequisite: 330 or consent of instructor.

445-3 Family Financial Management. Developments in family financial management and the evaluation of methods and procedures for helping families, with emphasis on the role of the consultant. Case studies and simulation, as well as field problems, are included. Fall semester and alternate summers. Prerequisite: 340 and 350, equivalent, or consent of instructor.

451-3 Household Activity Analysis. A study of work methods and place, as well as the characteristics of the worker, in relation to solving problems of employed, full-time, and handicapped home managers.

480-3 Women in the Home and Labor Market. An evaluation and interpretation of the economic contributions of women in household production and in the labor market. Related issues such as fair employment practices, role conflicts, and legal issues will be considered.

494-1 to 4 Field Experience. Supervised learning experiences in an acceptable employment area. Every semester. Prerequisite: 370 and consent of chairperson.

499-1 Senior Seminar. A study of contemporary issues in the field of family economics and management including the concerns of new professionals entering the field. Not for graduate credit.

530-3 Societal Factors in Housing. An analysis of housing as it relates to levels of living in contemporary households. Cultural determinants, community development, governmental policies and programs, and personal and social organization are considered as they

relate to family housing. Spring semester. Prerequisite: 430 or consent of instructor.

535-3 Housing Consumption. Housing consumption patterns, housing markets, and economic aspects of government housing policies will be analyzed as they will affect family life styles. Composition of household and communities will be of special interest. Prerequisite: 341, Economics 215, or equivalent, and consent of instructor.

540-3 Consumption Trends. Contemporary trends and issues in family income and consumption are evaluated. Spring semester and alternate summers. Prerequisite: 340 or equivalent.

550-3 Advanced Home Management. Readings, observations, projects, and discussions are used in evaluation of current research trends and issues in home management as they reflect family management processes. Fall semester and alternate summers. Prerequisite: 350.

Food and Nutrition

Persons desiring to concentrate in food and nutrition must major in human development.

410-3 Educational Nutrition. The objective of the course is to provide teachers in public and non-public elementary and secondary schools with the necessary background to incorporate food and nutrition into the educational curriculum.

420-3 Recent Developments in Nutrition. Critical study of current scientific literature in nutrition. Prerequisite: 320 or equivalent. Elective Pass/Fail.

421-2 Recent Trends in Food. Critical study of current scientific literature in food. Prerequisite: 320 or equivalent. Elective Pass/Fail.

480-3 Community Nutrition. Offers a study of the objectives, implementation strategies, and evaluation methods of nutrition programs in the communities' health programs. Integration of nutrition into the health care delivery system at local, state, and federal levels is included.

490-3 Nutrition and Growth. The study of human nutrition during each phase of the life cycle, prenatal through geriatric. Students elect at least two phases for in-depth study. Prerequisite: consent of instructor and department chairperson. Elective Pass/Fail.

520-2 Advanced Nutrition. The biochemical and physiological basis of the metabolism of nutrients; current concepts. Prerequisite: 420 or equivalent.

556-3 Advanced Experimental Foods. Individual problems in food research and interpretation of pertinent literature. Prerequisite: 356 or equivalent.

580-1 to 18 (1 to 12 per semester) Nutrition Practicum in the Community. Supervised field participation and evaluation of comprehensive community nutrition pro-

grams. Field course may be taken in a block of 6 to 8 weeks or concurrent with course work. Approximately 50 to 55 hours of experience per one semester is planned. Prerequisite: 480 or consent of instructor.

Industrial Technology

There is no graduate degree program offered through industrial technology. Four-hundred-level courses may be taken for graduate credit unless otherwise indicated in the course description.

420-3 Coal Analysis and Inspection. A study of methods and equipment for the inspection and analysis of coal including the techniques for the design of coal-quality experiments. Laboratory. Prerequisite: 365 or appropriate background.

425-3 Advanced Process Design and Control. Extension of other process courses offered. Meets the need of those students who enter the field of manufacturing by giving more emphasis on planning, estimating, and control of industrial processes. Laboratory. Prerequisite: 309, 310.

439-3 Bulk Materials Handling. Study of the various types of equipment used in the mining industry. Estimation of costs and output of equipment used for excavating and transporting earth materials. Prerequisite: appropriate background.

440-3 Manufacturing Policy. Review of all areas covered by the industrial technology program. Includes problems for solution which simulate existing conditions in industry. Students present their solutions to the class and to the instructor in a formal manner. Prerequisite: 358, 365, 375, 382, or consent of instructor.

441-3 Mine-Safety Technology. An in-depth study of the technological implications of the Federal Coal Mine Health and Safety Act. Emphasis is placed on the technology required to operate safely underground coal mines. Prerequisite: appropriate background.

450-3 Industrial Systems Analysis. Teaches the systems required for successful industrial operations. The role of the computer in system design and application is emphasized.

460-5 Mining Technology. Mining methods; mine ventilation and pumping systems; mine structures; power distribution; coal-mine development and exploitation. Prerequisite: 360 or appropriate background.

465-4 Industrial Safety. Principles of industrial accident prevention; accident statistics and costs; appraising safety performance; recognizing industrial hazards and recommending safeguards. Includes a study of the Occupational Safety and Health Act and the Coal Mine Health and Safety Act. Prerequisite: senior standing.

466-3 Occupational Safety and Health

Standards. Covers the standards, inspection procedures, and compliance requirements covered in the latest revisions of the Occupational Safety and Health Act of 1970. Emphasis is placed on developing the student's ability to detect violations of the standards and recommend corrective safety actions.

492-1 to 6 Special Problems in Industry. Special opportunity for students to obtain assistance and guidance in the investigation and solution of selected industrial problems. Not for graduate credit. Prerequisite: consent of instructor.

Journalism

400-3 History of Journalism. Development of American newspapers, magazines, and radio-television with emphasis on cultural, technological, and economic backgrounds of press development. Current press structures and policies will be placed in historical perspective.

401-3 International Communication. An analysis of the development, structure, functions, and current status of media systems in other countries. Emphasis given to studying factors that facilitate or restrict the flow of intranational and international communication.

405-3 Introduction to Mass Communication Research. Overview of communication research methods including practical training in interpretation and presentation of social science data. Introduction to survey research methods, experimental design, and use of computers for analysis of data. Presentation of data in journalistic forms and social science reports. Prerequisite: 310 or equivalent or consent of instructor.

411-3 Public Affairs Reporting. Covering government and other public agencies, including the city hall, courts, county offices, business, finance, agriculture, labor, and other specialized beats. One field trip is required. Cost should not exceed \$20. Prerequisite: 311.

420-3 School Publications. Designed for the prospective high school or junior college journalism teacher or publication director. Deals with practical production problems of school newspapers and yearbooks.

442-3 The Law of Journalism. Legal limitations and privileges affecting the mass media to include the law of libel, development of obscenity law, free press and fair trial, contempt of court, right of privacy, advertising and antitrust regulations, copyright, and access to the press. Prerequisite: senior standing.

450-3 Mass Media Management. Basic economic and management theory and application of theory to the management process in the mass media. Individual projects involving analysis of management of a selected medium. Prerequisite: consent of instructor.

451-3 Current Media Problems. Readings and weekly seminar discussions on the role of the journalist in seeking solutions to the problems facing the mass media in the last third of the Twentieth Century. Involves questions of economics, structure, ethics, effects.

461-3 Specialized Publications. Functions, operations, and problems of industrial, trade, business, professional, literary, and other specialized publications. Management, personnel, and production practices. Use of research in solving problems and setting policies.

462-3 Magazine Article Writing. Principles, problems, and techniques involved in producing free-lance and staff-written magazine articles with an emphasis on determining the relationship between article content and audience market. Prerequisite: 311.

476-3 Advertising Campaigns. Application of advertising principles and techniques to the solution of a specific advertising problem facing a cooperating advertiser or advertising agency; problem analysis, development of strategy, media planning, message development, campaign presentation. One field trip is required for a campaign presentation. Cost should not exceed \$20. Prerequisite: 372 and 374.

479-3 Social Issues and Advertising. Analysis of social issues involving advertising economic relationships, government and self-regulation, cultural effects, influence on media content and structure, role in democratic processes, international, and other problems and controversies. Prerequisite: senior standing.

490-1 to 6 (1 to 3, 1 to 3, 1 to 3) Readings. Supervised readings on subject matter not covered in regularly scheduled courses. Undergraduates limited to maximum 2 credits per semester. Prerequisite: written consent of instructor and area head.

494-1 to 3 Practicum Study, observation, and participation in publication or broadcast activities. Prerequisite: consent of instructor and area head.

495-1 to 12 (1 to 6, 1 to 6) Proseminar. Selected seminars investigating media problems or other subjects of topical importance to advanced journalism majors. Seminars will be offered as the need and the interest of students demand. Prerequisite: senior standing.

500-3 Research Methodology in Mass Communication I. Identification of research problems, formulation of concepts and research hypotheses in journalism and mass communication, sampling procedures, design of experimental and survey research.

501-3 Research Methodology in Mass Communication II. Problems of measurement, design, and analysis in journalism and mass communication research. Techniques of attitude scaling, questionnaire construction. Bivariate and multivariate data analysis. Procedures for the creation, management and analysis of large data sets using computer

programs. Prerequisite: 500 and Guidance and Educational Psychology 506, concurrent registration in 507.

504-3 Foundations of Mass Communication Theory. Conceptual orientation toward analysis of relationships in the mass communication channels. Emphasis on problem identification and relationships between philosophical basis for behavioral analysis of communication and empirical work in the field; reviews of selected literature.

505-3 Theoretical Issues in Mass Communication. Analysis and critique of recent theory and research. Examination of current trends in research and reviews of selected literature relating to mass communication in the areas of systems, interpersonal, mass media, intercultural, political, organizational, instructional, and health communication. Prerequisite: 504.

506-3 Significant Studies in Mass Communication Research. A review of a broad selection of early literature in communication research that has provided much of the conceptual basis for empirical studies during the past two decades.

510-3 Literature of Journalism. Critical reading, discussion, and evaluation of 20th century journalistic literature in such areas as media history, muckraking, press criticism, biography, memoirs and reminiscences, depiction of the journalist in fiction, new journalism.

511-3 Studies in Journalism History. Critical analysis of literature showing trends and developments in journalism before 1900. Approximately 100 books are examined in the context of social, political, and intellectual history of the times. Lectures, reports, and discussions.

512-3 Press Freedom and Censorship. Examination of the philosophical and theoretical bases of press freedom in the United States with attention to the press's English heritages and to numerous attempts at media censorship from the colonial period through the 20th century.

520-3 Communication and National Development. Functions of mass media of communication in the process of national development in the third world. Review of models of national development; problems in the diffusion and adoption of innovation; diffusion of information and influence in modernization of developing countries.

530-3 Historical Research in the Mass Media. Methods of data collection, analysis, organization, and presentation for historical research in mass media. Use of such sources as newspapers, archives, personal papers, manuscripts, and oral history. Use of statistical methods in mass media historical research. Prerequisite: 511.

540-3 Legal and Governmental Research in the Mass Media. Study of research procedures related to executive, congressional, judicial, and quasi-official reports and documents as they affect the mass media. Focus of

the study will be an examination of the legal interrelationship of the government and the media. Prerequisite: 442.

550-1 to 12 (1 to 4, 1 to 4, 1 to 4) Topical Seminar. Seminars on subjects of current interest, with the topics determined through student and faculty request and interest. Topics include audience analysis, communication and social systems, media economics, persuasive communications.

560-3 Seminar: Critical and Persuasive Writing. An analysis of the opinion function of the news media—the editorialist, the opinion columnist, and the critical reviewer—with emphasis upon the theoretical bases of persuasion. Students will study and evaluate various types of persuasive writing and will also write a number of editorials, columns, and reviews.

592-1 to 6 (1 to 3, 1 to 3, 1 to 3) Individual Research. Conduct of research reports for projects of an individual nature.

599-1 to 6 Thesis.

600-1 to 32 Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Latin American Studies

The following is a partial list of courses which may be taken for graduate credit in Latin American studies. Note that many of the 500-level courses offered by participating departments have general titles that permit individual instructors great flexibility in determining the content of the offering. These courses and similar offerings at the graduate level may be taken when they have substantial Latin American content. The appropriateness of such courses will be determined by the student's supervisory committee.

Agribusiness Economics

402-1 to 6 Problems in Agribusiness Economics.

442-2 Agricultural Development in Emerging Countries.

443-2 Marketing Practices and Problems in Emerging Countries.

Animal Industries

421-2 International Animal Production.

Anthropology

430B-3 Archaeology of Meso-America.

450-6 (3,3) Museum Studies.

460-1 to 12 Individual Study in Anthropology.

470c-3 Peoples and Cultures of the Caribbean.

470e-3 Peoples and Cultures of Latin America.

510-2 to 6 (2 to 3 per topic) Seminar in New World Archaeology.

511-2 to 6 (2 to 3 per topic) Seminar in Meso-American Archaeology.

515-6 (3,3) Seminar in Social-Cultural Anthropology.

520-2 to 6 (2 to 3 per topic) Seminar in New World Ethnology.

521-2 to 6 (2 to 3 per topic) Seminar in Ethnology of Latin America.

560-2 to 6 (2 to 3 per topic) Seminar in Comparative Social Organization.

562-2 to 6 (2 to 3 per topic) Seminar in the Anthropology of Contemporary Peoples.

565-2 to 6 (2 to 3 per topic) Seminar in Culture Change and Development.

581-2 to 6 (2 to 3 per topic) Seminar in Anthropology.

585-1 to 12 (1 to 3 per semester) Readings in Anthropology.

595-4 (2,2) Field Methods in Ethnology.

597-1 to 12 Fieldwork in Anthropology.

599-1 to 6 Thesis.

Business Administration

580-3 International Business Operation.

Economics

419-3 Latin American Economic Development.

520-6 (3,3) Economic Development Theory and Policy.

530-3 Foreign Trade.

531-3 International Finance.

599-1 to 6 Thesis.

Foreign Languages and Literatures

509-1 to 4 Research Problems-Spanish.

569-3 Bibliography and Research Techniques-Spanish.

Geography

524-2 to 4 Seminar in Cultural Geography.

591-2 to 4 Independent Studies in Geography.

593C-2 to 24 (2 to 6 per semester) Research in Urban and Regional Planning.

593D-2 to 24 (2 to 6 per semester) Research in Social Geography.

599-2 to 6 Thesis.

History

436-6 (3,3) History of Spain.

470-3 Colonial Latin America: Policies and Practices.

471-6 (3,3) History of Mexico.

472-3 The Caribbean Area.

473-3 Argentina and Chile.

474-3 Andean South America.

475-3 History of Brazil.

476-3 Dictatorships in Latin America.

570-4 to 8 (4,4) Seminar in Latin American History.

590-1 to 8 (1 to 3 per semester) Readings in History.

599-1 to 6 Thesis.

Philosophy

477-4 Latin American Philosophy.

478-4 Latin American Thought.

591-1 to 16 Readings in Philosophy.

599-2 to 6 Thesis.

Political Science

466-4 Governments and Politics of Latin America.

488-3 International Relations of the Western Hemisphere.

569-3 to 6 (3,3) Topical Seminar in Comparative Politics.

577-3 to 6 (3,3) Topical Seminar in Foreign Policy.

580-3 to 6 (3,3) Topical Seminar in International Relations.

590-1 to 6 Readings.

591-1 to 6 Individual Research.

599-1 to 6 Thesis.

Spanish

412-3 Advanced Grammar and Composition.

417-3 History of the Spanish Language.
434-3 Colonial Literature in Spanish America.

485-3 The Spanish-American Short Story.

486-3 Spanish American Drama.

487-3 The Spanish American Novel.

502-3 to 6 (3,3) Seminar in Hispanic Linguistics.

504-3 to 6 (3,3) Seminar in Spanish American Literature.

535-2 to 4 (2,2) Spanish American Literature before 1900.

565-3 to 6 (3,3) Spanish American Literature of the 20th Century.

599-1 to 6 Thesis.

Linguistics

The Department of Linguistics offers courses toward the Master of Arts degree in linguistics and the Master of Arts degree in English as a foreign language.

401-4 General Linguistics. Basic concepts and methods of general linguistics. Fundamentals of the nature, structure, and functioning of language. Data manipulation and problem solving. Elective Pass/Fail.

402-7 (3, 3, 1) Phonetics. (a) Theory and practice of articulatory phonetics. (b) Theory and practice of instrumental phonetics. Prerequisite: 402a. (c) Transcription laboratory. Prerequisite: 402a. May be taken singly. Elective Pass/Fail.

403-3 English Phonology. Study of English phonology, both American and British, including phonetics, phonemics, and prosodics. Prerequisite: 300 or 401, and 402a, or consent of department. Elective Pass/Fail.

404-3 American Dialects. Regional variation and social stratification of American English. Phonological and syntactic differences among the major dialects of American English. Prerequisite: one previous course in linguistics. Elective Pass/Fail.

405-4 Phonological Theories. A survey of various phonological theories involving the phoneme from the 19th century up to the present, including theoretical issues arising therefrom and relationships among the theories. Limited data analysis within the perspective of the different theories. Prerequisite: 300 or 401, and 402a. Elective Pass/Fail.

408-4 Syntactic Theory. Basic concepts and formalisms of transformational generative grammar. Data manipulation and problem solving in English syntax. Prerequisite: 300 or 401 and 430 or consent of department. Elective Pass/Fail.

410-10 (5, 5) Intermediate Uncommon Languages. Review of the structure of modern spoken language. Introduction to written language. Emphasis on conversational style. The first semester carries undergraduate credit only. (g-h) Vietnamese, (i-j) Lao, (k-l) Cambodian. Prerequisite: 210 or equivalent.

411-3 The Linguistic Structure of Chinese. (See Chinese 410.)

412-3 The Linguistic Structure of Japanese. (See Japanese 410.)

415-3 Sociolinguistics. History, methodology, and future prospects in the study of social dialectology, linguistic geography, multilingualism, languages in contact, pidgin and creole languages, and language planning. Prerequisite: one previous course in linguistics or consent of department. Elective Pass/Fail.

420-8 (4, 4) Advanced Uncommon Languages. Advanced conversation and reading of third-year level materials in preparation for classes conducted in the language. (g-h) Vietnamese, (i-j) Lao, (k-l) Cambodian. Prerequisite: 410 or equivalent.

422-3 Contemporary Vietnamese Prose. Open to advanced students. Short stories, novels, and essays (main trends and evolution). Emphasis on works of prominent authors since 1920, such as Nguyen V. Vinh, Pham Quynh, H. N. Phach, Nguyen T. Thuat, P. K. Binh, Khai Hung, and the recent generation. Prerequisite: 321 and 410.

423-2 Vietnamese Poetry. Classical and modern poetry. Emphasis on masterpieces and leading figures such as Nguyen Trai, Nguyen Binh Khiem, the authors of Chinh Phu Ngam and Cung Oan, Nguyen Huy Tu, Nguyen Du, and the Kim Van Kieu, Nguyen Cong Tru, and the new poetry with the impact foreign poetry had on it. Prerequisite: 321 and 410.

424-2 Modern Vietnamese Drama. Hat boi (Vietnamese opera), Hat cheo (popular theater from North Vietnam), Cai Luong (modernized opera and musical), Thoai Kich (modern theater), and Kich tho (lyric theater). Emphasis on the main plays, the stage techniques, and the literary and social meaning of those various forms of Vietnamese theater. Prerequisite: 321 and 410.

430-3 to 6 (3, 3) Grammatical Structures. Detailed analysis of the structure of particular languages. May be repeated to a total of six hours credit with consent of department. Prerequisite: one previous course in linguistics or consent of department. Elective Pass/Fail.

431-3 Structure of the English Verb. An analysis of the English verb system. Special study of the modals and non-finites. Elective Pass/Fail.

440-1 to 6 (1 to 3 per topic) Topics in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of six hours credit with consent of department. Prerequisite: one previous course in linguistics or consent of department. Elective Pass/Fail.

445-4 Introduction to Psycholinguistics. A broad spectrum introduction to psycholin-

guistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems, and language and the brain.

450-3 to 6 (3, 3) Language Families. A synchronic survey of particular language families or sub-families. May be repeated to a total of six hours credit with consent of department. Prerequisite: one previous course in linguistics or consent of department. Elective Pass/Fail.

453-4 Methods in Teaching English as a Second Language. Introduces the basic methods of teaching English as a second language, specifically as part of bilingual programs, and presents the theoretical premises and background from the fields of general linguistics, contrastive linguistics, psycholinguistics, education, and sociolinguistics. Elective Pass/Fail.

454-2 Observation and Practice in TESL. Lessons in teaching English as a second language are modeled and demonstrated live and via video-tape. In addition to microteaching and other peer-teaching, students observe ESL/EFL classes and laboratories and do tutoring and practice teaching under supervision as schedulable. Enrollment limited to undergraduates. Mandatory Pass/Fail.

455-2 Materials in TESL. Examination and criticism of currently used textbooks in ESL and bilingual education programs, as well as other printed materials and visual and mechanical aids in teaching English as a second language. Prerequisite: 453 or consent of department. Elective Pass/Fail.

456-1 Contrastive Linguistics Practicum. Examination of the interference of other languages, particularly Spanish, into the English of ESL learners on the levels of phonetics, phonology, morphology syntax, lexicon, semantics, and orthography. Study of written and spoken errors, diagnosis of errors and development of techniques for correction. Prerequisite: 453 or consent of department. Elective Pass/Fail.

497-1 to 8 Readings in Linguistics. Directed readings in selected topics. Prerequisite: consent of department and undergraduate status.

501-3 Contrastive Linguistics. Theory and methodology of contrastive analysis and error analysis. Application of both methodologies to comparison of English syntactic and phonological structures with those of other languages. Prerequisite: 401 or consent of department.

504-3 Dialectology. Materials and methods of areal and social dialectology and linguistic geography. Prerequisite: one previous course in linguistics or consent of department.

506-4 Historical Linguistics. Theories and methods in the study of the history and prehistory of languages and language families.

Prerequisite: 405 and 408, or consent of department.

510-3 History of Linguistics. The history of linguistic inquiry from classical times to the present. Prerequisite: one previous course in linguistics or consent of department.

530-3 to 6 (3, 3) Historical Grammatical Structures. History of particular languages or language families. May be repeated to a total of six hours credit with consent of department. Prerequisite: one previous course in linguistics or consent of department.

540-1 to 12 (1 to 3 per topic) Studies in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of 12 hours of credit with consent of department. Maximum of six hours applicable toward a basic master's degree. Prerequisite: one previous course in linguistics or consent of department.

545-3 Advanced Seminar in Psycholinguistics. Relevant psycholinguistic research is studies in terms of research design criteria, appropriateness of statistical procedures, and practical applications for language teaching/learning and teacher training. Prerequisites: 445 and prior or concurrent registration in Guidance and Educational Psychology 506, or consent of department.

550-4 to 8 (4 per topic) Seminar in Linguistics. Guided advanced research in either syntax/semantics, generative phonology, socio-linguistics, psycholinguistics, historical linguistics, or other topics. May be repeated to a total of 8 hours of credit with consent of department. Prerequisite: consent of department.

570-4 Theory and Methods of EFL/ESL. Theory and methods of teaching English as a second or foreign language, techniques and procedures in teaching most language skills, comparative and current methodology.

571-2 Language Laboratories in EFL/ESL. The theory and practice of the language laboratory in EFL/ESL pedagogy. Prerequisite: 570 or consent of department.

572-2 Materials Preparation in EFL/ESL. Theory and practice in development of EFL/ESL texts. Prerequisite: 570 or consent of department.

575-3 EFL/ESL Testing. Discussion of different second language (L2) testing purposes characteristics of good. L2tests, process of L2 test development, evaluation and revision of. L2tests, interpretation and reporting of. L2tests, results, current trends in L2 testing. Prerequisite: 445 and 570 or consent of department.

580-3 Seminar in Special Problems of EFL/ESL. Prerequisite: 570.

581-2 Practicum in EFL/ESL: Oral English. Class observation and supervised practice teaching in English as a foreign language; meets concurrently with Linguistics 100. Graded *S/U* only. Prerequisite: consent of department.

585-2 Practicum in EFL/ESL: Written

English. Objectives, methods, and materials for Linguistics 101, 102, and 103 and similar courses. Observation and practice under supervision. Graded *S/U* only. Prerequisite: consent of department.

593-1 to 4 Research in Linguistics. Individual research under graduate faculty guidance. Prerequisite: consent of instructor.

596-3 Stylistics. (See English 596.)

597-1 to 8 Readings in Linguistics. Individual readings in linguistics under graduate faculty guidance. Prerequisite: consent of department.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a master's degree. Prerequisite: consent of department.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Mathematics

400-2 History of Mathematics. An introduction to the development of major mathematical concepts. Particular attention given to the evolution of the abstract concept of space, to the evolution of abstract algebra, to the evolution of the function concept, and to the changes in the concept of rigor in mathematics from 600 B.C. Does not count toward a mathematics major in the College of Liberal Arts or in the College of Science. Prerequisite: 319 and 352 or consent of instructor. Elective Pass/Fail.

405-3 Intermediate Ordinary Differential Equations. Topics selected from linear systems, existence and uniqueness for initial value and boundary value problems, oscillation, and stability. Prerequisite: 251, 305. Elective Pass/Fail.

406-3 Eigenfunction Methods in Applied Mathematics. Inner product spaces; orthonormal systems; Bessel's inequality; quadratic forms; Hermitian operators; eigenfunctions and eigenvalues; minimization properties of eigenfunctions; the spectral theorem for a Hermitian matrix; functions of matrices; Sturm-Liouville differential operators; convergence properties of Fourier Series; the Legendre, Laguerre, Hermite, and Tchebycheff families of orthogonal polynomials; functions of Sturm-Liouville operator; Green's functions; the Laplacian operator in 1, 2, and 3 dimensions. Prerequisite: 221 and 305. Elective Pass/Fail.

407-3 Introduction to Partial Differential Equations. First order linear and quasilinear partial differential equations, characteristics, second order linear partial differential equa-

tions, classification of types, boundary value and initial value problems, well posed problems, the wave equation, domain of dependence, range of influence, Laplace's equation and Dirichlet problems, the maximum principle, Poisson's integral, fundamental solution of the heat equation. Prerequisite: 305. Elective Pass/Fail.

411-1 to 6 (1 to 3, 1 to 3) Mathematical Topics for Teachers. Variety of short courses in mathematical ideas useful in curriculum enrichment in elementary and secondary mathematics. May be repeated as topics vary. Does not count toward a mathematics major. Elective Pass/Fail.

412-3 Problem Solving Approaches to Basic Mathematical Skills. Content of basic skills at all levels of education and the development of these skills from elementary school through college; emphasis on problem solving and problem solving techniques; determination of student skills and proficiency level. Credit may not be applied toward degree requirements in mathematics. Prerequisite: 314 or equivalent.

417-3 Applied Matrix Theory. Matrix algebra and simple applications, simultaneous linear equations, linear dependence and independence of vectors, rank and inverses, determinants, eigenvalues and eigenvectors, quadratic forms, applications. This course may not be counted toward a graduate degree in mathematics. Prerequisite: 139 or 221 or consent of department. Elective Pass/Fail.

419-4 Algebraic Structures I. Groups, subgroups, normal subgroups and homomorphism theorems, permutation groups, finite direct products, finite abelian groups, p -groups and Sylow's theorem, normal and subnormal series, Jordan-Holder theorem. Rings and subrings, divisibility theory in integral domain, polynomial rings. Prerequisite: 319 or consent of department. Elective Pass/Fail.

421-3 Linear Algebra. Fields, vector spaces over fields, triangular and Jordan forms of matrices, dual spaces and tensor products, bilinear forms, inner product spaces. Prerequisite: 221. Elective Pass/Fail.

425-3 Theory of Numbers. Properties of integers, primes, divisibility, congruences, quadratic forms, diophantine equations, and other topics in number theory. Prerequisite: 319 or consent of department. Elective Pass/Fail.

426-3 Introduction to Mathematical Logic. (Same as Philosophy 426.) General introduction to the method of mathematical logic, forming of denials, the statement calculus including the deduction and completeness (with respect to truth tables) theorems, and the predicate calculus including the deduction theorem, deduction techniques; (in the predicate calculus) normal forms and equality, first order theories, first order number theory, consistency, truth (in the model-theoretic sense), completeness theorem (with respect to the model-theoretic definition of validity),

independence, categoricity, decidability, and a brief introduction to Godel's theorem. Prerequisite: 301, 319, 352, or Philosophy 320. Elective Pass/Fail.

433-3 Introduction to Topology. Study of continuity, convergence, compactness, and completeness in the context of metric spaces. Prerequisite: 352 or consent of department. Elective Pass/Fail.

435-3 Elementary Differential Geometry. An introduction to modern differential geometry through the study of curves and surfaces in R^3 . Local curve theory with emphasis on the Serret-Frenet formulas; global curve theory including Fenchel's theorem; local surface theory motivated by curve theory; global surface theory including the Gauss-Bonnet theorem. Prerequisite: 251 and 221. Elective Pass/Fail.

437-3 Elementary Algebraic Topology. Topological spaces; continuous maps. Finite products. Connectivity. Compactness. Manifolds. Classification of surfaces. Homotopic maps. Fundamental group. Covering spaces. Lifting theorem. Prerequisite: 319. Elective Pass/Fail.

445-3 Boolean Algebra and Logical Design. (Same as Computer Science 445.) Boolean algebra with applications to computer logic and circuit design. Simplification algorithms. Sequential circuits and sequential machines. Introduction to error-correcting codes. Prerequisite: 319, 301 or Computer Science 342.

449-3 Combinatorics and Graph Theory. (Same as Computer Science 449.) An introduction to graph theory and combinatorial mathematics with computing applications. Topics include permutations and combinations, generating functions, recurrence relations, the principle of inclusion and exclusion. Polya's theory of counting, graph theory, transport networks, matching theory, block designs. Prerequisite: 301 or 319 or consent.

451-3 Introduction to the Theory of Computing. (See Computer Science 451.)

452-4 Advanced Calculus. Fundamental concepts of analysis; infinite series, functions and series of functions, uniform convergence, function of bounded variation, Riemann-Stieltjes integral, functions of several variables, implicit functions and extreme values. Prerequisite: 352 or consent of department. Elective Pass/Fail.

453-3 Topics in Applied Mathematics. (Same as Molecular Science 400M.) Selected topics in applied mathematics for students in the physical, biological, and engineering sciences: functions of several independent variables, Jacobians and implicit functions, Lagrange multipliers, Stokes theorem and the divergence theorem, initial and boundary value problems in ordinary and partial differential equations, approximate solution of initial value problems, Eigenfunction methods for solving boundary value problems. Does not count toward a mathematics major. Prerequisite: 251 or consent of instructor.

455-3 Introduction to Complex Analysis and Applications. Complex numbers, analytic functions, line integrals, the Cauchy-Goursat theorem and its implications, power series, Laurent series, polar and essential singularities, analytic continuation, contour integration, and residue theorem, conformal mapping, asymptotic expansions. Prerequisite: 251. Elective Pass/Fail.

457-5 Methods of Quantitative Analysis. (Same as Business Administration 451.) Introductory survey of basic quantitative methods necessary for graduate study in business; designed for students with deficiencies in methods of quantitative analysis. Course consists of introduction to calculus, matrix algebra, and probability. Extensive use is made of business examples. Prerequisite: enrollment in Master of Business Administration program or consent of instructor.

460-3 Transformation Geometry. Geometry as the study of properties invariant under congruences, similarities, affine transformations, and projectivities. Prerequisite: 221 and 319. Elective Pass/Fail.

471-3 Introduction to Optimization Techniques. (Same as Computer Science 471.) Nature of optimization problems. General and special purpose methods of optimization, such as linear programming, classical optimization, separable programming, integer programming, and dynamic programming. Prerequisite: 221, 250, Computer Science 202.

472-3 Linear Programming. (Same as Computer Science 472.) Nature and purpose of the model. Development of the simplex method. Application of the model to various problems. Introduction to duality theory. Transportation and network flow problems. Postoptimality analysis. Prerequisite: 221 and Computer Science 202.

473-3 Reliability Theory. Formulation of the concept of reliability in terms of probability theory. Failure distributions and failure rates. Elements of renewal theory. Age and block replacement policies, optimal replacement policies for classes of failure distributions. Prerequisite: consent of department. Elective Pass/Fail.

475-6 (3, 3) Numerical Analysis. (Same as Computer Science 464.) An introduction to the theory and practice of computation with special emphasis on methods useful with digital computers. Topics include the solution of nonlinear equations, interpolation and approximation, numerical differentiation and integration, solution of differential equations, matrix calculations and the solution of systems of linear equations. Must be taken in a, b sequence. Prerequisite: 221, 250, Computer Science 202.

480-4 Introduction to Probability. This is a comprehensive introduction to probability theory at a level suited to most upper division undergraduates and first year graduate students. Topics include: event spaces, probability functions, combinatorics, generating func-

tions, conditional probability, independence, random variables, probability distributions, expectations, moments, characteristic functions, inversion formulae, sums of independent random variables, the multivariate normal distributions, the central limit theorem, the weak and strong laws of large numbers, Monte Carlo applications. Prerequisite: 251. Elective Pass/Fail.

481-3 Elements of Stochastic Processes. An introduction, including normal, Poisson, and Markov processes. Prerequisite: 480. Elective Pass/Fail.

483-4 Introduction to Mathematical Statistics. Development of the elements of statistical theory. Probability axioms, probability distributions, moments and moment generating functions. Statistical inference, point and interval estimation, testing hypotheses, regression and correlation, chi-square tests. Not for graduate credit in mathematics. Prerequisite: 250 and 221 or 250 and concurrent enrollment in 221. Elective Pass/Fail.

486-3 Design of Experiments. A mathematical model development of the statistical design and analysis of experiments with emphasis on practical applications. Includes completely randomized, randomized block, Latin square, split plot, incomplete block, and response surface designs, as well as factorial and fractional factorial experiments. Prerequisite: 483. Elective Pass/Fail.

487-3 Nonparametric Methods in Statistics. A discussion of confidence intervals and tests of hypotheses where no functional form is postulated for the population. Prerequisite: 483 or 480. Elective Pass/Fail.

488-3 Linear Statistical Models. Introduction to the general linear model, theory and applications. This will include discussions of regression, analysis of variance, analysis of covariance, and model building. Prerequisite: 221 and 483. Elective Pass/Fail.

489-3 Sample Survey Methods. Introduction to methods for sampling human populations, wildlife populations, and spatial distributions, and associated methods of data analysis. Emphasis will be given to criteria for choosing the appropriate sampling design and to the avoidance of nonsampling errors. Prerequisite: 483 or consent of instructor.

495-1 to 6 Special Topics in Mathematics. Individual study or small group discussions in special areas of interest under the direction of a member of the faculty. Prerequisite: consent of chairperson and instructor. Elective Pass/Fail.

501-3 Real Analysis. Structure of sets of real numbers; measure spaces; measurable functions; integration; modes of convergence; Caratheodory process; product measures; Fubini's theorem, Lebesgue measure and integral; differentiation; signed measures; Radon-Nikodym theorem. Prerequisite: 452.

505-3 Ordinary Differential Equations. Existence and uniqueness theorems; general properties of solutions; linear systems; geo-

metric theory of nonlinear equations; stability; self-adjoint boundary value problems; oscillation theorems. Prerequisite: 452 and 421 or consent of instructor.

506-1 to 9 Advanced Topics in Ordinary Differential Equations. Topics chosen from: stability; oscillations; functional differential equations; perturbations; limit point and limit circle; boundary value problems; other areas in ordinary differential equations as the instructor desires. Prerequisite: 505 or consent of instructor.

507-3 Partial Differential Equations. Origins of PDE's. The wave equation, potential equation, and heat equation. Initial and boundary value problems and questions of well posedness. Fundamental solutions and the related Riemann, Green, and Neumann functions. Classification of linear and quasilinear PDE's. Theory of characteristics. The Cauchy-Kowalawski theorem. The max-min principle, the energy-integral method, and questions of uniqueness. Questions of existence. Prerequisite: 452.

508-3 Integral Equations. Origins of integral equations. Volterra equations of the first and second kind. Fredholm equations of the first and second kind. Fredholm's alternative theorem. The resolvent equation. Orthonormal eigensystems of a symmetric Fredholm operator. The Hilbert-Schmidt expansion theorem and its applications to Sturm-Liouville problems. Exact and approximation methods of solution. Prerequisite: 452 and 406 or 421.

510-3 Mathematical Logic. Review of elementary logic; incompleteness and undecidability results of Godel, Church, and Tarski; consistency of arithmetic. Prerequisite: 426.

512-3 to 12 (3 per topic per semester) Topics in Mathematical Logic. (a) Model theory. (b) Axiomatic set theory. (c) Combinatory logic. (d) Proof theory. Student can take up to a maximum of twelve hours in combination of topics. Prerequisite: consent of instructor.

514-4 General Statistical Analysis. Concepts of probability; probability axioms, random variables, probability distributions, moments. Statistical estimation: criteria for estimators, sampling distributions of estimators, confidence intervals. Tests of significance: normal theory tests, power, robustness, nonparametric procedures. Relationships between purpose of experiment, experiment, data, and data analysis. This course does not give credit toward a mathematics major. Prerequisite: 111.

515-4 Linear and Multivariate Statistical Methods. Analysis of the general linear model: regression, analysis of variance, and analysis of covariance. Principal component analysis. Discriminant analysis. Analysis of the multivariate general linear model. Basic experimental designs and probability sampling procedures. This course does not give credit toward a mathematics major. Prerequisite: 514.

516-8 (4, 4) Statistical Analysis in the Social Sciences. (a) Descriptive statistics; graphic display of data; concepts of probability; statistical estimation, and hypothesis testing. Applications to social science data. (b) Matrix algebra; general linear model; multivariate statistics, ordinal and nominal measures of associations, and causal modeling. Applications to social science data. This course does not give credit toward a mathematics major. Prerequisite: one year of high school algebra or equivalent.

520-3 Algebraic Structures. Algebraic field extensions, splitting fields, algebraic closure, separable and unseparable extensions, the fundamental theorem of Galois theory, solvability by radicals. Tensor products of modules, finitely generated modules over principal ideal domain, applications to abelian groups, tensor algebras, exterior algebras, derivation, traces, and dual modules. Prerequisite: 419.

522-3 to 9 per topic (3, 3, 3) Advanced Topics in Algebra. (a) Ring theory: primitive rings, radicals, completely reducible rings, Artinian and Noetherian rings, projective and injective modules, complete ring of quotients, classic ring of quotients, Faith Utumi theorem. (b) Commutative algebra: ideal theory of Noetherian rings, valuations localizations, complete local rings, Dedekind domain. (c) Group theory: selected topics from one or more of the following: p-groups, solvable groups, simple groups. (d) Group representations: semisimplicity of the group algebra, characters, one dimensional representations, orthogonality relations induced characters, induced representations, Brauer's theorem. (e) Homological algebra: projective and injective modules, homological dimension, derived functors, spectral sequences of a composite functor, applications. (f) Lie algebras: theory of Nilpotent and solvable Lie algebras including Lie's and Engel's theorems; E. Cartan's classification of complex simple Lie algebras. Prerequisite: 520.

525-3 Number Theory. Introduction to modern analytic and algebraic techniques used in the study of quadratic forms, the distribution of prime numbers, diophantine approximations, and other topics of classical number theory. Prerequisite: consent of instructor.

526-3 to 9 per topic (3, 3, 3) Advanced Topics in Number Theory. (a) Analytic number theory. (b) Algebraic number theory. (c) Additive number theory. (d) Diophantine approximations. (e) Dirichlet series and automorphic forms. Prerequisite: consent of instructor.

528-3 Formal Languages and Automata. (Same as Computer Science 553.) Algebraic analysis of automata with emphasis on semigroup and decomposition theory. Probabilistic automata. Grammars including regular, context-free, context sensitive, and type 0. Normal forms, restricted grammars. Closure properties. The relation between grammars

and automata. Basic decision problems. Prerequisite: 451.

529-3 Theory of Computability. (See Computer Science 555.) Prerequisite: 451.

530-3 General Topology. Topological spaces, continuous functions, product topology, convergence, separation and countability, compactness, connectedness, local properties, metrizable, compact-open topology. Prerequisite: 433 or 437, 452.

531-3 Algebraic Topology. Simplicial complexes. Simplicial approximation. Chain complexes. Simplicial homology. Singular homology. Applications to spheres and Euclidean spaces. Universal coefficient theorem. Cohomology. Prerequisite: 419, 433, or 530.

532-3 to 9 per topic (3, 3, 3) Advanced Topics in Topology. (a) General topology: topics chosen from topological groups, categorical topology, topological dynamics, uniform spaces, and others. (b) Algebraic topology: topics chosen from homotopy theory, homology, and cohomology, fiber bundles, sheaf theory, and others. Prerequisite: consent of instructor.

536-3 Differential Geometry. Basic manifold theory, linear connections, Riemannian geometry, DeRham cohomology, applications. Prerequisite: 421, 433 or 435 or 530.

537-3 to 9 per topic (3, 3, 3) Advanced Topics in the Topology and Geometry of Manifolds. (a) Differential topology: topics chosen from Sard's Theorem, mod 2 and Brouwer degree. Index theory, Cobordism theory, Morse theory, Exotic Spheres, Poincare duality and others. (b) Differential geometry: topics chosen from Hodge theory, complex manifolds, Riemannian geometry, connections on fiber bundles, Lie groups and others. (c) Topological manifolds; orientation of manifolds; cup and cap products; Poincare duality; Alexander duality; Lefschetz duality.

550-1 to 6 per topic (1 to 3 per semester) Seminar. Supervised study and preparation of reports on assigned topics. Reports presented for class discussion. (a) Algebra. (b) Geometry. (c) Analysis. (d) Probability and statistics. (e) Mathematics education. (f) Logic and foundations. (g) Topology. (h) Applied mathematics. (i) Differential equations. (j) Number theory. (k) Master of Science seminar. Prerequisite: consent of instructor.

551-3 Introduction to Functional Analysis. Inner product and normed spaces; Hahn-Banach theorem; L^1 spaces; continuous function spaces; dual spaces; uniform boundedness principle; open mapping and closed graph theorems; fixed point theorems; spectral theorem. Prerequisite: 433, 501.

552-3 to 9 per topic (3, 3, 3) Special Topics in Analysis. (a) Harmonic analysis. (b) Approximation theory. (c) Advanced complex variables. Prerequisite: consent of instructor.

553-3 to 9 (3, 3, 3) Special Topics in Functional Analysis. (a) Topological vector spaces. (b) Operator theory. (c) Banach algebras. (d) Integration theory. (e) Distribution

theory. (f) Abstract harmonic analysis. Prerequisite: consent of instructor.

555-3 Complex Variables. Extended complex plane; Cauchy-Riemann equations: conformality; analytic continuation; power series; elementary functions; Cauchy integral theorem and consequences; Cauchy integral formula; maximum modulus principle; Liouville's theorems; Laurent expansion; residue theorem and evaluation of real integrals; principle of argument; Rouché's theorem. Prerequisite: 452.

560-3 Calculus of Variations. The basic problems of calculus of variations. The classical necessary conditions and their application. Canonical form of the Euler-Lagrange equations and Hamilton's principle. Fields and sufficient condition. Pontryagin's necessary condition and its application to control theory and to the classical problems of the calculus of variations. Prerequisite: 452.

567-6 (3, 3) Econometrics I and II. (Same as Economics 567.) (a) Linear regression analysis as applied to single equation economic models. Problems of least squares, maximum likelihood, and Bayesian estimation techniques in stochastic economic models. (b) Elements of asymptotic distribution theory and estimation techniques in multiple equation economic models. Take in a, b, sequence except with consent of instructor. Prerequisite: 417 or 421 and 483 or 514.

572-3 to 9 per topic (3, 3, 3) Advanced Numerical Analysis. (Same as Computer Science 564.) Selected topics chosen from such areas of numerical analysis as: approximation theory, numerical solution of initial value problems; numerical solution of boundary value problems, numerical linear algebra, numerical methods of optimization, functional analytic methods. Prerequisite: consent of instructor.

580-3 Statistical Theory. An introduction to mathematical statistics. Estimation theory including such topics as the Cramer-Rao and Chapman-Robbins inequalities, and the Rao-Blackwell theorem. Testing hypotheses with emphasis on the monotone likelihood ratio and the exponential family. A short introduction to Bayes and other decision procedures. Prerequisite: 480.

581-3 Probability. General probability spaces, review of measure and integration; product spaces, product measures, Fubini's theorem. Probability and random variables: induced measures, distribution functions, expectations, types of convergence, independence, characteristic functions. Sums of independent random variables: tail events and tail functions; Borel Cantelli lemma, zero-one law; Kolmogorov's inequality, convergence of series, the Strong Law of Large Numbers. Prerequisite: a concurrent course in real variables (501).

582-3 to 6 per topic (3, 3) Advanced Topics in Probability and Statistics. (a) Probability. Additional topics in probability theory which can include one or more of the following:

the Law of the Iterated Logarithm; arc sin law; the ergodic theorem; problems in random walk and discrete Markov chains; Martingales; Brownian motion. In some cases a considerable proportion of time can be devoted to the General Central Limit Problem-Ininitely Divisible Distributions. (b) Statistics. Topics presented will depend upon the needs of advanced students in statistics and the interests of the instructor. Generally, there will be presentation of background material in statistical decision theory. Topics can include: multiple decision procedures; sequential analysis; advanced multivariate theory; non-parametric theory; order statistics. Prerequisite: 581 for (a) and 580 for (b).

588-3 Multivariate Statistical Analysis. A rigorous introduction to the theory and methods of multivariate statistics. The course will cover such topics as sampling from a multivariate normal distribution, multivariate analysis of variance, discriminant analysis, canonical correlations, and principal components. Prerequisite: 580.

595-1 to 12 per topic Special Project. An individual project, including a written report. (a) In algebra; (b) in geometry; (c) in analysis; (d) in probability and statistics; (e) in mathematics education; (f) in logic and foundations; (g) in topology; (h) in applied mathematics; (i) in differential equations; (j) in number theory. Graded *S/U* only. Prerequisite: consent of instructor.

599-1 to 6 Thesis. Minimum of three hours to be counted toward the Master of Arts degree.

600-1 to 30 Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Medical Education Preparation

No graduate degree program is offered through medical education preparation. Four-hundred-level courses may be taken for graduate credit only with written permission of the relevant department and the graduate dean.

400-1 to 6 (1 per semester) Medprep Seminar. Seminar on social, professional, and scientific issues of interest to students planning a career in medicine or dentistry. Topics: (a) orientation; (b) medical/dental

seminar. Required of medprep participants. May be taken for graduate credit only with written permission of the relevant department and the graduate dean. Prerequisite: restricted to medprep students. Must be taken in a, b sequence. Mandatory Pass/Fail.

401-1 to 20 (1 to 2 per area) Medprep Basic Skills. Focus on skills critical for academic success in preprofessional and professional training. Areas: (a) learning skills; (b) science process skills; (c) quantitative skills; (d) perceptual motor skills; (e) interpersonal skills; (f) reading skills; (g) written communication skills; (h) vocabulary skills; (i) speed reading; (j) other. All areas required or proficiency demonstrated with the first year in program. Not for graduate credit. Prerequisite: restricted to medprep students. Areas c, d, e, f, g, and i are Mandatory Pass/Fail.

402-1 to 12 (1 to 2 per topic) Medprep Special Problems. Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Topics: (a) MCAT/DAT orientation; (b) research seminar; (c) clinical experience; (d) independent research; (e) independent readings; (f) other. Topic (b) required of all medprep participants. May be taken for graduate credit only with written permission of the relevant department and graduate dean. Prerequisite: restricted to medprep students. Topic (c) Mandatory Pass/Fail.

403-1 to 15 (1 to 2; 1 to 2; 1 to 2; 1 to 2: 1 to 2; 1 to 2; 1 to 3) Medprep Biology Tutorial. Depending on individual need content will be remedial, supplementary to concurrent biological science courses, or additional permitting acceleration. Sections will be (a) genetics; (b) anatomy, (c) physiology, (d) embryology, (e) microbiology, (f) zoology, (g) special. May be taken for graduate credit only with written permission of the relevant department and the graduate dean. Prerequisite: restricted to medprep students or consent of instructor.

404-1 to 14 (1 to 2; 1 to 2; 1 to 2; 1 to 2; 1 to 3; 1 to 3) Medprep Chemistry Tutorial. Depending on individual need content will be remedial; supplementary to concurrent preprofessional chemistry courses (Chemistry 222a, b; 334 and 346; and 450) or additional permitting acceleration. Sections will be (a, b) inorganic; (c, d) organic; (e) biochemistry; (f) other. May be taken for graduate credit only with written permission of the relevant department and the graduate dean. Prerequisite: restricted to medprep students.

405-1 to 4 (1 to 2; 1 to 2) Medprep Physics Tutorial. Depending on individual need content will be remedial, supplementary to concurrent preprofessional physics courses or additional permitting acceleration. Sections will correspond to two semester physics sequence. May be taken for graduate credit only with written permission of the relevant department and the graduate dean. Prerequisite: restricted to medprep students.

Microbiology

403-2 Medical Bacteriology Lecture. A survey of the mechanisms of infection, epidemiology, and immunity and the specific application of these principles to the symptomatology, diagnosis, treatment, and control of the more common bacterial infections of humans. Two hours lecture. Fall semester. Prerequisite: 301.

404-2 Medical Bacteriology Laboratory. Procedures for the collection and handling of medical specimens for microbial examination and for cultivation and identification of the pathogenic organisms by their morphological, biochemical, and serological characteristics and the fundamental role of the bacteriologist in the diagnosis of infectious diseases. Four hours laboratory. Fall semester. Prerequisite: 403 or concurrent enrollment.

421-3 Foods and Industrial Microbiology Lecture. The relationships of microorganisms to the preparation and preservation of foods; their application to the industrial production of beverages, foods, antibiotics, and other commercial products. Consideration of sanitation, pollution, and recycling of waste products into useful materials. Pure food and drug regulations. Three hours lecture. Prerequisite: 301.

422-2 Foods and Industrial Microbiology Laboratory. Methods for preparation, preservation, sanitary inspection, and analyses of foods and industrial products. Four hours laboratory. Prerequisite: 421 or concurrent enrollment.

425-4 (2, 2) Biochemistry and Physiology of Microorganisms Lecture. Chemical composition, cellular structure, and metabolism of microorganisms. Prerequisite: organic chemistry.

426-4 (2, 2) Biochemistry and Physiology of Microorganisms Laboratory. Prerequisite: 425 a, b or concurrent enrollment.

441-3 Virology Lecture. General properties; classification and multiplication of bacterial and animal viruses; lysogeny; immunological and serological reactions; relation of viruses to cancer; consideration of selected viral diseases of animals. Prerequisite: 301 and 302.

442-2 Virology Laboratory. Tissue culture methods, multiplication and assay of animal and bacterial viruses, purification, electron microscopy, interference, immunity. Five hours laboratory. Prerequisite: 441 or concurrent enrollment.

451-3 Immunology Lecture. Natural and acquired immunity. Antigens, antibodies, and antigen-antibody reactions in vitro and in vivo. Three hours lecture. Prerequisite: 403.

452-2 Immunology Laboratory. Natural defense mechanism and immune response, preparation of antigens and antibodies, serological reactions, conjugated antibodies, electrophoresis, immunological reactions in vivo.

Five hours laboratory. Prerequisite: 451 or concurrent enrollment.

453-3 Clinical Microbiology and Immunology Lecture. Lectures dealing with the fundamentals and clinical applications of microbiology and immunology and the properties, pathogenesis and control of bacterial, viral, and mycotic infections in people. Three hours lecture. No limit on enrollment. Prerequisite: 403, 441, and 451.

454-2 Clinical Microbiology and Immunology Laboratory. Methods and procedures in the clinical diagnosis of microbiologic and immunologic diseases in people. Four hours laboratory. Enrollment limited to 12. Prerequisite: 404, 442, and 452, consent of instructor, and 453 or concurrent enrollment.

460-3 Genetics of Bacteria and Viruses Lecture. Genetic mechanisms, mutation, transformation, recombination, transduction, lysogeny, phenotypic mixing, and reactivation phenomena. Three hours lecture. Prerequisite: 301.

461-3 Genetics of Bacteria and Viruses Laboratory. Genetic mechanisms, mutation, transformation, recombination, transduction, lysogeny, phenotypic mixing, and reactivation phenomena. Six hours laboratory. Prerequisite: 460 or concurrent enrollment.

500-1 Seminar. Microbiology departmental seminar. Graded *S/U* only. Prerequisite: graduate standing.

504-3 Methods of Microbiological Research. Problem definition, experimental design, and research methods in specific areas of microbiology. Lecture and laboratory hours to be arranged.

505-1 Special Topics in Microbiology. Discussion of current research in specific areas of microbiology. One hour of group discussion per week. Prerequisite: consent of instructor.

511-1 to 7 Research. Prerequisite: consent of instructor.

520-2 Advanced Microbial Physiology and Control Mechanisms. The physiology, biochemistry, and genetics of microbial regulatory mechanisms. Topics include transport phenomena, catabolite and nitrogen repression, the stringent response, and autoregulatory phenomena. Two lectures per week. Prerequisite: 425a and b, or Chemistry 451a and b, or permission.

528-1 to 3 Readings in Microbiology. Supervised readings for qualified graduate students. Prerequisite: consent of instructor.

540-3 Advanced Virology. Interactions between bacterial and animal viruses and their host cells; sequential synthesis of macromolecular components of viruses; synthesis of interferon; experimental carcinogenesis; genetic recombination among viruses. Three hours lecture. Offered in alternate years with 542. Prerequisite: 441.

541-3 Advanced Virology Laboratory. Experiments to monitor synthesis of macromolecular components of viruses. Animal cell virology; tissue culture analyzed and practiced

in depth; karyotyping; viral growth and purification; aqueous polymer phase separation, ultracentrifugation, calcium phosphate chromatography, and phenol extraction techniques covered; biochemical analysis of viral macromolecules. Offered in alternate years with 543. Prerequisite: 540.

542-3 Molecular Virology. Interactions at the molecular level between tumorigenic and nontumorigenic DNA and RNA viruses and host cells, biochemical analysis of the growth cycle, uncoating, synthesis of virus-specified messenger RNA, enzymes and structural proteins, replication of viral nucleic acid and maturation. Three hours lecture. Offered in alternate years with 540. Prerequisite: 541.

543-3 Molecular Virology Laboratory. Characterization of viruses and their constituents; physicochemical properties, synthesis of nucleic acids and proteins; induction of release of viruses from transformed cells; differentiation of courses of viral components; studies of various species of nucleic acids by such methods as sedimentation velocity, ultracentrifugation, pulse and pulse chase experiment, and polyacrylamide gel electrophoresis. Offered in alternate years with 541. Prerequisite: 541.

551-3 Advanced Immunology. A lecture course that intensively considers the most recent developments in antibody structure, antigenic analysis and antigen-antibody reactions. A special focus will be on the use of immunology as a research tool. Prerequisite: 451 and 452, or equivalent, or consent of instructor.

562-3 Molecular Genetics. A lecture and discussion course emphasizing current research and new techniques in replication, transcription, translation, genome organization, gene flow from a general systems viewpoint and regulation. Prerequisite: 400-level course in genetics and in biochemistry or consent of instructor.

599-1 to 3 Thesis. Prerequisite: consent of instructor.

600-1 to 12 Dissertation. Prerequisite: consent of instructor.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Mining Engineering

400-3 Principles of Mining Engineering. Basic principles of mineral exploration, development, and processing. Environmental problems related to mineral development.

Prerequisite: junior standing in engineering or consent of instructor.

401-1 Mining Environmental Impacts and Permits. Socio-economic impacts of mining industry. Analyzing the markets for coal and its products. Mining operations and related environmental impacts. Mining permits. Prerequisite: 400 or consent of instructor.

410-3 Underground Mining Systems Design. Study of coal property evaluation. Underground mining methods. Design of mine production and its ancillary systems and subsystems. Prerequisite: 400, junior standing in engineering or consent of instructor.

411-2 Mine Machinery. Analysis and design of underground and surface mining machinery. Equipment and parts selection. System development. Preventive maintenance. Prerequisite: 410.

413-2 Mine Power Systems. Study of electrical, hydraulic, and pneumatic mine power systems. Selection and design of power systems and their components. Related economics and decision making criteria. Prerequisite: 410, and Engineering 385, or equivalent, or consent of instructor.

415-3 Surface Mining and Land Reclamation. Surface mining systems for coal and non-coal minerals. Development of mining operations, equipment selection, mine planning and design, land reclamation, erosion and sedimentation control. Prerequisite: 400, junior standing in engineering or consent of instructor.

420-3 Mineral and Coal Processing. Impurities in coal and their impact on the market. Impurities liberation and separation methods. Product preparation. Coal washability characteristics. Flow sheet development. Recovery of minerals from tailings, slurry ponds, and mine waste. Economics of mineral processing. Prerequisite: 400 or consent of instructor.

425-3 Mine Ventilation Systems Design. Study of the theories and practice of natural and forced mine ventilation. Fan and mine characteristics. Ventilation network analysis. Mine ventilation design and problem analysis. Prerequisite: 410, Engineering 313, or consent of instructor.

431-3 Rock Mechanics and Ground Control. Analysis of stress and strain, elementary elasticity, stress distribution around mine openings and pillars, engineering properties of rocks, support of mine workings, subsidence, design of mine openings. Laboratory. Prerequisite: 410, Engineering 311, or consent of instructor.

435-3 Operations Research and Computers in Mine Design. Mine systems analysis, operations research and statistics in decision making, production engineering, mine planning, optimization, linear programming, computer simulation. Prerequisite: 410, 415, Engineering 222, or consent of instructor.

440-2 Design of Material Handling Systems. Study of material handling and waste disposal methods. Material handling systems

selection. Systems design and development. Material handling economics. Prerequisite: 410 or consent of instructor.

455-2 Mine Health and Safety Engineering. Analysis of mine hazards and accidents, sealing and recovery of mines, design of mine emergency plans, safety methods, and health hazard control plans. Prerequisite: 410, 415, or consent of instructor.

470-2 Experimental Methods in Rock Mechanics. Supplement theoretical knowledge gained in 431 with laboratory experiments. Physical property tests for specific gravity, moisture, density porosity of rocks. Unconfined and confined compressive strength, tensile strength, shear strength, photoelasticity, static and dynamic strain measurement systems, field instrumentation techniques. Prerequisite: 431.

475-3 Design of Mine Excavations. Rock classification; design of shafts, slopes, tunnels, and underground chambers; support requirements; design of slopes; design of underground mining systems from ground control point of view; design of impoundments. Prerequisite: 431 or consent of instructor.

492-1 to 5 Special Problems in Mining Engineering. Topics and problems selected either by the instructor or the student with the approval of the instructor. Five hours maximum course credit. Prerequisite: senior standing and consent of instructor.

511-3 Advanced Ground Control. Ground control in viscoelastic, plastic, and jointed rocks, artificial rock stabilization, in-situ stresses, minimizing structural damage due to subsidence, bumps, and rock bursts. Prerequisite: 431 or consent of instructor.

519-2 Advanced Mine Environment and Pollution Control. Study of the design of coal dust control plan; methane control. Design of mine illumination system, noise control, and water pollution control. Prerequisite: 410, 415.

530-3 Mine Management. Study of basic management principles, labor relations, and coal wage agreement. Costing methods and cost control. Operations organization and performance analysis. Prerequisite: consent of instructor.

535-3 Rock Fragmentation. Principles of rock fragmentation, cutting and drilling, mechanics of rock penetration, drillability indices, use of explosives in rock fragmentation, design of blasing patterns in surface and underground mines, prevention of airblast and noise due to blasting, chemical fragmentation. Prerequisite: 415, 431 or consent of instructor.

540-3 Production Engineering in Coal Mines. Operations analyses of production cycles in surface and underground coal mining systems, mine planning and design using computer models, computer simulation, economic analysis of mining systems. Prerequisite: 435 or consent of instructor.

550-1 to 3 Internship. Placement in an approved setting, e.g., at a mine or other

mining related operation. Required of all students in mining engineering. Prerequisite: graduate standing.

580-1 to 2 Seminar. Collective and/or individual studies in coal extraction or utilization.

592-1 to 5 Special Investigations. Special studies of coal extraction or utilization problems.

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Molecular Science

592-1 Colloquy in Molecular Science. Required each semester of all resident students who have been admitted to advanced study in molecular science. Weekly conference on current research and recent literature of the field.

597-2 to 30 Selected Topics in Molecular Science. Prerequisite: admission to the molecular science doctoral program and consent of instructor.

598-2 to 16 Special Projects in Molecular Science. Prerequisite: admission to the molecular science doctoral program and consent of instructor.

600-1 to 36 (1 to 16 per semester) Dissertation. Hours and credit to be arranged by the chairperson. Prerequisite: admission to advanced study in molecular science.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Music

Courses in this department may require the purchase of music literature and other incidental supplies.

400-1 to 2 (1, 1) Performance Techniques. Individual instruction in any secondary applied field. Designed to provide added depth of preparation for teaching instrumental and vocal music. Prerequisite: completion of 340 level or the equivalent in some field of applied music.

407-2 Modal Counterpoint. Study of Renaissance contrapuntal techniques. Extensive writing practice, and analysis of stylistic models. Prerequisite: 207.

410-6 (3, 3) Ethnomusicology. (Same as Anthropology 410h, i). (h) Oceania, Asia, and Africa, (i) Middle East, Europe, and the New World.

414-1 to 8 (1 to 2 per semester) Collegium Musicum. For experienced singers and instrumentalists. Emphasis upon practical study of historical music literature of the Renaissance, and Baroque eras. Counts as a "major ensemble" for juniors and seniors.

420-1 to 2 (1, 1) Instrument Repair. A shop-laboratory course dealing with the selection, tuning, adjustment, maintenance, and repair of musical instruments.

421-2 Advanced Analysis. Structure, form, and design in music as the coherent organization of all of its factors. Analysis of works chosen from a variety of styles and genres. Prerequisite: 321.

430-1 Jazz Arranging. Methods of scoring for popular groups. Practice in scoring arrangements and/or original compositions for jazz ensembles. Prerequisite: 324 or prior consent of instructor.

440-1, 2, or 4 Applied Music. Applied music for graduate credit is offered at the 400 and 500 levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Student must be concurrently enrolled in one of the performance groups. Prerequisite: for 440, 540: two semesters of C or better at previous level, or consent of applied jury. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Mondays at 10:00. Those with prior approval by their applied jury for the specialization in performance enroll for four credits taking two half-hour private lessons and the studio class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter terms, credit is reduced or lesson time is increased proportionately.

a. Flute	h. Trombone	o. String Bass
b. Oboe	i. Baritone	p. Voice
c. Clarinet	j. Tuba	q. Piano
d. Bassoon	k. Percussion	r. Organ
e. Saxophone	l. Violin	s. Harpsichord
f. Horn	m. Viola	t. Guitar
g. Trumpet	n. Cello	u. Recorder

447-4 (2, 2) Electronic Music. (a) Introduction to classical studio equipment and techniques; use of voltage controlled equipment. Individual laboratory experience available. (b) Emphasis upon creative projects, more sophisticated sound experimentation, and analysis. Enrollment limited. Must be taken in a, b sequence. Prerequisite: 280 or GSA 361 or consent of instructor.

453-2 to 4 (2 per semester) Advanced Topics in Choral Music. Practicum in the

selection, rehearsal, and performance of appropriate literature. Study of techniques for achieving proficient performance and musical growth. Designed for experienced teachers and advanced students.

454-2 to 4 (2 per semester) Advanced Topics in Instrumental Music. Practicum in the selection, rehearsal, and performance of appropriate literature. Study of techniques for achieving proficient performance and musical growth. Designed for experienced teachers and advanced students.

455-2 to 4 (2 per semester) Advanced Topics in Elementary School Music. Practicum in the selection and use of materials for the elementary school program. Study of techniques for achieving balanced musical growth. Designed for experienced teachers and advanced students.

456-4 (2, 2) Music for Exceptional Children. (Same as Special Education 456.) (a) Theories and techniques for therapeutic and recreational use of music with physically and mentally handicapped children. Includes keyboard, guitar, and tuned and untuned classroom instruments. (b) Applications for the gifted, emotionally disturbed, and culturally disadvantaged child. Take in sequence. Prerequisite: 302 or prior consent of instructor.

460-3 Music Aesthetics and Appreciation. The significance of music for people. Critical theories in the writings of philosophers of music and art from Plato through Dewey and Cage are related to principles and methods for communicating an understanding of music in schools and in society.

461-3 Applied Music Pedagogy. Specialized problems and techniques employed in studio teaching of any particular field of musical performance. Study of music literature appropriate for the various levels of performance. Opportunity, as feasible, for supervised instruction of pupils. Meets with appropriate instructor, individually or in groups.

468-2 to 4 (2, 2) Music Productions. Practicum in the techniques for staging operas and musicals.

472-2 Chamber Music Literature. A study of literature for the principal types of chamber music groups.

475-3 Baroque Music. The development of vocal and instrumental music in the period 1600-1750, from Monteverdi to Bach and Handel. Oratorio and Cantata, the influence of opera, sonata, suite, and concerto. Prerequisite: For undergraduate enrollment: 357 a or b. For non-music majors: prior consent of instructor.

476-3 Classical Music. Development of the sonata, symphony, concerto, and chamber music in the 18th and early 19th centuries, with emphasis on the music of Haydn, Mozart, and Beethoven. Prerequisite: For undergraduate enrollment: 357 a or b. For non-music majors: prior consent of instructor.

477-3 Romantic Music. Development of the symphony and sonata forms, chamber music, and vocal music in the 19th and early 20th

centuries. Rise of nationalism and impressionism. Prerequisite: For undergraduate enrollment: 357 a or b. For non-music majors: prior consent of instructor.

479-2 to 4 (2 per topic) Solo Performance Literature. Topics presented will depend upon the needs of students and upon instructors scheduled. Areas: (a) piano literature, including an introductory study of harpsichord music; (b) organ literature, in relation to the history of the instrument; (c) song literature; (d) guitar and lute literature; (e) solo string literature; (f) solo wind literature.

480-2 to 4 (2, 2) Advanced Composition. Original composition involving the larger media. Individual instruction. Prerequisite: 380-4.

481-1 to 4 Readings in Music Theory. Assigned readings and reporting of materials pertaining to a particular phase of music theory in historical perspective. Approximately three hour's preparation per week per credit (adjusted for shorter sessions). Prerequisite: 321 and 322 or prior consent of instructor.

482-1 to 4 Readings in Music History and Literature. Assigned readings and reporting of materials pertaining to a particular phase of history or literature. Approximately three hours of preparation per week per credit. Prerequisite: 357a and b, or prior consent of instructor.

483-1 to 4 Readings in Music Education. Assigned readings and reporting of materials pertaining to a particular phase of music education. Approximately three hours preparation per week per credit (adjusted for shorter sessions.)

498-2 to 4 (2, 2) Recital. Preparation and presentation of a full solo recital in any applied field. Prerequisite: prior or concurrent registration in 440 and approval of applied jury.

499-1 to 8 Independent Study. Original investigation of selected problems in music and music education with faculty guidance. Project planned to occupy approximately three hours preparation per week per credit (adjusted for shorter sessions). Prerequisite: prior consent of selected instructor.

500-1 to 6 Independent Investigation. An opportunity for the graduate student to investigate at an advanced level special interests outside the scope of normal course offerings. The student will select a member of the graduate faculty to guide and evaluate the work. Prerequisite: prior consent of the selected instructor and student's graduate adviser.

501-3 Music Bibliography and Research. Bibliographic materials for graduate study in music theory, history, education, and music performance. Approaches to historical and critical research and scholarly writing on music.

502-4 (2, 2) Analytic Techniques. Analysis of representative works chosen from the Baroque, Classical, Romantic, and Modern eras. Prerequisite: graduate standing in music or prior consent of instructor.

503-3 Scientific Evaluation and Research in Music. Quantified research concepts and vocabulary; measurement theory and techniques for evaluating and testing musical aptitude and achievement; investigation of acoustical perception; survey of current scientific research in music. A research project is required.

509-2 History and Philosophy of Music Education. The evolution of school music and its changing relationship to the individual, to society, and to the school curriculum.

535-2 Contemporary Idioms. An analysis of major compositional techniques since 1945.

540-1, 2, or 4 Applied Music. (See Music 440.)

545-3 Pedagogy of Music Theory. An orientation to the philosophy of theory with application to teaching techniques.

550-2 School Music Administration and Supervision. Study of the objectives and processes of music instruction. Administration roles in developing the means and ends of music instruction, and techniques employed for the improvement of instruction.

556-2 to 4 (2, 2) Advanced Conducting. Individual or group study with appropriate instructor of choral, orchestral, or band literature. Practice in score reading, baton technique, and interpretation. Opportunity to rehearse and conduct ensembles when feasible. Prerequisite: completion of an undergraduate conducting course with graduate standing in music, or consent of instructor.

566-1 to 12 (1 or 2 per semester) Ensemble. Regular participation, including accompanying, in any organized performing ensemble. One credit per group; maximum of two credits for concurrent participation in two groups.

567-1 to 8 Music Theater Workshop. For experienced singers, actors, dancers, and instrumentalists. Normally offered during summer as a fulltime course for eight credits, or partial credit for the orchestral players. Prerequisite: audition.

568-1 to 16 (1 to 8 per semester) Opera Workshop. Open to all experienced singers and stage technicians. Performs one major work and two or more excerpt programs per year. Normal registration is for two credits; four credits with permission for those with major roles; eight credits for full time summer workshop.

570-3 History of Opera. The development of the music, libretti, and staging of opera from the late Renaissance to the present, with a detailed study of selected works. Prerequisite: for non-music majors: prior consent of instructor.

573-3 Medieval Music. Music of the medieval world; Gregorian chant; the Tropes; secular songs of the troubadors and trouveres; the rise of polyphony; *Ars Antiqua*; organum and conductus; *Ars Nova*; Dunstable and English descant up to about 1450; types of notation. Prerequisite: for non-music majors: prior consent of instructor.

574-3 Renaissance Music. Burgundian and Netherlands music from 1450 and its spread; Isaac and Josquin; 16th Century polyphony in France, Germany, Spain, and England; the rise of music for instruments and for solo voices. Prerequisite: for non-music majors; prior consent of instructor.

578-3 Twentieth Century Music. The heritage of 20th century music. Study and analysis of musical philosophies and techniques of post-impressionist and contemporary composers. Prerequisite: for non-music majors; prior consent of instructor.

580-2 to 4 (2, 2) Graduate Composition. Composition in the larger forms for solo and ensemble performance. Required of all master's candidates specializing in composition. Individual instruction. Prerequisite: 480-4 or prior consent of instructor.

595-2 Music Document. A written report presenting the history and style of works performed in graduate recital, Music 598, or other topic relating to the student's principal performing area or independent study project. Prerequisite: 501 and approval of topic by the music graduate committee. On recommendation of the composition faculty and with graduate committee approval, a piece of music composed by the student for performance in Music 598 may be substituted, accompanied by a written analysis.

598-4 Graduate Recital. Preparation and presentation of a full solo recital in any area of performance; or the preparation, rehearsal, and conducting of a full ensemble program or of the equivalent sections of several ensemble programs. Prerequisite: completion of at least four credits in 540 (or 556 for conductors) and the approval of the performance jury. The performance jury certifies the acceptability of the completed recital and the grade to the graduate committee.

599-2 to 6 Thesis. An intensive written study in the history, theory, teaching, or philosophy of music; or the manuscript and parts (with tape recording when feasible) of a substantial musical composition or series of compositions accompanied by an analytical or explanatory document. Prerequisite: 501 and prior approval of topic or proposal by thesis director and graduate committee in music.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Occupational Education

(See vocational education studies)

Philosophy

400-3 Philosophy of Mind. An investigation of the philosophic issues raised by several competing theories of mind, focusing on the fundamental debate between reductionistic accounts (e.g., central state materialism, identity theories of the physical and mental) and views which reject such proposed reductions. Traditional and contemporary theories will be examined. Designed for students in the life and social sciences with little or no background in philosophy as well as philosophy students. Elective Pass/Fail.

415-3 Logic of Social Sciences. (Same as Sociology 415.) Logical and epistemological examination of the social sciences as types of knowledge. Basic problems in philosophy of science with major emphasis upon social science: relationship of theory to fact, nature of induction, nature of causal law, testability, influence of value judgments, etc. Intended for students with considerable maturity in a social science or in philosophy. Elective Pass/Fail.

420-3 Advanced Logic. Study of topics in logical theory and/or formal logic not treated in 320. Prerequisite: 320. Elective Pass/Fail.

425-3 Philosophy of Language. (Same as Speech Communication 465.) Introduction to basic problems in the philosophy of language, including alternative theories of meaning and reference and the relation between meaning and intention. Elective Pass/Fail.

426-3 Introduction to Mathematical Logic. (See Mathematics 426.)

435-4 Scientific Methods. Critical survey of influential descriptions of scientific method, with emphasis on natural sciences. Topics include statistical and inductive probability, crucial experiments, explanation and prediction, interpretation of scientific terms and sentences, role of reasoning in discovery, and value judgments in research. Elective Pass/Fail.

441-4 Philosophy of Politics. (Same as Political Science 403.) Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: 340 or GSC 102 or consent of instructor. Elective Pass/Fail.

443-4 Philosophy of History. Classical and contemporary reflections on the nature of history and historical knowledge as the basis for dealing with the humanities. Prerequisite: consent of instructor. Elective Pass/Fail.

446-3 Philosophical Perspectives on Women. Survey of five different views of the relation of the concept of women to the philosophical concept of human nature. Elective Pass/Fail.

460-4 Philosophy of Art. The definition of art, its relation to science, culture and morals; the various types of art defined. Familiarity

with at least one of the fine arts is assumed. Elective Pass/Fail.

470-6 (3, 3) Greek Philosophy. (a) Plato; (b) Aristotle. Prerequisite: 304 or consent of instructor. Elective Pass/Fail.

471-4 Medieval Philosophy. Prerequisite: 304 or consent of instructor. Elective Pass/Fail.

472-4 The Rationalists. Study of one or more of the following: Descartes, Malebranche, Spinoza, Leibniz, Wolff. Prerequisite: 305 or consent of instructor. Elective Pass/Fail.

473-6 (3,3) The Empiricists. (a) Locke; (b) Hume. Prerequisite: 305 or consent of instructor. Elective Pass/Fail.

474-9 (3, 3, 3) 19th Century Philosophers. (a) Kant; (b) Hegel; (c) Marx. Prerequisite: 306 or consent of instructor.

475-3 Chinese Philosophy. Confucianism, Taoism, or Buddhism. Emphasis on comparison of philosophy East and West. Elective Pass/Fail.

477-4 Latin American Philosophy. A survey of philosophic thought in Latin America from colonial times through 19th century positivism and the reactions against it, up to recent trends. Reading or original texts in English translation. Discussions and reports. Elective Pass/Fail.

478-4 Latin American Thought. Elective Pass/Fail.

482-3 Recent European Philosophy. Philosophical trends in Europe from the end of the 19th Century to the present. Phenomenology, existentialism, the new Marxism, structuralism, and other developments. Language, history, culture, and politics. Elective Pass/Fail.

486-3 Early American Philosophy. From the Colonial period to the Civil War. Elective Pass/Fail.

487-3 Recent American Philosophy. Thought of realists, idealists, and pragmatists, such as Royce, Santayana, Peirce, James, Dewey, and others. Elective Pass/Fail.

490-2 to 8 Special Problems. Hours and credits to be arranged. Courses for qualified students who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics. Prerequisite: consent of department.

491-1 to 3 Undergraduate Directed Readings. Supervised readings for qualified students. Open to undergraduates only. Prerequisite: consent of instructor.

496-2 to 4 Independent Studies in Classics. (See Classics 496.)

500-3 Metaphysics. Recent writers and current problems in metaphysics.

501-3 Philosophy of Religion. Analysis of a problem in philosophical theology or the phenomenology of religion, or of the work of a particular thinker.

503-3 Philosophical Ideas in Literature. Metaphysical and ethical world views embodied in representative classics of poetry and prose from ancient to contemporary times.

512-3 Philosophy of Culture. Forms and assumptions of Eastern and Western philosophies.

515-3 Theory of Nature. Presuppositions of the Western view of nature, the need for revision of causal determinism, and the reintroduction of freedom into the spatiotemporal world.

524-6 (3, 3) Analytic Philosophy. Analytic philosophy of people such as Austin, Ryle, Ayer, Carnap, G. E. Moore. (a) Early. (b) Recent.

528-3 Social and Economic Philosophy. An examination of classical and contemporary texts of social, political, and economic theory, concentrating on epistemology and methodology and the socio-economic context of social thought.

530-3 Theory of Knowledge. A contemporary writer or problem in epistemology. Emphasis on problem of reliability and structure of scientific knowledge.

531-3 Whitehead. Study in depth of a selected aspect or problem in Whitehead's philosophy.

542-3 Political and Legal Philosophy. Relations of law, morality, and politics, and consideration of problems and issues in philosophy of law.

545-3 Ethics. Recent British and American ethical theory.

550-3 Theory of Value. General theory of value or treatment of one or more philosophers on contemporary problems of value.

560-3 Aesthetics. Selected topics or writings.

562-3 Philosophy of Human Communication. (See Speech Communication 562.)

570-3 American Idealism. One or more American idealists. Recent seminars have been devoted to the thought of Brand Blanshard and Peter A. Bertocci.

575-3 to 9 (3 per topic) Contemporary Continental Philosophy. Topics in phenomenology, existentialism, and structuralism as developed from Husserl to Derrida. May be repeated as the topic varies.

577-6 (3, 3) Pragmatism. (a) Peirce and Dewey. (b) James and Mead.

581-3 Plato. Through study of selected dialogues and reconstruction of Plato's system as a whole. Discussions and reports.

582-3 Aristotle. Intensive reading on several texts, analyzing selected portions of Aristotle's thought.

587-3 Kant.

588-3 Hegel.

590-2 to 12 (2 to 4 per topic) General Graduate Seminar. Selected topics or problems in philosophy.

591-1 to 16 Readings in Philosophy. Supervised readings for qualified students. Prerequisite: consent of instructor.

595-2 Teaching Philosophy. Study of the methods appropriate to teaching introductory courses at the college level in the various areas of philosophy.

599-2 to 6 Thesis. Minimum of four hours to be counted towards a master's degree.

600-3 to 32 (3 to 16 per semester) Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Physical Education

Courses in this department may require the purchase of supplemental materials.

400-3 Evaluation in Physical Education. Historical background of measurement in physical education; selection and evaluation of contemporary testing devices (predominantly tests of motor skill); structure and use of tests; administering the testing program; and statistical manipulation and interpretation and application of results.

402-2 Organization and Administration of Intramural and Extramural Activities. Planning intramural programs of sports. Planning and coordinating extramural activities commonly associated with physical education.

403-2 Developmental Movement Experiences Designed for the Special Child. Movement performance as applied to children of special populations. Study of movement theory and its application to developmental needs and motor-perceptual performance.

404-2 The Teaching of Sports. Principles of learning applied to selected sports; progressions, teaching methods, and related summaries of research.

407-2 Advanced Theory and Techniques in the Prevention and Rehabilitation of Athletic Injuries. The application of scientific principles to the theoretical and practical methods of preventing and treating athletic injuries.

408-2 Physical Fitness: Its Role and Application in Education. An analysis of physical fitness as it relates to the total well-being of people. Specific units on the fitness parameters, hypokinetic disease and physical inactivity, stress, current level of fitness, training programs, and the beneficial aspects of regular exercise. Major emphasis is placed upon incorporating current thinking on physical fitness into the development of teaching models.

409-3 Social Aspects of Sport and Physical Activity. This course presents an analysis of the social implications of sport on society

and includes consideration of sports in relation to sexual identification, women, minority groups, politics, political activism, social deviance, and other related areas.

410-3 Behavioral Foundations of Coaching. Behavioral problems of the athlete and the coach and possible solutions to such problems. Application of behavioral principles and theories as a basis for understanding the interaction between coach and student in the athletic environment.

415-1 to 6 (1 per topic) Workshop in Sports. A concentrated experience in the latest theories and techniques of selected sports activities. Emphasis is placed on individual and team drills, instructional materials and improved teaching methods. One semester hour for each workshop. A total of four hours only of such workshop experience may be credited toward the master's degree. Workshop titles are: (a) baseball, (b) basketball, (c) field hockey, (d) football, (e) gymnastics, (f) soccer, (g) softball, (h) swimming, (i) track and field, (j) volleyball, (k) tennis, (l) athletic training.

416-3 Current Theories and Practices in the Teaching of Dance. Designed to aid a critical evaluation and analysis of dance as an educational tool, from creative dance for children through dance in the University curriculum. Specific techniques, creative ideas, class organization, and general evaluation will be included. Notebook required. Prerequisite: four semesters of dance technique.

418-2 Administration of Aquatics. The study of comprehensive aquatic programs, their implementation and coordination.

420-3 Physiological Effects of Motor Activity. The general physiological effects of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Requires purchase of laboratory manual. Prerequisite: GSA 209 or equivalent.

444-2 to 6 Contemporary Dance Workshop. Dance technique and theory, composition, improvisation, and production. Advanced study of the problems of choreography and production in their presentation as theater. Public performance is required. Prerequisite: one year of technique and theory or equivalent.

493-2 to 4 Individual Research. The selection, investigation, and writing of a research topic under supervision of an instructor. (a) dance, (b) kinesiology, (c) measurement, (d) motor development, (e) physiology of exercise, (f) history and philosophy, (g) motor learning, (h) psycho-social aspects. Written report required. Prerequisite: consent of adviser and department chairperson.

494-2 (1, 1) Practicum in Physical Education. Supervised practical experience at the appropriate level in selected physical education activities in conjunction with class work. Work may be in the complete administration of a tournament, field testing, individual or group work with special populations, administration

of athletics or planning physical education facilities. Prerequisite: consent of adviser.

500-3 Techniques of Research. Study of research methods and critical analysis of research literature specifically applied to the areas of motor performance and exercise. Prerequisite: consent of adviser in the Department of Physical Education.

501-3 Curriculum in Physical Education. Principles and procedures for curriculum construction and revision; criteria for selecting activities and judging outcomes and the place of the physical education course of study within the total curriculum.

503-2 Seminar in Physical Education. Making a systematic analysis of problems and issues encountered in the conduct of physical education. Selection of a problem or issue that is a concern to physical education and suggestion of solutions.

505-2 to 6 (2 per topic) Topical Seminar in Physical Education. Students may concentrate on different topics each semester dependent upon both the interests of the students and the expertise of the graduate faculty. Prerequisite: consent of instructor.

506-2 Topical Seminar in the Assessment of Motor Performance. Topics of importance in the techniques of assessment and in the understanding of the structure within the motor domain will be presented, studied, and discussed. Opportunity will also be provided for the individual to pursue the study of a special interest area. Prerequisite: 400 or consent of instructor.

508-2 Administration of Athletics. Designed to present a broad view of the role of athletics in its relationship to the total educational program, and to examine current practices in athletic management which operate within a framework of recommended policies and rules which govern athletics.

510-2 Motor Development. Early patterns of motor behavior and the development of physical skills in childhood. The development of physical abilities during adolescence. Individual differences in motor proficiency and factors affecting the acquisition of motor skills. Concepts of motor development with inferences for improving instructional practices.

511-2 Analysis of Human Physical Movement. Basic human movements as performed by individuals of different ages analyzed. Understanding of movement mechanics at varying levels of skill analyzed. Additional material required. Prerequisite: 303 or equivalent.

512-2 Biomechanics of Human Motion. Methods of data collecting and analyzing the biomechanics of human motion under normal and pathological conditions are covered. Students complete a biomechanical study for a one segment motion.

513-3 Perceptual Motor Learning of Physical Skills. Principles of learning applied to motor performance. Variables that affect learning of physical skills.

515-3 Body Composition and Human Physical Performance. Physical dimensions of the human body as they influence motor performance and are modified by protracted physical exercise. Prerequisite: 420 or equivalent.

517-2 Athletic and Physical Education Facilities Design, Construction, and Maintenance. Basic principles of design, construction, and maintenance of athletic and physical education facilities based upon program characteristics and potential student enrollment. Emphasis on the development of new materials and trends toward new concepts of design and construction. Prerequisite: 357 or equivalent.

520-3 Metabolic Analysis of Human Activity. Metabolic principles pertinent to human physical performance with emphasis on sport, exercise, and occupational activity analysis. A detailed study of oxygen utilization, oxygen debt, mechanisms of oxygen transport as they relate to physiological homeostasis in localized and total body motor activity. Emphasis on the laboratory study of aerobic and anaerobic performance. Prerequisite: 420 or equivalent.

530-2 Seminar in Research in Motor Performance. Special problems in research design in motor performance, review of research in depth on topics of specific interest, presentation and evaluation of research proposals. Required for Ph.D. candidates. Prerequisite: 500 or equivalent and consent of instructor.

590-1 to 4 Readings in Physical Education. Supervised readings in selected subjects. Prerequisite: consent of adviser and department chairperson.

592-3 Research Projects in Physical Education. Planning, conducting, and reporting original research studies. Four copies of paper required. Graded *S/U* only. Prerequisite: 500 or equivalent, consent of adviser.

599-3 to 6 Thesis. Prerequisite: 500 or equivalent.

600-1 to 32 (1 to 16 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Physics and Astronomy

401T-1 Mechanics. Same as first half of Physics 401.

410-3 Mechanics II. Lagrange's equations,

mechanics of continuous media, inertia and stress tensors, rotation of rigid bodies, small vibrations, and advanced principles. Prerequisite: 310 or consent of instructor. Elective Pass/Fail.

415T-2 Modern Physics. Same as 415B and second half of 430, offered during the second half of the fall semester (415A-3 quarter hours plus 415B-two semester hours equals 430-four semester hours).

420-3 Electricity and Magnetism II. Induced electromotive force, quasisteady currents and fields, Maxwell's equations, electromagnetic waves and radiation, with applications. Prerequisite: 320 or consent of instructor. Elective Pass/Fail.

424-3 Electronics. Electronic circuit analysis and design principles; basic transistor circuits for amplification; op-amps; feedback; integrated circuits; power supplies oscillators; modulation and detection; electronic switching and basic digital electronics. Prerequisite: 324 or consent of instructor. Elective Pass/Fail.

425-3 Solid State Physics I. Structure of a crystalline solid; lattice vibrations and thermal properties; electrons in metals; band theory; electrons and holes in semiconductors; optoelectronic phenomena in solids; dielectric and magnetic properties; superconductivity. Prerequisite: 310, 320, 345, and 430 or consent of instructor. Elective Pass/Fail.

428-3 Modern Optics. Advanced course in modern optics covering such topics as interference and interferometers, diffraction, coherence, holography, optics of solids, laser and non-linear optics; recent developments in optical instrumentation for research. Prerequisite: 328 and 420. Elective Pass/Fail.

430-3 Quantum Mechanics I. An introduction to quantum mechanics including its experimental basis and application in atomic physics. Prerequisite: 310 and 320. Elective Pass/Fail.

431-3 Atomic and Molecular Physics I. Atomic spectra and structure; molecular spectra and structure; application to lasers. Prerequisite: 205c, 430. Elective Pass/Fail.

432-3 Nuclear Physics I. Basic nuclear properties and structure; radioactivity, nuclear excitation, reactions, nuclear forces; fission and nuclear reactors; controlled nuclear fusion. Prerequisite: 430. Elective Pass/Fail.

445-3 Statistical Mechanics I. An introductory course in the principles and applications of classical and quantum statistical mechanics. Elementary kinetic theory of matter. Prerequisite: 340 and 430 or concurrent enrollment. Elective Pass/Fail.

450-1 Modern Physics Laboratory. Introduces the student to experimental research and encourages the student to develop and carry out experiments. Prerequisite: 205c, either of 350 or 351, or consent of instructor. Elective Pass/Fail.

460-8 (4, 4) Physical and Applied Acoustics. Coordinated lecture and laboratory study in acoustical phenomena. Topics include vibration analysis, wave mechanics, two and three dimensional propagation and applica-

tions in physics, materials science, engineering, architecture, music, and environmental science. Emphasis on laboratory and field technique with modern computer analysis. Prerequisite: 301 or Mathematics 305 or concurrent enrollment. Elective Pass/Fail.

470-1 to 3 Special Projects. Each student chooses or is assigned to definite investigative project or topic. Prerequisite: 310, 320. Elective Pass/Fail.

480-3 Topics in Classical Physics. Assists experienced teachers to improve their understanding of classical physics and the strategy of presenting it. Emphasis on demonstration of phenomena as basic strategy in the introduction to new material. Attention given to the design of demonstration apparatus. Related laboratory experience is an integral part of the course. Prerequisite: consent of department. Elective Pass/Fail.

481-3 Topics in Modern Physics. Assists experienced teachers to extend their understanding of modern physics. Lectures and demonstrations aim at improvement of the means of presenting the ideas of modern physics. Related laboratory experience is an integral part of this course. Prerequisite: consent of department. Elective Pass/Fail.

482-2 (1, 1) In-Service Institute for Teachers of Physics. A series of lectures, demonstrations, discussions, and films to assist teachers of high school physics in meeting their classroom problems and responsibilities. Prerequisite: consent of department. Elective Pass/Fail.

500-6 (3, 3) Mathematical Methods in Physics. Vector spaces and operators in physics. Hilbert spaces and complete orthonormal sets of functions. Elements and applications of the theory of analytic functions. Methods for the solution of partial differential equations of physics. Prerequisite: Mathematics 407 or equivalent, consent of instructor.

510-4 Classical Mechanics. Generalized coordinates and forces. Lagrangian, Hamiltonian, and variational formulations of mechanics. Central forces, oscillations; normal modes of molecular systems. Prerequisite: 410.

511-3 Mechanics of Deformable Bodies and Fluids. Theory of stress, strain, and deformation in solids and the equations of flow in liquids and gases. Prerequisite: 510.

520-7 (4, 3) Electromagnetic Theory. Determination of static, electrostatic, and magnetostatic fields. Microscopic and macroscopic theory of insulators and conductors. Maxwell's equations; radiation, propagation and scattering of electromagnetic waves. Electrodynamics and special theory of relativity. Selected topics. Prerequisite: 420.

530-6 (3, 3) Quantum Mechanics II. Basic principles; the harmonic oscillator and the hydrogen atom; scattering; approximation and perturbation methods; spin, statistics. Prerequisite: Mathematics 406 or consent of instructor; 500 desirable.

531-6 (3, 3) Advanced Quantum Mechan-

ics. Quantum theory of radiation; applications of field theory to elementary particles; covariant quantum electrodynamics; renormalization; special topics. Content varies somewhat with instructor. Prerequisite: 530 and consent.

535-6 (3, 3) Atomic and Molecular Physics II. Recent experimental methods in atomic and molecular spectroscopy with applications. Detailed quantum mechanical and group theoretical treatment of atomic and molecular systems. Reactions between atomic systems. Prerequisite: consent of instructor.

545-6 (3, 3) Statistical Mechanics II. Principles of classical and quantum equilibrium statistics; fluctuation phenomena; special topics in equilibrium and non-equilibrium phenomena. Prerequisite: 445.

560-6 (3, 3) Nuclear Physics II. Fundamental properties and systematics of nuclei, scattering theory, nuclear two-body problem, nuclear models, nuclear many-body problem, electromagnetic properties of nuclei, radioactivity, nuclear reactions. Prerequisite: 530 and consent of instructor.

565-6 (3, 3) Solid State Physics II. Fundamental concepts in solid state physics. Lattice vibrations, band theory of solids, the Fermi surface, dynamics of electrons. Transport, cohesive, optical, magnetic, and other properties of solids. Prerequisite: consent of instructor.

570-1 to 4 Special Projects in Physics. Each student chooses or is assigned a definite investigative topic requiring resourcefulness and initiative. Prerequisite: consent of instructor.

571-6 (3, 3) X-Ray Diffraction and the Solid State. (See Engineering Mechanics and Materials 504.)

575-2 to 4 Selected Topics in Physics. Topics of special interest. Prerequisite: consent of instructor.

581-1 to 3 (1, 1, 1) Graduate Seminar. Lectures on special topics by students, faculty, or invited scholars; participation is required of all graduate students. For credit each student may present a seminar in the form of a lecture on a theoretical or experimental topic, a demonstration experiment, or apparatus critique. Prerequisite: lecturing experience or concurrent teaching

599-1 to 6 Thesis.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Physiology

401-10 (5, 5) Advanced Human Anatomy. Dissection of the human body. Primarily for

students with a major in physiology or other biological sciences. Two hours lecture, six hours laboratory per week. Prerequisite: due to limited facilities, permission of the instructor is required.

402-5 (3, 2) Concepts of Anatomy. A detailed survey of human anatomy for pre-professional students with an interest in the biomedical disciplines, including radiographic, cross-sectional, and histological correlates. Three lectures per week fall semester, two lectures per week spring semester. Should be taken in a, b sequence. Not open to students who have had 401. Prerequisite: senior standing or consent of instructor.

410-10 (5, 5) Mammalian Physiology. Physical and chemical organization and function in mammals, with emphasis on the human. Physiology of blood and circulation, respiration, digestion, metabolism, excretion, endocrines, sensory organs, nervous system, muscle. Primary course for all students majoring in physiology or related sciences. Three lectures and two two-hour laboratory sessions per week. May be taken in any sequence. Prerequisite: college level chemistry and physics and at least junior standing.

411-4 (2, 2) Experimental Animal Surgery. (a) Covers animal care and preparation, anesthesia, etc; one lecture and one two-hour laboratory per week. (b) Provides training and practice in surgical procedures. Two two-hour laboratories per week. Must be taken in a, b sequence.

420-6 (3, 3) Principles of Pharmacology. Action of drugs and other chemical substances on the living organism; pharmacodynamics, chemotherapy, toxicology, and therapeutics. Pharmacologic action of analgesics, emetics and antimitotics; pharmacology of the nervous system; pharmacology of the muscles; antihistaminics; drugs that affect the eye; drugs that combat infectious diseases. Two lectures and one two-hour laboratory per week. May be taken in any sequence. Prerequisite: organic chemistry and basic courses in biology, or consent of instructor.

430-4 (2, 2) Cellular Physiology. The nature and mechanisms of function of the living cell. Chemical and physical analysis of function at the cellular level. Two lectures per week. Prerequisite: organic chemistry.

433-6 (3, 3) Comparative Physiology. Variations of physiological processes in animal phyla and comparison of these with human physiology. (a) Osmotic and ionic regulation; digestion, nutrition, and metabolism; excretion; respiration; defense and resistance. (b) Muscles and movement; circulation; nervous systems and sensory information; coverings and support; endocrine regulation; reproduction. Three lecture hours per week. Prerequisite: one year of biological science.

440-6 (3, 3) Biophysics. (a) Biomathematics, biomechanics and biotransport. (b) Bioelectrics and bio-optics applied to physiological problems. Three lectures per week. Prerequisite:

Mathematics 141 or equivalent; one year of college biological science including Physiology 210 or its equivalent; one year of college physics. May be taken in b,a sequence with consent of instructor.

460-2 Electron Microscopy. Lecture course designed to introduce the student to the theory and principles of electron microscopy. Two lecture hours per week. Prerequisite: senior standing or permission of instructor.

461-3 Biomedical Electronics. Practical experience with modern electronic circuits and devices used for biomedical purposes, with circuit construction and troubleshooting practice. Two lectures and one two-hour laboratory per week. Prerequisite: consent of instructor.

491-3 to 8 Independent Research for Honors. Supervised readings and laboratory research in physiology directed by a member of the physiology faculty. Undergraduate honors students only. By special arrangement with the instructor in the physiology department with whom the student wishes to work.

492-1 to 3 Special Problems in Physiology. Supervised readings and laboratory research in physiology directed by a member of the physiology faculty. Open to undergraduate students only. By special arrangement with the instructor with whom the student wishes to work.

500-1 to 6 (1 per semester) Advanced Seminar in Physiology. Presentation of research and current literature in physiology. Required of all graduate students in physiology. Graded *S/U* only.

520-3 Advanced Endocrinology. Analytical techniques and studies in the field of endocrinology; current knowledge of the endocrine glands and hormones. Two lectures and one two-hour laboratory per week. Prerequisite: advanced standing in chemistry (including organic chemistry) and biology.

530-3 Advanced Cellular Physiology. An advanced discussion of the following topics as they relate to the cell; release of energy, contractility, regulation and control of metabolism, electrical excitability, membrane transportation, water, and organelles. Prerequisite: 430, Chemistry and Biochemistry 450 or their equivalents.

531-2 Advanced Cellular Physiology Laboratory. One one-hour lecture and one three-hour laboratory per week, designed to be taken concurrently with 530. Basic experimental procedures used in studies in cellular physiology.

533-4 Advanced Comparative Physiology. Advanced concepts and techniques used in current studies in comparative physiology. Three lectures and one discussion period per week.

540-3 Advanced Biophysics. Survey of recent biophysical research with emphasis on historical development of current advances. Three lectures per week. Prerequisites: physiology 440 or its equivalent.

560-4 (2, 2) Physiological Techniques. (a)

Covers library research and basic laboratory methodology. (b) Covers *In Vivo* analytic instrumentation, BASIC programming and graphic techniques for physiology. Prerequisite: one year of biological science laboratory courses. Strongly recommended: one year of college physics; Mathematics 141 or equivalent. May be taken in b,a sequence with consent of instructor.

570-3 to 48 Advanced Physiological Topics. Studies of current research and literature in various topic areas of physiology. One or more of the following list of topic sections will be offered each semester, so that each section will be available once every two or three years. (a) Biological structure, (b) cardiovascular physiology, (c) respiratory physiology, (d) nerve-muscle physiology, (e) metabolism physiology, (f) gastrointestinal physiology, (g) neurophysiology, (h) radiation physiology, (i) environmental physiology, (j) biomathematics, (k) biomedical computing, (l) endocrinology, (m) animal care, (n) biophysics, (o) pharmacology, (p) special topics, (q) reproductive physiology, (r) renal physiology.

590-1 to 4 Readings or Research in Current Physiological Topics. By special arrangement with the instructor with whom the student wishes to work. Graded *S/U* only.

599-1 to 6 Thesis Research. Research for thesis for master's degree.

600-1 to 32 Dissertation Research. Research for dissertation for Ph.D. degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Plant and Soil Science

Field trips are required for certain courses. The School of Agriculture offers courses in plant and soil science as part of a residence-center program at Western Illinois University.

400-2 Trends in Agronomy. A discussion session format will be employed as a means of acquainting students with recent literature and allowing them to remain current with latest developments in their area of specialty. Prerequisite: senior standing.

405-3 Plant Breeding. Principles of plant breeding emphasized together with their application to the practical breeding of agronomic, horticultural, and forest plants. Field trip costs approximately \$10. Prerequisite: 305 or equivalent. Elective Pass/Fail.

408-3 World Crop Production Problems.

Ecological and physiological factors influencing production in various areas of the world. Natural limitations on world crop production. Non-agricultural factors influence world crop output. Prerequisite: 200. Elective Pass/Fail.

409-3 Crop Physiology and Ecology. The effects and significance of physiological and ecological parameters on crop yields. Prerequisite: Botany 320 or consent of instructor.

419-3 Forage Crop Management. Forage crop production and utilization; forage crop characteristics, breeding, and ecology; grasslands as related to animal production, soil conservation, crop rotation, and land use. Field trip costs approximately \$5. Prerequisite: Botany 200 or one course in biology or equivalent.

420-4 Crop Pest Control. Study of field pests of forest, orchard, field, and garden crops; pest control principles and methods; control strategy; and consequences of pest control operations. Prerequisite: introductory biology or crop science course and/or consent of department.

422-3 Turfgrass Science. Basic concepts of physiology, growth, and nutrition of turfgrasses and their culture. Application of turfgrass science to management of special turf areas such as golf courses, athletic fields, and sod farms; and to the turfgrass industry. Field trips cost approximately \$15. Prerequisite: 240 and 322 or equivalent or consent of instructor.

423-3 Greenhouse Management. Principles of greenhouse management controlling environmental factors influencing plant growth; greenhouses and related structures; and greenhouse heating and cooling systems. Field trips cost approximately \$5. Prerequisite: 220 or consent of instructor.

424-3 Floriculture. Production, timing, and marketing of the major floricultural crops grown in the commercial greenhouse. Each student will have an assigned project. Field trip costs approximately \$25. Prerequisite: 423 or consent of instructor.

428-6 (3, 3) Advanced Landscape Design. Theory and principles of residential landscape design. Practice in drawing residential landscape plans. (a) Emphasis on arrangement of unit areas. (b) Emphasis on details of design and selection of plants. Prerequisite: 328-4 or consent of instructor.

430-4 Plant Propagation. Fundamental principles of asexual and sexual propagation of horticultural plants. Actual work with seeds cuttings, grafts, and other methods of propagation. Field trip costs approximately \$5. Prerequisite: 220.

432-4 Nursery Management. Principles and practices involved in the propagation, production, and marketing of ornamental landscape plant materials. Emphasis on plant production with field trips to various production areas costing approximately \$40. Prerequisite: 220 and 327a or consent of instructor.

434-3 Woody Plant Maintenance. Care

and management of ornamental shrubs and trees commonly used in the landscape. Topics to include trimming, pruning, fertilization, transplanting, and diagnosis of woody plant problems. Prerequisite: 327 or Forestry 201 and 202 or consent of instructor.

436-4 Fruit Production. Deciduous tree and small fruit growing, physiology, management practices, marketing. Prerequisite: 220 or consent of instructor.

437-4 Vegetable Production. Culture, harvesting, and marketing of vegetables; with morphological and physiological factors as they influence the crops. Field trips cost approximately \$5. Prerequisite: 220 or consent of department.

441-3 Soil Morphology and Classification. Development, characteristics, and identification of soils; study of profiles; and interpretation and utilization of soil survey information in land use planning. Field trip costs approximately \$5. Prerequisite: 240 or consent of instructor.

442-3 Soil Physics. A study of the physical properties of soils with special emphasis on soil and water relationships, soil productivity, and methods of physical analysis. Prerequisite: 240.

443-3 Soil Management. The soil as a substrate for plant growth. Properties of the soil important in supplying the necessary mineral nutrients, water and oxygen, and for providing an environment conducive to plant root system elaboration. Soil management techniques that are important in optimizing plant growth. Prerequisite: 240. Elective Pass/Fail.

447-3 Fertilizers and Soil Fertility. Recent trends in fertilizer use and the implications of soil fertility build up to sufficiency and/or toxicity levels; the behavior of fertilizer material in soils and factors important in ultimate plant uptake of the nutrients; the plant-essential elements in soils and ways of assessing their needs and additions; tailoring fertilizer for different uses and management systems; implication of excessive fertilization in our environment. Prerequisite: 240; concurrent enrollment in 448 suggested. Elective Pass/Fail.

448-2 Soil Fertility Evaluation. A laboratory course designed to acquaint one with practical soil testing and plant analysis methods useful in evaluating soil fertility and plant needs. One hour lecture, two hours laboratory. Prerequisite: 240; 447 or concurrent enrollment; or consent of instructor.

454-4 Microbial Processes in Soils. A study of microbial numbers, characteristics and biochemical activities of soil microorganisms with emphasis on transformations of organic matter, minerals, and nitrogen in soil. Prerequisite: 240 or Microbiology 301; or permission of instructor.

468-3 Weeds-Their Control. Losses due to weeds, weed identification and distribution, methods of weed dissemination and reproduction, mechanical, biological, and chemical

control of weeds. State and federal legislation pertaining to weed control herbicides. Herbicide commercialization. Field trips cost approximately \$5. Prerequisite: an introductory biology course. Elective Pass/Fail.

518-3 Principles of Herbicide Action. Chemistry and mode of action of herbicides. Nature of herbicidal action. Illustrates the various types of chemical weed control procedures in current use. The physiology of herbicidal action examined using the different mechanisms established for various chemical groups of herbicides. Prerequisite: 468, Botany 320.

520-3 Growth and Development of Plants. Physiological control of developmental processes. Emphasis on exogenous growth-regulating compounds and their behavior in plants. Prerequisite: Botany 320 or consent of instructor.

524-2 Advanced Plant Genetics. (See Botany 524.) Prerequisite: Biology 305 or equivalent.

526-4 Cytogenetics. (See Botany 526) Prerequisite: Biology 306 and 306 or equivalent.

547-2 Soil-Plant Nutrient Relationships. A study of advanced topics relating to fertilizer and nutrient use efficiency by plants, including research methods for fertilizer use evaluation and plant response. Mechanisms in the soil for nutrient storage, release, fixation, and loss will be dealt with as they relate to efficient use by plants. Prerequisite: 447 or equivalent.

560-5 (3,2) Field Plot Technique. (a) Design of field plot and greenhouse experiments including appropriate statistical analyses for each of the designs. Data interpretation. Prerequisite: consent of instructor. (b) Each of the designs discussed in (a) will be illustrated with a type problem and solved by computer processes using primarily MINITAB and SAS software programs. 560a or concurrent enrollment, or consent of instructor.

581-1 to 4 (1, 1, 1, 1) Seminar. Individual presentations on subjects and problems relating to soils, field and horticultural crops, and other phases of plant and soil science. Graded *S/U* only.

582-6 (2, 2, 2) Colloquium in Plant and Soil Science. Recent developments and trends in specialized areas of plant and soil science will be discussed in (a) genetics and plant breeding, (b) research methods, (c) physiology and ecology.

588-1 to 8 International Graduate Studies. Residential graduate study programs abroad. Approval of department required both for the nature of program and number of hours of credit. Prerequisite: consent of department chairperson. Graded *S/U* only.

590-1 to 4 Readings. Contemporary books and periodicals on selected subjects within the fields of plant and soil science. Prerequisite: consent of department.

592-1 to 3 Special Problems. Directed study of specialized areas of crop production, horticulture, or soils depending on the program of

the student. Discussion, seminars, readings, and instruction in research techniques. Prerequisite: consent of department.

593-1 to 4 Individual Research. Directed research on approved projects investigating selected fields of plant and soil science. Prerequisite: consent of department.

599-1 to 6 Thesis. At least three hours of thesis credit is required for the master's degree under the thesis option. Prerequisite: consent of department.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Political Science

The Department of Political Science offers courses toward the Master of Arts degree and Ph.D. degree in political science and the Master of Public Affairs.

403-4 Philosophy of Politics. (See Philosophy 441.) Elective Pass/Fail.

404-3 History of Political Theory. Shall survey different theorists and perspectives which have contributed significantly to the development of the ongoing tradition of political theory up to modern times. Prerequisite: 303 or consent of instructor. Elective Pass/Fail.

405-3 Democratic Theory. An examination of various species and aspects of democratic thought, including the liberal tradition and its impact upon the United States. Prerequisite: GSB 212 or consent of instructor. Elective Pass/Fail.

406-3 Socialist Thought. An examination of socialist thought regarding social structure, economic institutions, and political power. Prerequisite: senior or graduate standing or consent of instructor. Elective Pass/Fail.

408-3 Contemporary Political Theory. Shall explore the theorists and perspectives which have contributed to contemporary views of the political world. Prerequisite: 303 or consent of instructor. Elective Pass/Fail.

413-3 Modern Federalism. The structure and function of federal systems of government with emphasis on recent revisions in American federalism and comparison of the American federal structure with federalism in other nations. Elective Pass/Fail.

414-3 Political Systems of the American States. The state level of government viewed with emphasis upon recent developments and

current research. Prerequisite: 213. Elective Pass/Fail.

415-3 Urban Politics. An examination of the environment, institutions, processes, and functions of government in an urban society with particular emphasis on current problems of social control and the provision of services in the cities of the U.S. Prerequisite: 213. Elective Pass/Fail.

416-3 Senior Seminar in Politics. Seminar for advanced undergraduate students to examine in depth a wide variety of topics; to be taught by different instructors. Available for use as the honors seminar. Graduate students not admitted. Prerequisite: 200 recommended. Elective Pass/Fail.

417-3 Political Psychology. An examination of various psychological theories as they relate to the development and change of political attitudes, leadership behavior, and mass political participation. Prerequisite: 200 recommended. Elective Pass/Fail.

418-3 Political Communications. (See Speech Communication 451.) Elective Pass/Fail.

419-4 Political Sociology. (See Sociology 475.)

428-3 Government and Labor. (See Economics 436.) Elective Pass/Fail.

429-3 Race, Ethnicity, and Politics. (Same as Black American Studies 445.) Analysis of race and ethnicity as significant variables in political life. Topics receiving attention include various forms of political participation, leadership behaviors, organizational development, political strategies, and the effect of law in producing social change. Comparative cross-national emphases will vary with the instructor. Prerequisite: GSB 212. Elective Pass/Fail.

433-8 (4, 4) Constitutional Law. (a) This, the initial course in a two-course sequence, will be concerned with the basic structure and power relationships in the American constitutional system and, in addition, will cover the 19th and early 20th century bulwarks of constitutional *laissez faire*, the contract clause and "substantive" due process. In brief, the course will cover judicial review, judicial restraint, separation of powers, the federal system, national powers, state powers, constitutional amendments, and restraints on economic powers, the contract clause and "substantive" due process. Prerequisite: GSB 212. Political Science 330 is recommended. Elective Pass/Fail. (b) This is the second course in the constitutional law sequence. The course will be wholly concerned with those provisions of the Constitution which protect individual rights and liberties against governmental encroachment. In brief, the course will cover constitutional provisions and case precedents relating to citizenship, freedom of speech, assembly, and association, freedom of religion, rights to persons accused of crime, protection against racial, ethnic, and other forms of discrimination, legislative appor-

tionment and the electoral process. Prerequisite: GSB 212. Elective Pass/Fail.

435-3 Judicial Process and Behavior. An examination of the process by which judges in both trial and appellate courts at federal and state levels are selected and of the ways in which they make decisions. Attention to the structure of the courts. Study of the communication and impact of judicial decisions. The course will provide some insight into the methods used to study judicial behavior. Elective Pass/Fail.

436-3 Administrative Law. The procedural law of public agencies, particularly the regulatory commissions but also executive branch agencies exercising regulatory functions. The exercise of discretion and its control through internal mechanisms and judicial review. Prerequisite: an ability to read court cases; 340 also preferred. Elective Pass/Fail.

437-3 Jurisprudence (Theories of Law). Major schools in legal thinking. Positive law and natural law. Idea of justice and concept of natural rights. Elective Pass/Fail.

441-3 Organization Theory. Analysis of various approaches to organizational theory and public administration with emphasis on recent American literature in this field. Prerequisite: 340 or consent of instructor. Elective Pass/Fail.

442-3 Public Personnel Administration. An analysis of some of the central problems encountered by the government executive in recruiting, maintaining, and developing personnel, such as political neutrality, leadership and motivation, career development, security regulations, and the role of personnel in policy planning and execution. Prerequisite: 340. Elective Pass/Fail.

443-3 Public Financial Administration. An examination of state and local government financial administration. Patterns in revenues and expenditures and administrative processes and problems are emphasized. Some of the topics covered are: (1) interstate variations in expenditures, (2) the property tax, (3) grants-in-aid and revenue sharing, and (4) municipal debt. Students conduct individual research and participate in computer based exercises. Prerequisite: none. 213 recommended. Elective Pass/Fail.

444-3 Policy Analysis. An examination of basic concepts in the policy sciences, approaches to policy analysis, applications to selected areas of policy, and instruments of policy development. Elective Pass/Fail.

445-4 Administration of Environmental Quality and Natural Resources. (Same as Geography 426.) An examination of institutional arrangements and administrative practices in the protection and use of land, water, air, and mineral resources. The course includes analysis of responsibility and decisionmaking at all levels of government—federal, state, and local—as well as corporate, interest group, and individual responses to public programs. Particular attention will be given to administration of federal environmental quality legislation-

including the National Environmental Policy Act, the Clean Air Act, and Water Pollution Control Act and the Surface Mining Reclamation Act. Elective Pass/Fail.

447-6 to 9 (3, 1 or 2, 2 to 4) Urban Planning. (See Geography 470a, b, c.) Elective Pass/Fail.

452-3 Politics of Developing Areas. A survey, theoretical and descriptive, of the impact upon politics of the process of development and the role of the governmental system in the direction and control of development. Elective Pass/Fail.

454-3 Comparative Urban Politics. Comparative analysis of urban political systems in the United States and other nations. Attention to the social environment, political structures, political processes, and public policies of selected urban areas. Prerequisite: none. 213 recommended. Elective Pass/Fail.

455-3 Comparative Public Administration. Administrative attitudes, behaviors, and institutions are compared on a topical basis in governments of Britain, Europe, the United States, Japan, and selected socialist, developing, and ancient states. Elective Pass/Fail.

457-3 Great Britain and the Commonwealth. The nature of the Commonwealth association and the politics of Great Britain and the "Old Commonwealth" countries: Australia, Canada, New Zealand. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

458-3 Governments and Politics of Europe. A comparative study of the political systems of the major countries of Western and Central Europe. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

459-3 Government and Politics of Soviet Russia. Dynamics of Soviet government and economy. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

461-3 Governments and Politics of Southeast Asia. Politics and governments of Burma, Thailand, Malaysia, Vietnam, Cambodia, Laos, Singapore, Indonesia, and the Philippines. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

462-3 Governments and Politics of Vietnam. Development of political groupings since the period of French domination. Role of the religious sects and the private armies. Constitution and the legal and political system of Vietnam. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

463-3 Government and Politics of China. Internal political, economic, and social development of China. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

464-3 Governments and Politics in the Middle East. Internal and international politics of the Islamic states of the Middle East and North Africa and Israel. Prerequisite: none. GSB 250 recommended. Elective Pass/Fail.

465-3 Governments and Politics of Sub-Saharan Africa. (Same as Black American Studies 465.) An examination of the impact of western colonial rule on the societies and poli-

tics of Africa, the methods by which these colonial areas became sovereign states in the post-World War II era, the role of domestic political institutions, African political thought and behavior, and the development of foreign policies regarding relations with other African states, continental and international organizations, and non-African states. Prerequisite: 452 or GSB 250. Elective Pass/Fail.

466-4 Governments and Politics of Latin America. An in-depth analysis of specific problem areas in Latin American political processes as well as comparative study of selected Latin American nation-states. Prerequisite: none. 366 recommended. Elective Pass/Fail.

468-3 The Politics of National Defense. A comparative study of the growth of the relationship of the armed forces with the civilian sector of the body politic, the selection, training, and professionalization of the officer corps, the control of the armed forces by the executive and legislature, the growth of strategic doctrine, insurgency and counter-insurgency warfare, and the analysis of the role of the armed forces as a governing group in a large number of non-western states. Prerequisite: GSB 212 or 250 or Political Science 452. Elective Pass/Fail.

475-6 (3, 3) International Law. (a) Rules and practices governing the nations in their relations in peace and war. Prerequisite: none. GSB 270 recommended. (b) Investigation of special problems in international law. Prerequisite: 475a. Elective Pass/Fail.

477-3 The Making of American Foreign Policy. An advanced course dealing with the formulation and administration of American foreign policy. Prerequisite: none. GSB 378 recommended. Elective Pass/Fail.

480-3 International Politics. Definition and analysis of the concepts of spheres of hegemony, alliances, regionalism, integration, interdependence, and an evaluation of their application to contemporary international politics. The course will stress the need for the continuing evaluation of the vague role of national power and influence within the framework of a changing world environment. Elective Pass/Fail.

485-3 International Relations of the Far East. The political and strategic problems and the interplay of the foreign policies of the major powers in this area. Prerequisite: none. GSB 270 or History 380 recommended. Elective Pass/Fail.

488-3 International Relations of the Western Hemisphere. Emphasis on the international behavior of Latin American nation-states and/or regions especially related to policy trends and historical and contemporary objectives of the U.S. Prerequisite: none. GSB 270 recommended. Elective Pass/Fail.

494-1 to 6 Honors Research. Directed research for senior government honors students. Not for graduate students. Prerequisite: consent of instructor and chairperson. Stu-

dents must have at least a *B* average in political science.

500-2 Research Methods—Introduction. Selected topics concerning the philosophy of knowledge, empirical and normative analysis, and a survey of methods of data acquisition in political science. Primarily for master's degree students.

501-3 to 9 (3 per topic) Research Methods.

(a) Experimental and quasi-experimental research design. The role of experimental and quasi-experimental research design in political science. Specific topics discussed include the logic of experimental control, principles of research design, threats to internal and external validity, and ethical considerations in experimenting with human beings. Prerequisite: Mathematics 516a or b or the equivalent.

(b) Simulation. Analysis, design, construction, and evaluation of human, human-computer, and computer games and simulations for teaching, training, and research in political science. Prerequisite: Mathematics 516a or the equivalent.

(c) Survey research and sampling. Basic concepts of sampling, sampling frames; types of sample design; survey designs, questionnaire construction, interviewing, coding, introductory survey analysis techniques, and ethical considerations in political science. Prerequisite: Mathematics 516a or the equivalent.

(d) Causal modeling. Statistical techniques for the non-experimental investigation of causal systems. Logic of causal analysis, systems of simultaneous linear equations, causal modeling, path analysis, and structural equation models. Prerequisite: Mathematics 516a and b or the equivalent.

(e) Theory and Methods of Scaling. (See Psychology 527.)

(f) Theory building. Techniques of theory-building and typology construction. Probability theory; game theory; systems of differential equations; difference equation models; time series models; computer simulation models, and causal models. Criteria for evaluating internal and external validity for the best theory. Prerequisite: Mathematics 516a and b or the equivalent.

502-3 to 6 Topical Seminar in Research Methods. Advanced seminar in empirical research methods. Topics will vary with instructor. Prerequisite: consent of instructor.

503-3 Data Preparation and Management. Covers the creation, dictionarying, cleaning, and management of data files using SPSS, SAS, OSIRIS, and the IMB OS/VS utility programs. Also treats the use of the IBM Job Control Language (JCL), the Conversational Monitor System (CMS), cataloged procedures, instream procs, and CMS EXEC's. A research tool course not to be counted toward graduate degree requirements. Prerequisite: Computer Science 202 or consent of instructor.

504-3 Pro-Seminar in Political theory. The course will survey a sampling of the best works from the broad and diverse spectrum of political theory. Normative, empirical, analytical, critical, and other types of theoretical works will be analyzed. The actual selections

may vary from year to year. The student is strongly urged to enroll in this course prior to enrolling in research seminars in political theory.

505-3 to 6 (3, 3) Topical Seminar in Normative Theory. Topic will vary with instructor. Student should see director of graduate studies for advanced syllabus.

508-3 to 6 (3, 3) Topical Seminar in Empirical Theory. Systems, structural-functional, conflict, decision-making, integration, organization, exchange, communications, democratic, totalitarian, change and revolution theories will be analyzed to determine their domain and predictive and/or explanatory capacities. Generally, half of these theories will be offered every other year. Prerequisite: consent of instructor.

510-3 Proseminar in American Politics. Designed to survey the major literature in the field of American government at the graduate level. The course will synthesize and integrate the literature and give an overview of topics that will be covered in greater depth in each subject-matter research seminar. Highly recommended for new teaching assistants.

511-3 to 6 (3, 3) Topical Seminar in American Politics. Topic will vary with instructor. Student should see director of graduate studies for advanced syllabus. Prerequisite: basic course, related training, or consent of instructor.

514-3 Seminar in American State Politics. Student should see director of graduate studies of advance syllabus. Prerequisite: 414 or consent of instructor.

515-3 Seminar in Urban Politics. Student should see director of graduate studies for advance syllabus. Prerequisite: 415 or consent of instructor.

516-3 to 6 (3, 3) Seminar in Political Behavior. Topic will vary with instructor. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, or consent of instructor.

518-3 Seminar in Political Parties. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, or consent of instructor.

521-3 Seminar in the Legislative Process. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, or consent of instructor.

538-3 Seminar in the Judicial Process. An examination of the literature on such topics as judicial selection, the impact of court decisions, court procedure, and the factors affecting the decision-making behavior of judges. Prerequisite: 433 or equivalent or consent of instructor.

540-3 Seminar in Public Management. An examination of the knowledge and skills required for public sector management positions. Particular emphasis is placed on developing the communication skills necessary for effective management, creating an awareness

of the nature of the political and administrative environment of the public manager, and examining basic ethical questions of public administration. Required of all MPA candidates. Prerequisite: 340 or equivalent or consent of instructor; 441 recommended.

541-3 Seminar in Applied Problems of Public Administration. Study of selected problems in public administration and policy. Emphasis placed on the practitioner's perspective. Prerequisite: 441 or consent of instructor.

542-4 Public Budgeting and Fiscal Management. An examination of the theory and practice of budgeting in the public sector and of selected elements of fiscal management. The course focuses on administrative aspects of budgeting and is oriented toward preparation of students for careers in the public service. Approaches and techniques in revenue forecasting, program planning, and performance measurement are included. Students utilize primary materials in conduction individual or class projects aimed at development of budgetary skills. Required of all MPA students. Prerequisite: 340 or equivalent or consent of instructor.

544-3 Program Evaluation. An examination of approaches and problems in the evaluation of governmental programs. Emphasis is placed upon the use of analytical techniques to determine program impact and the use of evaluation in governmental decision making. Required of all M.P.A. candidates. Prerequisite: Mathematics 516a or Guidance and Educational Psychology 506 or the equivalent.

547-6 (3,3) Topical Seminar in Public Administration. (a) Devoted to selected techniques and tools of public administration; (b) in-depth study of selected problems in the process and environment of public administration.

550-3 Proseminar in Public Administration. A survey of the major literature in the field of public administration. The course will synthesize and integrate the literature and provide an overview of topics to be covered in greater detail in other seminars. Prerequisite: 340 or equivalent or consent of instructor.

560-3 Pro-Seminar in Comparative Politics. A survey of the major literature in the field at the graduate level. The course will synthesize and integrate the literature and give an overview of topics that may be covered in greater substantive depth in each subject matter seminar in comparative politics. The student is strongly urged to enroll in this course prior to enrolling in research seminars in comparative politics.

568-3 Seminar in Comparative Analysis. Development and evaluation of appropriate approaches, theories, research designs, and data gathering and analysis techniques for studying a variety of macro and micro level, cross-cultural and cross-level comparative research problems.

569-3 to 6 (3, 3) Topical Seminar in Comparative Politics. Topic will vary with instructor. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, and consent of instructor.

570-4 Pro-Seminar in International Relations. A survey of the major literature in the field at the graduate level. The course will synthesize and integrate the literature and give an overview of topics that may be covered in greater substantive depth in subject matter seminars in international relations. The student is strongly urged to enroll in this course prior to enrolling in research seminars in international relations.

573-3 Seminar in International Organization. Student should see director of graduate studies for advance syllabus. Prerequisite: 473 or consent of instructor.

575-3 Seminar in International Law. Student should see director of graduate studies for advance syllabus. Prerequisite: 475a or consent of instructor.

577-3 to 6 (3, 3) Topical Seminar in Foreign Policy. Topic will vary with instructor. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, or consent of instructor.

580-3 to 6 (3, 3) Topical Seminar in International Relations. Topic will vary with instructor. Student should see director of graduate studies for advance syllabus. Prerequisite: basic courses, related training, or consent of instructor.

590-1 to 6 Readings. Supervised readings in selected subjects. Prerequisite: completion of the appropriate pro-seminar for the field in which readings or individual research is to be done.

591-1 to 6 Individual Research. Selection, investigation, and writing of a research paper under the personal supervision of a member of the department graduate staff. Prerequisite: completion of the appropriate pro-seminar for the field in which readings or individual research is to be done.

593-2 Seminar on Teaching Political Science. Designed to introduce the students to a variety of instructional philosophies, methods, source materials, audio-visual aids, and evaluative techniques appropriate for the teaching of political science at the college level. Open to all graduate students and required of each graduate student appointee and special doctoral assistant at the earliest offering of the course after the student is awarded financial assistance. Graded S/U only.

594-1 to 6 Applied Study in Political Affairs. Selection, investigation, and preparation of an applied study paper for mid-career students in public affairs. The project will be completed under the supervision of a department graduate staff member. Prerequisite: consent of department. Graded S/U only.

595-1 to 6 Internship in Public Affairs.

Fieldwork in the office of a governmental agency; city, county, state, national, or international. Under certain circumstances it might be in the office of a political party organization or in that of some organized pressure group. The type of internship and the place and organization in which it is taken must be mutually satisfactory to the student and the department. A paper in which the student correlates academic knowledge with practical experience is required. Prerequisite: consent of department. Graded *S/U* only.

599-1 to 6 Thesis. Maximum of six hours to be counted toward a degree. Prerequisite: consent of instructor.

600-1 to 36 (1 to 16 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Psychology

404-3 Theories of Perception. An examination of the different theories concerned with an organism's sensory contact with the environment. Physiological, social, and organizational theories of perception will be considered. Prerequisite: 211 or consent of instructor.

407-3 Theoretical Issues in Learning. An introduction to the major theoretical issues in learning and their importance. A brief review of the history of such problems will be followed by a summary of the current research concerning these issues. Traditional figures in learning theory will be considered within the context of their positions on specific questions. Prerequisite: 309 or equivalent.

409-3 History and Systems of Psychology. A review of the conceptual and empirical antecedents of modern psychology. Prerequisite: senior status.

411-3 Principles of Training. An in-depth coverage of practical problems concerned with training to which the principles of learning derived from pure laboratory investigations can be applied. Prerequisite: 309.

415-4 Psychopharmacology. A survey of the effects of drugs on the normal and abnormal behavior of humans and animals. A primary focus is upon understanding drug influences on behavior in relation to actions on the nervous and endocrine systems. Prerequisite: GSA 302, GSB 202. Elective Pass/Fail.

421-3 Psychological Tests and Measurements. Introduction to test theory and test development. Detailed coverage of selected

tests from such areas as intelligence, aptitude, and personality. Prerequisite: six hours of psychology.

431-3 Psychopathology. Classification, description, etiology, and treatment of the disorders of personality organization and behavioral integration. Observations in a state mental hospital setting. Prerequisite: 305 or consent of instructor. Elective Pass/Fail.

432-3 Psychopathology of Childhood. An extensive review and systematic evaluation of theories and research pertaining to the behavior disorders of childhood. Emphasis will be upon empirical data and the implications of these data for the classification and treatment of these disorders. Prerequisite: 301, and 211 or Guidance and Educational Psychology 422.

440-3 Theories of Personality. A review and evaluation of major personality theories and their supporting evidence. Prerequisite: 305 or consent of instructor. Elective Pass/Fail.

451-3 Advanced Child Psychology. An assessment of concepts, methods, and research techniques within selected topic areas of developmental psychology. Prerequisite: 211 and 301, or consent of instructor.

459-3 Theory and Practice in the Preschool. Designed for those interested in the education of the preschool-aged child. Examines a variety of topics and provides lectures, demonstration, and practicum experience in the Child Study Cooperative Nursery. Prerequisite: consent of instructor.

461-3 Advanced Social Psychology. Examines in depth current research in experimental social psychology. Emphasis is placed on topics such as person perception, interpersonal attraction, attitude formation and change, social influence, group processes, intergroup conflicts. Not for psychology graduate students. Prerequisite: 211, 307.

463-3 Attitudes: Theory and Measurement. Surveys social psychological theories of attitudes and techniques of attitude scale construction. Students work with existing data files and design and test original scales. Prerequisite: 307.

489-1 to 12 Seminar: Selected Topics. Varied content. Offered as need exists and as faculty interests and time permit. Prerequisite: consent of instructor.

510-3 Learning Processes. Reviews current literature in various areas of learning. Coverage is limited to those topics which are subject to laboratory investigation and which do not involve verbal processes.

511-3 Human Learning and Memory. Survey of the current experimental theoretical literature on human learning and memory with primary emphasis on verbal learning and memory. Prerequisite: consent of instructor.

512-4 Sensory Processes. A study of the structure and functions of the sense organs. Emphasizes the psychological data which describe the function of these organs. Lecture and laboratory. Prerequisite: consent of instructor.

513-3 Human Psychophysiology. Physiology, instrumentation, and methodology of psychophysiological measurements including both autonomic and central nervous systems. Attention will be given to basic and applied research. Prerequisite: graduate standing.

514-4 Neurobiological Bases of Behavior. An advanced study of neuroanatomical and neurophysiological principles underlying behavior. Topics covered include structure and function of neurons, synaptic transmission, sensory processing, motor control, development and plasticity of the nervous system, and other current topics in neurobiology. Prerequisite: GSA 302 or equivalent and consent of instructor.

515-3 Theory and Research in Cognitive Psychology. A detailed survey of current studies of attention, short-term memory, and thought processes. Prerequisite: consent of instructor.

520-3 Applications of the Psychology of Learning and Memory. A survey of the theories and methods of training that have resulted from research in the areas of learning and memory. Students will review some of the very recent methods as well as those that are better developed. Practice will be provided. Prerequisite: 309 or consent of instructor.

522-8 (4, 4) Experimental Design and Analysis. A relatively detailed treatment of the rationale for quantitative methods in psychological research: (a) experimental design and the analysis of variance; (b) complex designs and extensions of the analysis of variance. Prerequisite: psychology graduate student or consent of instructor.

523-3 Research Methods in Clinical Psychology. A discussion of the problems of experimental design, control, and analysis that are encountered by researchers in clinical psychology. This course emphasizes the application of techniques learned in other courses to the problems of critically evaluating published articles, generating research ideas, and evaluating internal and external validity of experimental designs. Prerequisite: Psychology department required statistical sequence.

524-3 Multivariate Methods of Psychology. Detailed treatment of multiple-factor analysis and multiple regression analysis. Also includes introduction to other multivariate methods such as discriminant analysis and cluster analysis. Prerequisite: 522b or consent of instructor.

525-3 Mental Test Theory. Intensive coverage of such topics in test theory as item analysis, reliability, validity, problems of weighting in differential prediction, and problems in selection and classification. Prerequisite: 421 or consent of instructor.

526-3 Research in Counseling Psychology. This course provides a basic foundation of research skills. The course includes extensive reading in counseling psychology research and coverage of research design, specific

research techniques, technical writing, and research ethics.

527-3 Theory and Methods of Scaling. The theory of measurement, by which observed behavioral events can be translated into quantitative scales of psychological constructs. The course will cover several axiom systems that form the foundation for psychological measurement, including representation in more than one dimension. Prerequisite: 522b.

528-3 Decision Analysis: Techniques for Aiding Decisions. A survey of formal methods for making decisions, based on subjective probability and multiattribute utility assessments. Students will be given practice in using methods of decision analysis for solving decision problems. Prerequisite: 522a or consent of instructor.

530-4 (2, 2) Systems of Personality and Psychotherapy. A survey of the major theories of personality and systems of psychotherapy. Stresses relationship between theory and application. Prerequisite: consent of instructor.

531-3 to 6 Community and Institutional Field Placement. Introduction to a variety of area agencies with each student affiliating with two agencies at least two days per week. Individual and group supervision with special attention to the variety of clinically related problems and approaches to treatment encountered in the course of their activities. Required for clinical students. Prerequisite: 530b, psychology graduate in clinical or counseling.

532-2 Experimental Approaches to Personality. Presentation of conceptual formulations and research data from representative experimental approaches to personality. Students will be expected to carry out a research project during the course. Prerequisite: 530a or consent of instructor.

533-2 Experimental Approaches to Psychopathology. An examination of the research literature on several issues in clinical psychopathology. Prerequisite: psychology graduate or consent of instructor.

534-3 Principles of Behavior Therapy. (Same as Rehabilitation 554.) A presentation of the clinical techniques and research findings associated with the various behavior therapies (including desensitization, assertive training, modeling, operant techniques, aversive conditioning, self-control, and "cognitive" behavior therapy). Prerequisite: graduate standing in the psychology department (clinical/counseling) or consent of instructor.

535-3 Psychopathology. Surveys the following issues and content areas in psychopathology: models and definitions of psychopathology, anxiety states, depression, schizophrenia, neurosis, behavior genetics, the mental hospital, and the classification of psychopathology. This course required for all clinical students within their first two years. Prerequisite: psychology graduate student or consent of instructor.

536-3 Fundamentals of Counseling. An introduction to counseling psychology as a professional specialty. Professional and ethical issues in the training and work of counseling psychologists are examined. Basic counseling skills are acquired through practice interviewing. Prerequisite: psychology graduate student or consent of instructor.

538-3 Theory and Practice of Group Facilitation. Didactic presentation of group dynamics and group counseling/therapy. Theories coordinated with facilitation of Psychology 101 groups. Prerequisite: graduate status.

539-3 Experimental Approaches to Psychotherapy. A review and evaluation of empirical research related to the amelioration of maladjustment. Emphasis is on measurement and methodological problems. Prerequisite: 530, 537 or consent of instructor.

540-3 Psychological Assessment. Basic theory and practice, underlying assumptions and research data of psychological assessment. Attention given to a variety of assessment procedures, including observation, interviews, and tests of intelligence and personality. Prerequisite: psychology graduate or consent.

542-3 Principles and Problems in Personality Assessment. Critical review of research related to such topics as scale construction strategies, response styles, trait attribution, judgmental accuracy, and judgmental processes. Prerequisite: consent of instructor.

547-3 Appraisal in Counseling. Emphasis is on the choice of assessment instruments and how they may be used in counseling. Attention is given to tests of ability, interests, values and personality and the syntheses of test and non-test information in the general practice of counseling. Prerequisite: 421 or consent of instructor.

548-3 Vocational Psychology and Career Development. Introduces students to vocational psychology as an area of academic inquiry. The topics covered include theories of career development, occupational information, computer applications, research issues, and vocational counseling techniques. Prerequisite: 547 or consent of instructor.

549-3 Behavioral Assessment. A didactic and practicum course concerned with principles and methods of behavioral assessment including behavioral interviewing, questionnaires, self-monitoring, naturalistic and structured observation, and psychophysiological assessment.

551-3 Advanced Developmental Psychology I. Studies current research trends in experimental child psychology: an introduction to methods and theory, the biological bases of development, infancy, cognition, perceptual development, and language. Prerequisite: consent of instructor.

552-3 Advanced Developmental Psychology II. Consideration of current methods, research, and theory in developmental psychology with particular attention to social and

personality development, and parent-child relations. Prerequisite: consent of instructor.

554-3 Developmental Theories. An analysis of contemporary theories of development and related research as they are derived from major historical theories of development. Prerequisite: 551 and consent of instructor.

555-3 Language and Cognition. Current theoretical problems in language and cognitive developments are investigated from the perspective of psychology, physiology, linguistics, and computer simulations. Prerequisite: consent of instructor.

556-2 Psychological Treatment of the Child. Investigation of methods of psychotherapeutic intervention with children. Traditional and innovative approaches. Prerequisite: 451 or consent of instructor.

557-2 Family Psychotherapy. Investigation of the psychosocial interior of the family. Evolution and dynamics of interaction in families. Emphasis on methods of psychotherapeutic intervention with families. Prerequisite: graduate student and consent of instructor.

558-3 Personality and Social Development of Adults. A lecture-discussion course which presents the major theoretical and empirical literature in the area of adult personality and social development. Students are encouraged to apply normal developmental constructs to understand individual adults, as well as to gain competence in research methods in this area. Prerequisite: psychology graduate student or consent of instructor.

564-3 Program Evaluation: Experimental and Quasi-Experimental Approaches. Review of experimental and quasi-experimental designs for assessment of program impact. Discussion of design, logistic, and political implementation problems. Detailed examination of a number of attempts at program evaluation. Prerequisite: 500-level statistics course.

571-6 (2, 2, 2) Proseminar in Applied Experimental Psychology. A survey of the problem areas to which applied experimental psychology is applicable and of the principal methods employed by applied experimental psychologists. Integration of these approaches within a comprehensive metatheory. Case studies apply the information to actual and simulated application problems.

576-3 Human Engineering. Analysis of human-machine systems, human factors in the design of display and control systems, limitations and capabilities of the operator. Lecture and research or field study. Prerequisite: consent of instructor.

585-1 to 18 Advanced Seminar. Seminars of varied content for advanced students. Prerequisite: consent of instructor.

590-1 to 12 Readings in Psychology. Readings in selected topics in psychology under staff supervision. Graded S/U only. Prerequisite: consent of instructor.

593-1 to 24 Research in Psychology. Research under staff supervision in selected

areas of psychology. Graded *S/U* only. Prerequisite: consent of instructor.

594-1 to 16 Practicum in Psychology. Practicum experience in a professional setting is offered under staff supervision in the following areas: (a) applied experimental psychology; (e) clinical psychology; (f) counseling psychology; (j) child psychology; (l) teaching of psychology. Graded *S/U* only. Prerequisite: consent of instructor.

595-1 to 12 Internship. Placement in an approved setting required of all students in clinical, bio-clinical, and counseling psychology. Graded *S/U* only. Prerequisite: psychology graduate student.

596-3 Behavior Therapy Practicum. Practicum experiences with a variety of behavior therapies in a variety of settings. Experiences may include operant and nonoperant therapies in the clinic, school, institution, home, or community. Prerequisite: 534, 549.

597-1 to 15 Preprofessional Training. Experience given in research, teaching, or clinical or counseling activities. One hour required each semester of residence. Graded *S/U* only. Prerequisite: psychology graduate student.

598-3 Ethical and Professional Problems in Psychology. The code of ethics in professional practice, in teaching and research; problems and issues of the field are discussed; and relations to other professions and the public are considered. Prerequisite: consent of instructor.

599-1 to 6 Thesis.

600-1 to 24 Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Public Visual Communications

The Departments of Cinema and Photography and Radio-Television offer 400-level courses toward the Master of Arts degree in public visual communications.

500-3 Introduction to Public Visual Communications. Small group seminars in cinema, still photography, and television. Through lectures, demonstrations, discussions, and assignments, students are given work in research types and methods, aesthetic and critical theory and print and nonprint publication. 500 is prerequisite to all other

courses in the public visual communications program.

510-3 Researching and Developing Public Telecommunications Programming. Designed to train the advanced student in translating public issues into meaningful television programs. Includes organizing and editing results of research into public telecommunications program forms. Extensive reading and preparation of complete scripts. Prerequisite: 500.

530-3 International Telecommunications. Examination of various telecommunications systems of the world. Evolution, present status of these systems, and their probable future. Social, political, cultural, economic, geographic, and technological factors considered. Prerequisite: 500.

532-3 Audience Communications Research. Techniques of general broadcast audience research and attitudinal research as it is used in the broadcast industry. Methodology of sampling, and the development of questionnaires to discover audience reactions and attitudes toward broadcast messages. Prerequisite: 500.

541-6 (3, 3) Seminar: History of Photography. Advanced study of the history of photography with emphasis on the development of technique and content. First semester will deal with works through World War II. Second semester will deal with works since World War II. Students purchase texts. Prerequisite: 500.

542-6 (3, 3) Seminar in Film History. Analysis of the films and ideas associated with a particular director or a significant movement in motion picture history. Screening fee. Students purchase texts. Prerequisite: 500.

570-3 Public Telecommunications Program Analysis and Criticism. Development and applications of methods of analysis and critical criteria by which the content, esthetic elements, and forms of television programs might be objectively evaluated. Extensive reading in critical literature and critical analyses of selected television programs. Prerequisite: 500.

571-3 Regulation and Control of Public Communications. Study of the history of broadcast and film regulation and control. Case studies and research papers illuminate the problems solved. Prerequisite: 500.

572-4 (2, 2) Management of the Photographic Unit. Theory and practices of management in an internal photographic unit or commercial studio. First semester deals with management theory and analysis of various management practices. Second semester involves preparation by each student of a management survey and analysis of an existing unit or studio. Students purchase texts. Prerequisite: 500.

573-3 Public Telecommunications Management. An examination of regulatory, fiscal, programming, and personnel areas involved with the functions of management in local public television station operation. In-

dependent readings and research papers. Prerequisite: 500.

574-3 Contemporary Theoretical Approaches to the Cinema. An intensive examination of the dominate recent theoretical approaches to the cinema. The application of cinema of semiology and structuralism, with very recent branches into psychoanalysis and ideology, will be concentrated upon. Films related to the issues under study are assigned for viewing. Students purchase texts.

580-2 Seminar: Current Trends in Public Telecommunications. Detailed examination of current trends affecting public telecommunications. Extensive reading. Social issues, economic pressures, and technological developments will be covered. Prerequisite: 500.

589-3 Seminar: Public Communications in a Dynamic Society. The study, processes, and effects of communication through the public media, in historical perspective and in contemporary social problems. In-depth examination of responsible interrelationships of society with electronic, photographic, and film media. Prerequisite: 500.

591-1 to 6 (1 to 3, 1 to 3) Individual Study in Public Visual Communications. Supervised research or independent investigative projects. Area of study to be determined by student in consultation with public visual communications faculty. Prerequisite: 500.

595-1 to 6 (1 to 3 per topic) Advanced Topical Seminar. Advanced research and discussion of various specialized areas of cinema, still photography, television, and interrelated disciplines. Prerequisite: 500, 12 hours of graduate credit in the public visual communications program, and consent of instructor.

597-2 to 6 Production Seminar: Cinema, Photography, and Television. Individual or production-team projects in motion picture, photographic, or television production. Prerequisite: 500 and 24 hours of completed graduate work or consent of student's committee. Graded *S/U* only.

599-3 to 6 Thesis. Thesis requirements may only be satisfied by a traditional written thesis. A minimum of three hours and a maximum of six hours will be counted toward degree requirements. Prerequisite: 500 and 589.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Radio-Television

Graduate work in the Department of

Radio-Television is offered toward the Master of Arts degree in public visual communications. Four-hundred-level courses in this department may be taken for graduate credit unless otherwise indicated in the course description.

430-2 Public Affairs and the Radio-Television Establishment. An examination of the history and scope of public affairs programming on radio and television. The effects of public affairs on programming and audiences. Prerequisite: *C* grade in 300M and 300P.

453-2 Public Broadcasting. The history and regulatory structure of public broadcasting in the United States today, with special emphasis on organizations regulated under the Public Broadcasting Act of 1967. Methods of funding public stations, programming, and careers in public broadcasting area also considered. Prerequisite: *C* grade in 300M and 300P; 308.

467-3 Radio-Television Production Survey. Production techniques and equipment for all phases of radio and television presentations for those who are not planning professional careers in broadcasting. Standards for equipment and facilities selection. Radio and television laboratory production projects. Prerequisite: non-major.

470-3 Documentary Film Production. For the student with a serious interest in the documentary film. Students work in teams researching, writing, filming, and editing films on subjects relating to historical, cultural, or social issues. Prerequisite: *C* grade in 300M, 300P, and 370 or *C* grade in Cinema and Photography 355 and 356 and consent of instructor. Mandatory Pass/Fail. Graduate students must take on letter grade basis.

481-2 ITV Administration, Production, and Utilization. Development of ITV production with emphasis on the use of instructional objectives, the relationship of users' manual to the instructional series, and the functions of various personnel in the administration of instructional television. Prerequisite: *C* grade in 300M and 300P.

483-3 Advanced Radio-Television Writing. Exercises in writing broadcast manuscripts including documentary, drama, and childrens' programming. Prerequisite: *C* grade in 300M, 300P, and 383; 340.

489-2 to 6 Radio Television Workshop. Advanced work in various areas of radio-television and interrelated disciplines. Prerequisite: *C* grade in 300M, 300P, and consent of instructor.

491-3 to 6 (3, 3) Independent Study. Area of study to be determined by student in consultation with radio-television graduate faculty. Prerequisite: *C* grade in 300M and 300P and consent of instructor.

Recreation

Courses in this department may require the purchase of supplemental materials. Field trips are required for certain courses.

401-3 Fundamentals of Environmental Education. (Same as Agriculture 401.)

423-3 Environmental Interpretation. (Same as Agriculture and Forestry 423.)

460-3 Therapeutic Recreation. Organization and administration of therapeutic recreation programs in hospitals, nursing homes, schools for the retarded, detention centers, prisons, and other institutions. Emphasis on programs for special populations in the community setting. Prerequisite: 300, 302, 303 or consent of department.

461-3 Program Design and Evaluation for Therapeutic Recreation. To equip the student with skills necessary to systematically design and evaluate programs. Philosophy, and nature of systems, systems analysis, program implementation, and program evaluation. Prerequisites: 300, 302, 303, or consent of department.

462-3 Facilitation and Leisure Counseling Techniques. Study of concepts of leisure counseling as applied to special populations; leisure education models; facilitative techniques including gestalt awareness, transactional analysis, reality therapy, behavior modification, non-verbal communication, values classification, assertive training, rational emotive therapy, and relaxation therapy.

470-2 School and Community Recreation. The role of the public schools in community recreation. Emphasis on current practices and trends in curriculum content, adult education, extracurricular activities, after-school and vacation programs, and cooperative programs with other agencies. Prerequisite: 300, 302, 303 or consent of department.

475-1 to 24 (1 to 4 per topic) Recreation Workshop. Critical examination and analysis of innovative programs and practices in one of the following areas: (a) commercial, (b) student centers, (c) outdoor education, (d) outdoor recreation, (e) mentally retarded, (f) emotionally disturbed, (g) teen centers, (h) family, (i) aging, (j) prisons and detention centers, (k) physically handicapped, (l) budget and finance, (m) playground leadership, (n) maintenance of areas and facilities. Critical examination and analysis of innovative programs and practices in the maintenance of grounds and facilities. Maximum of six hours to count toward master's degree.

485-2 to 12 Practicum in Outdoor Education. A supervised experience in a professional setting. Emphasis on administrative, supervisory, teaching, and program leadership in outdoor, conservation, or environmental education setting. Costs for travel are the respon-

sibility of the student. Prerequisite: consent of instructor.

500-3 Principles of Recreation. Principles and interpretation of recreation and the basic concepts underlying the organization of leisure activities. Emphasis on cultural significance of recreation and the relationship of recreation to the totality of life. Required of all majors.

520-3 Park and Recreation Management. Basis for planning recreation programs and facilities. Administrative problems dealing with legislation, finance, and budget, public relations, office management and personnel are discussed in terms of effective professional management. Prerequisite: 500 or concurrent enrollment or consent of instructor.

524-3 Professional Skills in Therapeutic Recreation. This course focuses on professional skills necessary at the administrative and supervisory level. Program and staff development, conference presentations, and inservice training, grantsmanship, article writing, budgeting, consultation, and public relations comprise the core of the course. Prerequisite: 460, 461, or consent of department.

525-3 Recreation for Special Populations. Planning, organizing, selecting, evaluating, and adapting activities to a variety of institutional and community settings. Prerequisite: 500 or consent of department.

526-3 Professional Issues in Therapeutic Recreation. This course focuses on current issues in therapeutic recreation services including credentialing, accreditation, professional associations, legislation, research, and other relevant issues. Prerequisites: 524 or consent of department.

530-3 Programs in Recreation. Program planning, organization, and implementation of leisure programs in a variety of recreation settings and for a variety of population groups. Prerequisite: 500 or concurrent enrollment or consent of instructor.

540-3 Planning Park and Recreation Areas. An examination of master plans for outdoor areas used in recreation programs. Principles of masterplanning and practical experience with the master plan will be correlated. Prerequisite: 500 or consent of instructor.

550-3 Research in Recreation. Critical analysis of the most significant research studies in park and community, special populations, commercial and outdoor recreation. Prerequisite: 530.

560-6 (2, 2, 2) Seminar in Recreation. Major issues, trends, and cultural, economic and social significance in (a) park and community, (b) special populations, and (c) commercial recreation. Prerequisite: 500 or consent of department.

565-3 Seminar in Environmental and Outdoor Education. Discussion of individual projects, presentation of research problems and dissertation topics. Prerequisite: consent of instructor.

570-3 Seminar in Recreation Management. An integrated seminar dealing with the problems involving park and community, commercial, institutional, outdoor, church, school, and other recreation settings and populations. Current economic and social changes will be examined to determine their influence on the recreation profession. Required of all majors. Prerequisite: 520 and 530.

575-1 to 6 Individual Research. Selecting, investigating, and writing of a research topic under the personal supervision of a member of the department. Designed to help the student to develop ability to design, conduct, analyze, and interpret research related to the problem of leisure. Not more than three hours may count toward master's degree. Prerequisite: consent of instructor.

580-1 to 6 Readings in Leisure and Recreation. Readings in selected topics in leisure and recreation under staff supervision. Not more than three hours may count toward master's degree. Prerequisite: consent of instructor.

596-1 to 6 Field Work in Recreation. Field work in an approved recreation department. Field work is in the student's field of interest. Supervision under approved agency officer in charge and a member of the department. Prerequisite: major in recreation and permission of the department.

599-1 to 3 Thesis. Prerequisite: consent of department.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Rehabilitation

Courses in this unit may require the purchase of supplemental materials not to exceed \$10 per course. Field trips are required for certain courses.

400-2 to 3 Introduction to Rehabilitation. An introduction to the broad field of rehabilitation, to include the processes (services), facilities and personnel involved. Note: Students can enroll in the didactic portion for two credits, or three credits if they elect the field trips. No student can take the field trips alone without taking the didactic portion as well.

402-1 to 3 Human Development and Behavior. Examines theories and systems of human development, personal behavior patterns, and learning principles related conceptually to rehabilitation processes and practices. Prerequisite: consent of instructor.

406-3 Introduction to Behavior Modification. A survey of the principles and procedures in behavior modification and the scope of its application to human needs and problems.

409-3 Scientific Methods in Behavior Analysis. A general review of philosophical issues and methodological approaches to the study of human behavior, includes sampling procedures, group statistical designs, and single-subject multi-manipulation and multi-replication tactics. Prerequisite: consent of department.

419-1 to 3 Cross-Cultural Rehabilitation. (Same as Black American Studies 490.) Major focus on the relationship/comparison of basic cultural, economic, and psychosocial processes relative to the rehabilitation of people in contemporary societies. Prerequisite: consent of instructor.

421-3 Vocational Development and Placement. Relates the psychosocial meaning of work, process of vocational development, theories of occupational choice and labor market trends to current and innovative methods of job development, selective placement, and follow-up with the handicapped. Prerequisite: consent of instructor.

425-1 to 6 Developing Employment Opportunities. Designed to train rehabilitation personnel in the attitudes, methods, and skills pertinent to placement of handicapped persons in competitive and other occupations. Prerequisite: special standing and consent of instructor.

431-3 Assessment Procedures in Rehabilitation. Review of fundamental bases of measurement, criteria for evaluating tests, practice with representative instruments in major categories, and the use of tests and work samples in assessing the handicapped's functioning abilities and work potential.

436-3 to 4 Vocational Evaluation and Adjustment Services. Introduction to the philosophies of evaluation and adjustment services in rehabilitation settings with emphasis on the rationale for use of psychometric testing, functional behavioral analysis, work sampling, situational assessment, and on-the-job evaluation in relation to the development of individualized adjustment service programs.

445-2 to 12 Rehabilitation Services with Special Populations. Procedures and programs pertinent to the care and treatment of special populations. Two semester credits will ordinarily be granted for each unit.

(a)-6 (2, 2, 2) Aging.

(b)-6 (2, 2, 2) Alcohol and Drug Abuse.

(c)-6 (2, 2, 2) Economically Deprived.

(d)-6 (2, 2, 2) Emotionally Disturbed.

(e)-6 (2, 2, 2) Genetically Disabled.

(f)-6 (2, 2, 2) Juvenile Offender.

(g)-6 (2, 2, 2) Mentally Retarded.

(h)-6 (2, 2, 2) Physically Handicapped.

(i)-6 (2, 2, 2) Public Offender.

(j)-6 (2, 2, 2) Sensory Disabled.

(k)-6 (2, 2, 2) Developmentally Impaired.

Prerequisite: consent of instructor.

446-2 Psychosocial Aspects of Aging.

Selected theories of psychosocial aspects of aging will be presented and the psychological and sociological processes of aging with the ensuing changes will be related to these conceptual frameworks. Included for discussion and related to field experience will be such concerns as stress reactions to retirement, physical disabilities, impact of reduced economic resources, and other personal-social changes in aging. Topics will address the knowledge base needed by students concerned with rehabilitation of aging clients in institutional, community, and home settings. Therapeutic techniques to ameliorate these stresses will be an integral part of the course. Prerequisite: consent of instructor.

447-2 Biomedical Aspect of Aging. The aging process in a life-span developmental perspective; biological theories of aging, physiological changes in middle and old age and their effects on behavior, performance potential, and psychosocial functioning; senility and other age-related disabilities, their prevention and management; geriatric health maintenance and rehabilitation; institutionalization; death and dying. No prerequisites.

451-3 to 4 General Rehabilitation Counseling. A didactic and experiential analysis of the underlying premises and procedures of individual and group counseling in rehabilitation settings. Prerequisite: consent of instructor.

453-1 to 4 Personal and Family Life Styling. The academic and personal competencies that are characteristic of fully-functioning, integrated persons within the context of our twentieth century environment will be systematically reviewed for adoption in every day living as well as in professional functions. Participants will focus on and experience life styling theories, models, and skills for their own growth and development and learn to assess basic risk-factors in their rehabilitation clients and families prior to helping them program a more balanced, synergistic, and holistic approach to living. Prerequisite: consent of instructor.

461-2 Introduction to Alcoholism and Substance Abuse in Rehabilitation Practice. A survey of alcohol and substance abuse including the psycho-social and physiological aspects precipitating and maintaining abuse. Further, an overview of indices, population characteristics, and treatment paradigms will be explored as they relate to the rehabilitation process and federal/state legislation.

468-3 Sexuality and Disability. Research and rehabilitation practices pertaining to the unique psychosexual aspects of various chronically disabling conditions will be examined.

471-2 Community Rehabilitation for the Alcohol and Substance Abuser. A comparative survey of community-based programs for the alcohol and substance abuser with a focus upon the rehabilitation counselor's role in planning, evaluating, and facilitating the

use of community resources and varying service agencies in the rehabilitation process for the substance abuser. Prerequisites: permission of instructor.

479-0 to 2 Technical Writing in Rehabilitation. Fundamentals of writing skills applicable to special areas of concern to rehabilitation specialists, namely: writing journal articles, drafting program/grant proposals, and preparing news releases, and program/evaluation reports.

490-1 to 6 (1 to 3 per semester) Readings in Rehabilitation. Supervised readings in selected areas. Prerequisite: consent of instructor.

494-1 to 12 Work Experiences in Rehabilitation. Rehabilitation 494 and 594 both cannot be counted for graduate degree, only one or the other can satisfy requirements toward a master's degree. Elective Pass/Fail.

501-2 Rehabilitation Foundations. Underlying processes and concepts of rehabilitation practices. Prerequisite: consent of instructor.

503-3 Basic Behavior Analysis. Includes pertinent terminology and basic methodology of operant and respondent behavior, as well as laboratory experience in shaping new behaviors and in modifying established behaviors through a variety of operant procedures. Prerequisite: consent of department.

508-3 Complex Behavior Analysis. Experimental analysis of procedures that result in acquisition, maintenance, and attenuation of complex individual and social behavior. Prerequisite: consent of instructor.

513-1 to 4 Medical and Psycho-Social Aspects of Disability. A review of the impact of disease and trauma on the human system with special attention on the effects physical limitations and socio-emotional correlates have on human functioning and the rehabilitation process. Prerequisite: consent of department.

515-3 Behavioral Applications to Medical Problems. Examines the use of behavior change procedures and applied behavior analysis in the treatment and rehabilitation of medically related problems such as obesity, alcoholism, headaches, hypertension, and cerebral palsy; also, compliance to medical regimens, e.g., diabetes, dental hygiene, exercise; and promotes the utilization of health facilities and community health programs. Issues in training medical personnel to disseminate behavior change programs are also covered. Prerequisites: 409 and 503 or consent of instructor.

523-3 Job Restructuring for the Handicapped. Introduction to the analysis and measurement of job tasks and the design and layout of work environments with special emphasis on the use of jigs, job restructuring, and prosthetic environments for the handicapped. Prerequisite: 421 and consent of instructor.

525-3 Developing Job Readiness. Designed to prepare job development and place-

ment specialists and other rehabilitation personnel to develop programs of job readiness aimed at training individuals with handicapping conditions to seek and hold gainful employment. Prerequisite: consent of the instructor.

531-3 Individual Assessment Procedures in Rehabilitation. Through familiarization and practice with independent assessment devices used in program selection and job placement of individuals with various handicaps. Prerequisite: 431 and consent of instructor.

533-2 Vocational Appraisal. Consideration of the information compiled from interviews, tests, questionnaires, biographies, observations, and other diagnostic techniques in the vocational assessment and planning of vocational rehabilitation services. Prerequisite: consent of instructor.

535-1 Behavioral Observation Methods. Behavioral targeting, observational recording techniques, and issues of validity and reliability of measurement relevant to rehabilitation will be examined. 409 and 503 or concurrent enrollment and consent of instructor.

543-3 Child Behavior. A systematic analysis of the genetic and environmental determinants of childhood behavior. Emphasizes learning approaches for remediation of behavior disorders. Prerequisite: consent of instructor.

545-3 Behavior Modification in Mental Retardation. Consideration of behavioral principles as applied in the development of responsive behavior in mentally retarded persons. Prerequisite: consent of instructor.

553-3 Learning Therapies for Special Populations. Describes treatment, rehabilitation, and teaching procedures with the emotionally disturbed, problem drinkers, mentally retarded, and autisms and other disruptive behaviors. Prerequisite: consent of instructor.

554-3 Behavior Therapy. Considers research findings and basic principles of behavior modification relative to such behavior therapies as desensitization, assertive training, aversive conditioning, and behavior rehearsal. Prerequisite: consent of instructor.

557-2 to 6 Self Regulation of Behavior. Self regulation covers a variety of procedures by which a person's life can be enhanced. These include behavioral self management, biofeedback, and stress reduction techniques. The methods, theory, and research of these self control techniques will be critically reviewed. Students will be trained in the practice of the techniques and in their application to rehabilitation populations. Prerequisite: consent of instructor.

558-2 Rehabilitation of the Alcohol and Substance Abuser. A didactic and experimental analysis of the specialized treatment modalities used in the rehabilitation of the substance abuser with focus given to counseling, behavioral and chemotherapy techniques, and innovative paradigms presented

through research and field studies. Prerequisite: 461, 471.

562-3 Rehabilitation Facilities and Developmental Centers. Surveys the history and development of rehabilitation facilities and developmental centers for the handicapped and then focuses on current principles and practices of these facilities in terms of nature, classification, objectives, standards, philosophies, theories, programs of services, organization, administration, financing, and trends for the future. Prerequisite: consent of instructor.

564-3 School Related Behavior. Analysis of student and teacher behavior and the behavioral methods of improving teaching and learning. Prerequisite: consent of instructor.

568-3 Sexual Behavior and Rehabilitation. Consideration of human sexual behavior including basic anatomy and physiology; sexual facts and fallacies; and analysis of sexual inadequacies, variances, and deviances. Special emphasis is placed on the application of therapies for the rehabilitation of people with sexual problems. Prerequisite: consent of instructor.

570-3 Rehabilitation Administration. Problem solving approach to current issues in organizational structure and management functions in public and voluntary rehabilitation agencies, decision making, leadership, program development, and evaluation. Prerequisite: consent of instructor.

572-1 to 3 Volunteer Administration and Programming. Practice of developing, organizing, and programming volunteer activities in the human services. Prerequisite: consent of department.

573-2 to 3 Programming, Budgeting, and Community Resources. Designed to prepare the student to develop and operate comprehensive or specialized rehabilitation programs with special attention to resource development, fiscal management, and community and public relations. Prerequisite: consent of instructor.

574-3 Staff Training and Development. This course prepares the student to design, implement, and supervise an institutional program to train staff in methods of direct service to the institution's clients. Each student will actually design and submit a program through simulation. Lecture/workshop format.

575-2 Case Management and Reporting. Basic procedures in providing and coordinating available human services based on individual need in the context of a professional-client relationship, and the basics of recording and reporting such services. Prerequisite: consent of department.

576-2 to 3 Development and Supervision of Rehabilitation Employees. Current and progressive supervisory practices in rehabilitation with emphasis on employee development through in-service training, periodic evaluation, and related methods. Prerequisite: consent of instructor.

578-3 Program Evaluation in Rehabilitation. An analysis of the development and utilization of a program evaluation system in rehabilitation settings with focus given to system design, monitoring techniques, and service program development. Students will be trained in the advanced practice of program evaluation techniques and their application to rehabilitation settings. Prerequisite: consent of instructor.

579-3 Advanced Fiscal Management in Rehabilitation. Application of funds and functional accounting in rehabilitation to include fiscal reporting and record keeping, fiscal planning, and management in rehabilitation. Prerequisite: 570 and 573.

580-3 Professional and Community Relations in Rehabilitation. Examination of the linkages and needs of rehabilitation programs and agencies in the area of community and professional relations, with special reference to the role of administrator. Application of marketing principles to the management of external relations in rehabilitation settings. Prerequisite: consent of instructor.

581-4 (2, 2) Seminar: Professional Issues in Rehabilitation. Focus is upon the ethical, legal, legislative issues and processes in the field of rehabilitation. Seminars are in the following areas: (a) legal and ethical issues for the community or local agency; (b) policies and legislative issues at the state and federal level.

582-1 to 4 Seminar in Rehabilitation Services. Special consideration of factors in the organization and management of rehabilitation services. Prerequisite: consent of instructor.

583-1 to 4 Seminar in Work Evaluation. Select attention to procedures/models for assessing work readiness of handicapped personnel. Prerequisite: consent of instructor.

584-1 to 6 (1 to 2 per semester) Seminar in Behavior Modification. Special topics and new developments in modifying human behavior. Prerequisite: consent of instructor.

585-1 to 4 Seminar in Counseling/Coordination Services. Consideration of special issues in counseling and delivery of services. Prerequisite: consent of instructor.

586-3 Seminar in Job Development and Placement. Consideration of special issues in job development and placement philosophy, techniques and research concerning individuals with handicapping conditions. Prerequisite: consent of the instructor.

587-3 Seminar in Correlates of Disability. A systematic analysis of the behavioral socio-cultural implication of disabling conditions. Emphasizes the rehabilitation process in remediation of handicapping conditions. Prerequisite: 513 or consent of instructor.

588-4 Seminar in Research in Rehabilitation. Advanced seminar focusing upon specialized and advanced topics in research in rehabilitation. This course is designed to prepare doctoral students in rehabilitation with the special tools needed to carry out

doctoral dissertation and other advanced research projects. Prerequisite: 596 or consent of instructor.

589-1 to 18 (1 per semester) Professional Seminar in Rehabilitation. The course involves advanced level presentations focusing on current research, applied practices, and innovations in rehabilitation. Presentations are made by faculty, graduate students, and guest experts. A minimum of four semester hours required for Doctor of Rehabilitation degree.

591-1 to 18 Independent Projects in Rehabilitation. Systematic readings and development of individual projects in pertinent rehabilitation areas. No more than six hours may be counted toward the master's degree. Prerequisite: consent of instructor.

592-1 to 16 Professional Supervision in Rehabilitation. Experience provided in the supervision of research, teaching, and rehabilitation services. No more than four hours may be taken in any semester. Prerequisite: doctoral student in rehabilitation and consent of instructor.

593-1 to 18 Research in Rehabilitation. Systematic investigation of factors and procedures relevant to rehabilitation. No more than six hours may be counted toward the master's degree. Prerequisite: consent of instructor.

594-1 to 12 Practicum in Rehabilitation. Supervised experiences in agencies in rehabilitation. (a) Administration. Rehabilitation facilities management/supervision, in planning, programming, and evaluation. (b) (Same as Psychology 596.) Behavior modification. Application of behavioral analysis/methods in human treatment and in management. (c) Counseling. Development of counseling skills with individuals and groups to include work related functions. Prerequisite: consent of department.

595-1 to 12 Internship in Rehabilitation. Extended practice in rehabilitation settings cooperatively guided and supervised by agency staff and university faculty. Prerequisite: 594 and consent of department. Graded *S/U* only.

596-4 Research Design and Methodology in Rehabilitation. Manipulative and non-manipulative research methods, group and single subject designs, data analysis, and research evaluation pertinent to rehabilitation will be considered. Prerequisite: Guidance and Educational Psychology 506 or consent of instructor.

599-1 to 6 Thesis. Prerequisite: consent of instructor.

600-1 to 30 Dissertation. Minimum of 24 hours to be earned for the Doctor of Rehabilitation degree. Prerequisite: doctoral candidate in rehabilitation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have

completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Religious Studies

There is no graduate program offered through religious studies. Four-hundred-level courses in this unit may be taken for graduate credit unless otherwise indicated in the course description.

410F-3 Comparative Religion. (See Anthropology 410F.)

441-3 Themes in Greek Tragedies and the New Testament. (See Classics 441.)

496-1 to 6 Honors Readings in Religion. Topics selected by student and instructor which ordinarily are not covered in depth in regular course offerings. Not available for graduate credit. Prerequisite: consent of department.

Science

500-2 Science Information Sources. Methods and procedures to efficiently exploit the scientific literature are discussed. The two-hour class discussion will be supplemented by practical exercises in library usage. Prerequisite: consent of instructor.

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Black American Studies

There is no approved graduate program in black American studies. Four-hundred-level courses may be taken for graduate credit unless otherwise indicated in the course description.

430-3 Black Political Socialization. Definitive approach to how people learn about politics focusing on Blacks because of their unique experience; i.e., prolonged minority group status. Research oriented, in that, it takes an explanative and predictive approach to produce models of political learning. Not for graduate credit. Prerequisite: 230, junior or senior standing, or consent of instructor.

445-3 Race and Politics. (See Political Science 429.) Not for graduate credit.

455-2 to 12 Rehabilitation Services with Special Populations.

465-3 Governments and Politics of Sub-Saharan Africa. (See Political Science 465.)

475-3 Sociological Effects on Black Education. A teacher-oriented course dealing with up-to-date research in Black and minority education. The instructor utilizes the findings of current periodicals to present models for understanding and communicating with Black children. Not for graduate credit. Prerequisite: Education 303 or consent of department.

480-4 to 8 (4, 4) Seminar in Black Studies. Analyses of the black experience directed toward practical contributions in the area studied. Topics vary with instructor. May be repeated once for a total of 8 credits provided registrations cover different topics. Topics announced in advance. Prerequisite: GSB 109 or consent of department.

490-1 to 3 Cross-Cultural Rehabilitation. (See Rehabilitation 419.) Not for graduate credit.

499-1 to 5 Special Readings in Black American Studies. Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand. Prerequisite: consent of instructor.

Community Development

401-3 Introduction to Community Development. This course surveys the field of community development, an applied social science that encourages self-reliance by generating change and growth strategies for groups and communities. The course focuses on the history and philosophy of community development, citizen rights issues, change techniques, value dilemmas confronting change agents, and examination of some current community development programs.

402-3 Third World Community Development. Analyses of the history, goals, methods, and techniques of socioeconomic development in the Third World countries. Cultural, economic, social structural, political, and administrative factors in development and in the process of community organization are discussed. Case studies from Africa, Asia, and Latin America.

403-3 Community Organization. An examination of basic approaches to community organization used by change agents and human service workers. Special emphasis is placed on sensitizing students to consumer participation issues.

404-3 Role Theory and Analysis in Community Development. The focus of this course is on role theory and methods of analysis. The student will gain considerable exposure to the techniques of role analysis as an evaluation tool in community development training and program development. Elective Pass/Fail.

405-3 Social Planning. Introduction to the methods, practices, functions, and ethics of social planning in the United States, including a critical perspective. Criminal justice, health, manpower, welfare, and other sectors of social planning will be discussed to illustrate the principles of social planning.

491-1 to 6 Independent Study in Community Development. Supervised individual study and projects in keeping with the needs of each student. Prerequisite: consent of instructor.

497-1 to 12 (1 to 3 per topic) Seminar in Community Development. The identification and analysis of special problems in community development. (a) Project funding, evaluating, and reporting; (b) central and peripheral systems in community development; (c) community development cooperatives and credit unions; (d) research problems and methods; (e) special problems. Credit limited to not more than three per topic and not more than 12 total.

500-3 Research Seminar in Community Development. Introduction to research design, theory, sampling, data collection (both qualitative and quantitative), information retrieval, data analysis, and research criticism. Content based on community issues and concerns. Students are encouraged to incorporate their interests and projects into the course work.

501-4 Small Group Process in Community Development. This course combines theory and laboratory methods in giving the student greater awareness of the dynamics of individual interaction in small groups. Such issues as authority, leadership, power, trust, decision making, communication, problem solving, goal setting and attainment, giving and receiving feedback, resource utilization, and evaluation are covered in both theory and laboratory sessions.

502-3 Community and Change. Analyses of causes of social problems and methods for planned change at community level. Local community problems are examined in the context of wider socio-economic and political settings. Changing patterns of community in the United States and elsewhere are explored.

503-3 Community Development Practice. Focuses upon a range of community development problems, models, and practical skills. Observation of field consultants, community organizers and agencies, and persons skilled in and programs demonstrating distinctive approaches to community development. Prerequisite: 401.

589-2 Community Development Internship Seminar. To prepare student for supervised field internship experience. Must be taken concurrently with (or as a prerequisite to) 595, Internship.

593-1 to 6 Individual Research in Community Development. Enables an advanced student to do independent study in community development under the supervision of a faculty member or to pursue work on a terminal research report or advanced field project. Prerequisite: 500 and consent of instructor.

595-1 to 8 Internship. A supervised field experience to acquaint students with problems, situations, and challenges typical of community development work. Students develop a community-based project which allows them

to gain experience while demonstrating proficiency in appropriate skills. Personal growth and professional potential are considered in evaluating interns field performance. Seven credit hours (350 field hours) are required for the M.S. degree; additional work may be taken as elective hours, calculated at 50 clock hours per semester hour. Graded *S/U* only. Prerequisite: 589 or concurrent enrollment and consent of internship coordinator.

599-1 to 6 Thesis Research. Credit is given for work accomplished on a master's thesis when it is accepted and approved by the thesis committee. Prerequisite: 500 and approval of thesis committee chairperson.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Social Welfare

There is no approved graduate program in social welfare. Four-hundred-level courses may be taken for graduate credit unless otherwise indicated in the course description.

401-4 Social Work Methods: Individuals and Families. An examination of problem solving interventions and environmental modifications skills for use with individuals and families. Prerequisite: 375, 380, 383, and Health Education 311.

402-4 Social Work Methods: Group Theory and Practice. This course examines social work group process with clinical and non-clinical groups. Leadership, roles, goal setting, and interventive strategies are addressed. Prerequisite: 375, 380, 383, and Health Education 311.

411-3 Methods of Social Research. Examines the principles, concepts and methods of scientific investigation in terms of its application to social work research and practice. Not for graduate credit. Prerequisite: 375, 380, 383, Health Education 311, and GSD 112 or its equivalent.

416-3 Human Behavior and the Social Environment. A social systems approach to the study of human development and behavior. Examination of environmental forces impinging on the individual and implications for social work practice. Not for graduate credit for social welfare majors. Prerequisites: 375, 380, and Health Education 311.

421-3 Social Welfare Policy. This course provides an in depth examination of social welfare structure, functions, policy, and programs, as well as strategies for shaping and changing policy. Prerequisite: 401, 402, 416, and Health Education 311.

441-6 Social Work in Selected Agencies. At least 20 hours per week of supervised experience in an approved social work agency with concurrent weekly seminar. Not for graduate credit. Field work practicums begin only in fall and spring semester. Must be taken concurrently with 443. Prerequisite: senior standing, 375, 380, 383, 401, 402, 416, and a 2.5 grade point average in departmental prerequisites. Mandatory Pass/Fail.

442-6 Advanced Field Practicum. Supervised field work experience in an approved social service agency with concurrent weekly seminar. At least 20 hours per week. Not for graduate credit. Field work practicums begin only in fall and spring semester. Must be taken concurrently with 444. Prerequisite: senior standing, 375, 380, 383, 401, 402, 416, and a 2.5 grade point average in departmental prerequisites. Mandatory Pass/Fail.

443-1.5 Field Practicum Seminar. The seminar assists the student who is in field work to systematically conceptualize and integrate the field experience with the generic social work practice model and micro and macro social welfare theory. The seminar builds on and reemphasizes content provided in previous social welfare courses. Seminar discussion focuses on shared field work experiences: practice issues related to social welfare principles, ethics and professionalism; and intervention strategies. Not for graduate credit. Must be taken concurrently with 441.

444-1.5 Advanced Field Practicum Seminar. The seminar assists the student who is in field work to systematically conceptualize and integrate the field experience with the generic social work practice model and micro and macro social welfare theory. The seminar builds on and reemphasizes content provided in previous social welfare courses. Seminar discussion focuses on shared field work experiences: practice issues related to social welfare principles, ethics, and professionalism; and intervention strategies. Not for graduate credit. Must be taken concurrently with 442.

450-1 to 6 (1 per topic) Seminar in Special Issues for Social Welfare. (a) Practice. (b) Policy and planning. (c) Public welfare services. Topic will be selected from these three areas. Limited to no more than three credit hours per semester. May be repeated as topic varies up to six semester hours. Prerequisite: junior standing and consent of instructor.

461-3 Child and Family Services. Problems of child-parent relationships and difficulties in social functioning of children and adolescents. Adoptions, foster home and institutional placements, protective services. Not for graduate credit. Prerequisite: consent of instructor. Elective Pass/Fail.

463-2 Social Work with the Aged. Basic concepts of social work methods applied to the older adult group. Characteristics of the aged group, its needs and potentials. Social trends and institutions involved in services to the aged. Prerequisite: permission of instructor. instructor.

466-3 Public Policies and Programs for

the Aged. An introduction to public policy, programs, and planning for the aged. A framework is utilized for analyzing policy issues, programs, and research in such areas as income maintenance, long term care, transportation, leisure time, housing, and social services in order to aid present and future practitioners who work with the aged.

496-1 to 6 Independent Research in Social Welfare. Provides opportunity for students to conduct independent research with the guidance of a faculty member. Topics of research are identified by the student and faculty member. Prerequisite: consent of instructor.

Sociology

406-4 Social Change. Theories and problems of social change; their application, with emphasis on the modern industrial period. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

413-3 European Rural Society, 400-1100 A.D. (Same as History 413.)

Monks, priests, peasants, barons, and kings: an historical sociology of the ecclesiastical and feudal regimes which replaced classical civilization after the fall of the Roman Empire in the West. Elective Pass/Fail.

414-3 European Urban Society, 1000-1500 A.D. (Same as History 414.)

Merchants, bankers, craftsmen, lawyers, and bureaucrats: a sociological and economic analysis of the origins and development of early modern European urban institutions. Elective Pass/Fail.

415-3 Logic of the Social Sciences. (See Philosophy 415.)

424-4 Social Movements and Collective Behavior. A sociological analysis of the behavior of collectivities in uninstitutionalized settings; crowds, masses, publics, and social movements will be examined with relation to their social and cultural backgrounds, forms of expression and organization, and their functions in society. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

426-4 Social Factors in Personality and Adjustment. Review of selected theoretical orientations and research traditions in social psychology. Comparison of different theoretical and methodological approaches—symbolic interaction, role theory, developmental social psychology, theories of attitude organization and change, studies of belief and value systems, theories of socialization. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

435-4 Social Stratification. A comparative study of social class systems, with emphasis on the American system. Relationships of class position to behavior in family, religion, politics, etc. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

437-4 Sociology of Rural Development. Rural development and rural social problems

in the United States and other countries. Concepts of rural and urban, developed and underdeveloped, characteristics of rural populations and institutions; rural development analyzed functionally and historically. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

450-4 Social Thought. Traces of historical development of sociology from its beginnings in the Enlightenment to the classical expositions of the early 20th Century. Prerequisite: 301 or consent of instructor.

451-4 Sociology of Language and Signs. (Same as Speech Communication 446.)

Introduction to sociological semiotics with reference to such figures as Eco, Foucault, Derrida, Baudrillard, Saussure, Habermas, the ethnomethodologists. Emphasis on the place of language and signs in sociological explanation.

454-4 Sociology of Science. Emphasis on the origins and growth of science in historical perspective, reciprocal relations between science and society in the 20th Century, science as a social system, differentiation within and relations between disciplines, and implications of the social organization of scientific research and funding. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

460-4 Sociology of Medicine. Examination of the sociological factors involved in health and illness the role of medicine in society, the organization of medical care and health institutions in the United States, and the prospects for sociological research in this area. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

465-3 Sociology of Aging. The adult life cycle from a sociological perspective, with emphasis on the later stages of adulthood. Special topics on aging include demographic aspects, family interaction, ethnicity, and cross-cultural trends.

471-4 Introduction to Social Demography. Survey of concepts, theories, and techniques of population analysis; contemporary trends and patterns in composition, growth, fertility, mortality, and migration. Emphasis is on relationship between population and social, economic, and political factors. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

472-3 The American Correctional System. (See Administration of Justice 472.)

473-4 Juvenile Delinquency. (Same as Administration of Justice 473.) Nature of sociological theories of delinquency; analytical skills in studying the delinquent offenders; systematic assessment of efforts at prevention, control, and rehabilitation in light of theoretical perspectives. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

475-4 Political Sociology. (Same as Political Science 419.) An examination of the nature and function of power in social systems at both the macro- and micro-sociological levels of analysis, the social bases of power and politics; and various formal and informal power

structures; the chief focus will be on American society. Prerequisite: 301 or consent of instructor. Elective Pass/Fail.

497-4 Senior Seminar. Contemporary issues in sociology and the analysis of these issues. Prerequisite: senior standing with 20 hours in sociology (including 301), or consent of instructor. Elective Pass/Fail.

498-1 to 4 Independent Research. With a faculty member the student arranges a research topic resulting in a paper or report. Prerequisite: senior standing with 20 hours of sociology (including 301), and consent of instructor. Elective Pass/Fail.

498H-1 to 4 Honors Independent Research. Advanced research study of a problem. Not for graduate students. Prerequisite: senior standing with 20 hours in sociology (including 301) and consent of department and honors standing. Elective Pass/Fail.

501-4 Survey of Sociological Theory. From synthetic philosophy to analytic sociology: the development of sociology as a science of society, with special considerations of the major schools and trends.

502-4 Seminar on Theoretical Systems in Sociology. Concentrated, in-depth analysis of selected theoretical systems in sociology. Topic will vary by agreement of participants. Prerequisite: admission to doctoral program in sociology or consent of instructor.

506-4 Seminar on Contemporary Sociological Theory. Recent trends in sociological theory; current approaches to the construction and application of theoretical models and their relations to empirical research. Prerequisite: 501 or consent of instructor.

512-5 Sociological Research. Application of the scientific method of sociological problems. The role of the theory. Principles of good research design, measurement, sampling, and research. Under guidance of instructor, students perform a complete research project from devising a research project to writing a scientific report of the project. Prerequisite: at least one course in statistics and five in sociology.

513-4 Methods of Historical Sociology. Investigation of methodological similarities and differences between historical sociology, social history, and social anthropology in the study of historic social changes. Various methodological techniques will be used by the students in seminar papers which analyze specific sets of historic social changes.

519-4 Methodological Foundations of the Social Sciences. Seminar on selected problems of social science methodology; the nature of social phenomena; basic problems of epistemology, concept formation, and logic of scientific procedures. Prerequisite: consent of instructor.

521-4 Seminar in Social Psychology. In-depth examination of specific theoretical systems or substantive problems in social psychology. Students wishing specific information on the topic of the seminar should

consult with the instructor for more detail. Prerequisite: 426 or consent of instructor.

522-4 The Sociology of Small Groups. The study of the small group as a small-scale social system. The interrelationship between selected patterned properties of groups such as interaction, emotion, norms, beliefs, values, and myths as the group encounters and attempts to deal with basic problems of group development. Prerequisite: 426 or consent.

526-8 (4, 4) Quantitative Methods in Sociology. (a) Linear causal models as a tool in theory and research. Central tendency, variation, covariation, and correlation. Bivariate and multivariate regression models. Path analysis and related techniques. Bivariate and multivariate statistics for nominal and ordinal measures. (b) Application of linear models. Linear models of measurement error, reliability, and validity. Models of reciprocal causation feedback and control. The identification problem. Must be taken in a, b sequence. Prerequisite: graduate standing.

529-4 Sampling and Inference in Social Research. Probability. Sampling distributions. Sampling designs. Point and interval estimation. Analysis of variance. Hypothesis testing: parametric and nonparametric approaches. Power and efficiency of statistical tests. Prerequisite: consent of instructor.

530-2 to 12 (2 to 4 per topic) Topical Seminar in Sociology. Content varies with interests of instructor and students. Prerequisite: consent of instructor.

532-4 Urban Social Structure. Theories of urban social structure and change, with emphasis on the comparative analysis of ecological and normative processes of integration and disintegration in modern urban communities.

537-4 Sociology of Law. An analysis of the role of law in society. Special emphasis will be given to the relationships between law and social organization, social control, value systems, and social change; consideration will be given to research in the field. Prerequisite: 15 hours of sociology and consent of instructor.

539-4 Seminar in Complex Organization. Emergence and structure of bureaucratic organization. Bases of authority, systems of formal and informal relations, unanticipated consequences. Occupations and professions in complex organizations, line-staff relations, technological changes, and work roles.

542-4 Seminar on the Family. The family as a field of sociological study. Assessment of significant historical and contemporary writing. Prerequisite: 15 hours of sociology including 340 or consent of instructor.

543-4 Seminar in Family Variability and Change. An analysis of the structure, organization, and function of the family in several contemporary and primitive societies. Prerequisite: 15 hours of sociology including 340 or consent of instructor.

551-4 Sociology of Religion. Theoretical and empirical study of the origin, location, and

function of religious ideas and institutions in society.

562-4 Deviance and Disorganization. Critical study of sociological theories of social deviance and disorganization and their role in understanding pathologies like alcoholism, homicide, and suicide which exhibit marked variation in group rates. Prerequisite: 15 hours of sociology or consent of instructor.

564-4 Social Factors in Health and Illness. Examination of the significance of social organizational and social psychological factors in the occurrence and treatment of disease and illness. Consideration given to current health care issues, as well as to pertinent theoretical and empirical contributions in the area. Prerequisite: consent of instructor.

566-4 Sociology of the Community. A detailed analysis of theories and methods of research which have the community as their unit of analysis. Both case studies and comparative approaches will be included, and both rural and urban communities will be considered. Prerequisite: two sociology courses or consent of instructor.

572-4 Seminar in Criminology. (Same as Administration of Justice 572.) Critical study of important research and theoretical analyses. Prerequisite: consent of instructor.

574-3 to 4 Seminar in the Sociology of Education and Science. An international and comparative perspective. Focus on various topics in the sociology of education and science.

591-1 to 4 Individual Research-Supervised Research Projects. Open to graduate students with a major in sociology. Credit according to achievement. Prerequisite: consent of instructor and chairperson of department.

596-1 to 8 Readings in Sociology. Supervised readings in selected subjects. Prerequisite: consent of instructor and chairperson of department.

599-1 to 6 Thesis. Prerequisite: consent of chairperson.

600-1 to 32 (1 to 16 per semester) Dissertation. Prerequisite: consent of chairperson.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Special Education

400-3 Introduction to Special Education. Physical, mental, emotional, and social traits of all types of exceptional children and youth.

Effects of handicaps in learning situations. Methods of differentiation and techniques for rehabilitation. Case studies, observations, and field trips may be required.

401-3 Problems and Characteristics of the Behavior Disordered Children and Youth. Diagnosis, screening, classroom management, placement considerations, goals, and the effective use of ancillary services for the emotionally disturbed or socially maladjusted. Emphasis on the understanding of maladaptive behavior through principles of learning and behavior. Prerequisite: 400 or concurrent enrollment or consent of department chairperson.

402-2 Problems and Characteristics of the Mentally Retarded Child. Emphasizes a developmental approach to understanding and dealing with children who have mildly and moderately reduced mental abilities. Considers historical, theoretical, and practical factors pertinent to mental retardation. Prerequisite: 400 or concurrent enrollment or consent of department chairperson.

403-3 Problems and Characteristics of the Gifted Child. Designed to help teachers in the identification of and programming for gifted and talented children. Prerequisite: 400 or concurrent enrollment or consent of department chairperson.

404-3 Problems and Characteristics of the Learning Disabled Children and Youth. Behavioral, emotional, physical, and learning characteristics of children and youth with learning disabilities. Emphasis on receptive and expressive modalities for learning; theories dealing with causes and management. Prerequisite: 400 or concurrent enrollment or consent of department chairperson.

405-3 Education of the Preschool Handicapped Child. Emphasizes classroom procedures for enhancing development in children with developmental delay. Covers organization of the curriculum, goal setting, task analysis, lesson planning, and classroom organization. Practicum with preschool handicapped children is an integral part of this course. Prerequisite: 400, concurrent enrollment, or consent of chairperson.

406-2 Characteristics of the Severely Handicapped Child. Provides the basic developmental, psychological, intellectual, and curricular background essential to students wishing to teach in this area of special education. The course requires 30 hours of lecture and 15 hours of lab with severely handicapped children. Students will be videotaped for self critique and progress evaluation. Prerequisite: 400 or consent of department chairperson.

409-1 to 6 Cross-Cultural Studies. Seminar and/or directed independent study concerned with socio-cultural variables affecting the personality characteristics and educational needs of children who are diagnosed as mentally, emotionally, or physically handicapped. Prerequisite: 400, consent of instructor and department chairperson.

410-2 International Aspects of Services for the Handicapped. Focus on innovative ideas and practices in other countries in preschool programs, special education, rehabilitation, vocational training and employment, recreation, community living, organizational structures, and legislation.

411-3 Assessment in Special Education. Designed to develop competency in students in the administration, scoring, and interpretation of educational tests including the integration of findings from a number of tests. A laboratory fee of \$5 is required to cover the cost of materials. No textbook is required. Prerequisite: 400; Curriculum, Instruction, and Media 312, 315; Education 304c. Prerequisite or concurrent enrollment in 401, or 402, or 404.

412-3 Assessment and Remedial Planning for the Preschool Handicapped Child. An introduction to the assessment of preschool handicapped children including the specifics of screening, tests used by the classroom teacher, and observational procedures. A charge of \$5 for testing materials is required. No textbook is required. Prerequisite: 400 and 405.

414-3 Assessment and Planning for Youth in Special Education. Testings, evaluation, and program development for adolescent students with special learning problems. Purchase of testing materials costing approximately \$10 is required. Prerequisite: 400 and consent of department.

417-2 Methods and Materials for Teaching Behaviorally Disordered Children and Youth. Psychoeducational procedures used in teaching the behaviorally disordered child. Includes field trips, meetings with parents, and visits by resource persons from schools and agencies. Prerequisite: 411, concurrent enrollment in Education 312 and Education 400.

418-3 Methods and Materials for Teaching Educable Mentally Handicapped Children at the Elementary Level. Psychoeducational strategies for teaching the educable mentally handicapped child. Prerequisite: 411, concurrent enrollment in Education 312 and Education 400.

419-3 Methods and Materials for Teaching Learning Disabled Children and Youth. Psychoeducational strategies used in teaching children with learning disabilities. Prerequisite: 411, concurrent enrollment in Education 312 and Education 400.

421-3 Methods and Materials for Teaching Pre-School or Elementary Severely Handicapped Learners. Emphasis on methods of teaching those with severe handicaps. Minimum of one video-taping session, and individualized tutoring, are required of all participants. Prerequisite: 411 or 412; concurrent enrollment in Education 312 and Education 400.

423-2 General Procedures in Special Education. Deals with methods, materials, and instructional management practices common to the instruction of the handicapped.

Prerequisite: 411; concurrent enrollment in Education 312.

425-2 Home-School Coordination in Special Education. Consideration of the techniques used in parent interviews, conferences, and referrals by school personnel with parents of handicapped children. Prerequisite: 400 or consent of department chairperson.

430-3 Work-Study Programs for Handicapped Adolescents to Age 21. Deals with modifications of and additions to school programs to insure that they are appropriate to the needs of the mildly handicapped adolescent. Includes detailed coverage of joint work-study programs as preparation for vocational adequacy. Prerequisite: 400 and one of 401, 402, 403, or 404.

431-2 Work-Study Programs for Severely Handicapped Adolescents to Age 21. Deals with program offerings in public school special education programs designed to prepare the severely handicapped adolescent for maximum vocational adequacy. Prerequisite: 400 and one of 401, 402, 404, or 406; concurrent enrollment in Education 312.

456-4 (2, 2) Music for Exceptional Children. (See Music 456.)

490-1 to 5 Readings in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to selected seniors. Prerequisite: 400 and consent of department chairperson. Elective Pass/Fail.

500-3 Special Education Research Problems. Research design and methodology in special education. Prerequisite: consent of instructor.

502-2 Special Education Research Paper. Development and performance of research study under direction. Prerequisite: 500, consent of instructor.

503-3 Educational Program Delivery for Gifted and Talented Students. Planning implementation and evaluation of differential educational programs for gifted and talented students. Reviews historical through modern day approaches to the systematic delivery of educational services to exceptional populations. Evaluation methods for the expansion and refinement of gifted programming are planned. Prerequisite: 403.

505-3 The Pre-School Handicapped Child. Deals with the philosophy and practices involved in the development and maintenance of educational programs for pre-school age handicapped children in the community.

511A-3 Advanced Assessment and Remedial Planning in Special Education. Administration and interpretation of typical instruments used to gain information to be used in remedial planning for children in special education programs. Designed to provide students with thorough knowledge of testing procedures, this course will include supervised practicum in testing and development of remedial programs. Prerequisite: 411.

511B-3 Advanced Remediation in Special Education. Designed to provide the graduate

student with experience in designing and carrying through with a remedial program. Prerequisite: 511A.

512-3 Advanced Assessment and Remedial Planning for the Preschool Handicapped Child. Advanced diagnostics with preschool handicapped children. A clinic based practicum experience in the evaluation of preschool handicapped children. Prerequisite: 412, 405 or concurrent enrollment, and consent of instructor and chairperson.

513-3 Organization, Administration, and Supervision in Special Education. Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special education. The selecting and training of teachers, problems of supervision, special equipment, transportation, cooperating agencies, and legal aspects of the problem. Prerequisite: 400, consent.

514-3 Simulation of Administrative Tasks in Special Education. Development of skills required of special education administrators and supervisors through the use of simulation materials focusing on these skills. Prerequisite: 400 and consent.

515-2 Itinerant and Resource Teaching in Special Education. The role, responsibilities, problems of the itinerant and resource teacher in special education. Alternate systems and models for providing educational experiences for handicapped children. Review of the role and responsibilities of other ancillary school personnel. Prerequisite: 410a, b, c, e; consent of instructor.

516-3 Advanced Assessment for Educationally Handicapped Youth in Special Education. Administration and interpretation of typical instruments used to gain information to be used in program planning for adolescents in special education programs. Designed to provide potential secondary teachers with thorough knowledge of testing procedures, this course will include supervised practicum in testing and development of remedial programs. Prerequisite: 411.

517-2 The Atypical Child and Social Agencies. A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis is given to services rendered and to method of contact and costs. Specialists invited to appear before the class. Prerequisite: 400 and consent.

518-1 to 6 Workshop in Special Education. Topical workshops centered on current practices and new developments in special education. Designed to promote better understanding of the psychological and educational problems of exceptional children. Specialists used as consultants. Open to graduate students majoring in education, guidance, or special education with consent of instructor and department chairperson. Graded S/U only. Prerequisite: 400 and consent of instructor and department chairperson.

519-3 Career Development Opportunities for Educationally Handicapped Youth.

This course is designed to prepare special educators to understand the career needs of the educationally handicapped youth and the procedures for developing appropriate career services for such students. Prerequisite: 430.

550-3 Behavior Management of Exceptional Children and Youth. Describes assessment, implementation, and monitoring procedures involved with the use of behavior change techniques in special education programming. Emphasis will be placed on the actual implementation of behavior change techniques with handicapped school aged students in public school settings. Prerequisite: concurrent enrollment in 594 and Rehabilitation 406 or consent of instructor.

580-3 Master's Seminar: Issues and Trends in Special Education. Analysis of research, trends, and programs in the education of handicapped children. Open to graduate students in special education only. Prerequisite: 400, consent of instructor and department chairperson.

582-2 Post-Master's Seminar: Remedial Models in Special Education. Critical discussion of eight major intervention models used historically and currently with handicapped children in educational settings. Prerequisite: consent of instructor.

583-2 Post-Master's Seminar: Program Coordination in Special Education. Analysis of organizational principles and practices required for the creation and maintenance of programs to meet the needs of persons who are handicapped and require specialized educational programs within the school setting. Prerequisite: consent of instructor.

584-2 Doctoral Seminar: Research in Special Education. An analysis of purposes, approaches, design, methodology, and applications of experimental studies of handicapping conditions, as they relate to special education. Prerequisite: 582, 583.

585-2 Doctoral Seminar: Evaluation in Special Education. An analysis of the purposes, approaches, design, methodology, and applications of evaluative studies in special education. Prerequisite: 582, 583.

586-1 to 4 (1, 1, 1, 1) Proseminar in Special Education. A topical seminar providing for the systematic discussion of current research in the field of special education. Specific content is determined by participating faculty and students, relative to current faculty research and dissertations in progress within the department. Doctoral students will register for a total of four credit hours, one per semester, after which they will audit the course during the pursuit of their dissertation. Master's students admitted with consent of adviser and chairperson.

590-1 to 5 Readings in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to graduate students. Graded *S/U* only. Prerequisite: 400, consent of instructor.

591-2 to 5 Independent Investigation. A field study required of each student working for

the sixth-year degree. Conducted in a school system where full cooperation is extended. The study will involve selection of a problem, surveying pertinent literature, recording results, and appropriate interpretations and summaries. Prerequisite: consent of instructor.

594-1 to 6 Practicum in Special Education. Supervised experience in school or institutional programs for atypical children. Special research project. Open to graduate students only. Prerequisite: consent of instructor and department chairperson.

595-1 to 12 (1 to 6) Internship. The doctoral internship is a required experience. Internship hours do not apply to minimum needed for graduation. Each student shall engage in specialized service areas within a school system, university, state office, federal office, or private agency. Internship assignments include: (a) research and applied studies; (b) evaluation; (c) administration; (d) university teaching; (e) program planning and management; (f) supervision; and (g) specialized delivery systems. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

600-1 to 32 (1 to 16 per semester) Dissertation. Prerequisite: consent of chairperson.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Speech Communication

Courses in this department may require the purchase of additional textbooks or materials.

401-3 Communication Theories and Models. An introduction to theory construction and model utilization in communication research. Critical analysis of existing communication theories in the social sciences as a basis for generating new models. Emphasis on the heuristic nature and function of the language/speech act paradigm in communication studies.

411-3 Rhetorical Criticism. Designed to develop the student's ability to criticize public discourse, including speeches, written works, and the mass media.

421-3 to 9 (3, 3, 3) Studies in Public Address. Critical studies of speakers and issues relevant to social and political movements dominant in national and international affairs. A lecture, reading, and discussion

course. Students may repeat enrollment to a total of nine hours. Prerequisite: for undergraduates, 411 or consent of instructor.

430-3 Speech in Elementary Schools. Survey of normal speech development with emphasis on the elementary school years. Concept of speech as skill to basic reading, writing, and spelling. Psychological and sociological variables affecting language as it relates to school learning. Speech experiences supportive of the child's linguistic, intellectual, and social development.

431-3 Speech in Secondary Schools. Philosophy of speech education, and effective teaching of speech through curricular and extra-curricular work. Prerequisite: twelve hours of speech.

432-3 Secondary School Forensic Program. Designed to evaluate and plan the proper role of forensics in the secondary school and to prepare the students for their tasks as teachers and administrators in that program. Not for graduate credit. Prerequisite: 325, GSC 200.

433-3 Creative Drama for Children. Materials, techniques, and procedures for conducting sessions in informal drama with emphasis upon its contribution to the total growth and development of the child. Includes lectures, observations, student participation. Prerequisite: concurrent enrollment in 490f-1 or consent of instructor.

435-3 to 6(3, 3) Topics in Creative Drama. An exploration of advanced theories and techniques for conducting sessions in informal drama. Topics vary and are announced in advance. Students may repeat enrollment in the course, since the topics change. Lecture, discussion, class projects, school visitations.

440-3 Language Behavior. Study of linguistic approaches to speech communication based on behavioral determinants, such as culture, history, speech community, value orientations, social perception and expression, and the nature and function of interpersonal transaction. Prerequisite: 340 or consent of instructor.

441-3 Intercultural Communication. Application of semiotic and cultural theories to language behavior. Emphasis on speech communication as an approach to the study of intercultural communication. Prerequisite: 320 or consent of instructor.

442-3 Psychology of Human Communication. Nature, development, and functions of verbal and nonverbal behavior; application of psychological theories and research to the communication process in individuals and groups. Emphasis on the systemic nature of communicative behavior.

443-3 General Semantics. Formulations from the works of Alfred Korzybski and from neo-Korzybskian interpreters are presented. General semantics is discussed as an interdisciplinary approach to knowledge. Relationships are made to contemporary problems in human affairs.

444-3 Language of Young Children. For

teachers of young children and students of language. Theory of the development of language with attention to maturational and environmental correlates. Study of children's spoken language encoding and decoding behavior in relation to development of secondary skills of reading and writing and to general cognitive development.

446-4 Sociology of Language and Signs. (See Sociology 451.)

451-3 Political Communication. (Same as Political Science 418.) A critical review of theory and research which relate to the influence of communication variables on political values, attitudes, and behavior. Prerequisite: 358 or consent of instructor.

452-3 Interpersonal Communication and the Mass Media. A review, synthesis, and analysis of communication theory and research which deals with the process, interactive nature of interpersonal and mass channels of communication. Prerequisite: 401 or consent of instructor.

460-3 Small Group Communication: Theory and Research. A critical examination of small group theory and research in speech communication. Emphasis is given to the development of principles of effective communication and decision-making in the small, task-oriented groups. Prerequisite: 261 or consent of instructor.

461-3 Laboratory in Interpersonal Communication I. Interpersonal communication is studied as human encounter. The philosophy and theoretical bases of existential phenomenological approaches to human communication are discussed. Projects are evolved by small groups that contribute to the understanding of human communication.

462-3 Laboratory in Interpersonal Communication II. Various theories of social and cultural change are explored. The role of interpersonal communication in the development of human consciousness is explicated. Projects are evolved by small groups that examine value and priorities of human nature and cultural nature.

465-3 Philosophy of Language. (See Philosophy 425.)

471-3 Prose Fiction in Performance. Study of prose fiction through analysis and individual performance. Includes scripting techniques for chamber theatre. Prerequisite: 370 or consent of instructor.

472-3 Poetry in Performance. The study of poetic form through analysis and performance. Prerequisite: 370, GSC 200 or consent of instructor.

474-3 Readers Theatre. A study of the theory and practice of interpreters theatre, with special emphasis on adapting and compiling scripts for group performance in readers theatre. Prerequisite: 370 or consent of instructor.

475-3 Interpreters Theatre Production. Theory and practice in presentational staging of prose, poetry, and drama. Includes directing

and performance experience in readers theatre and chamber theatre. Prerequisite: 471 or 474 or consent of instructor.

480-3 Studies in Organizational Communication. Study of communication systems and behavior with organizations. Demonstrates the relevance of communication to management operations, networks, superior-subordinate relations, production, employee morale, and organizational climates through the study of theory and research.

481-3 Public Relations in Cases and Campaigns. Advanced course in selected case studies provided by the Public Relations Society of America and other sources. Student groups design actual or simulated public relations campaigns through the four steps of research, planning, communications, and evaluation. Prerequisite: 381 and 382.

490-1 to 6 Communication Practicum. A supervised experience utilizing communication skills in a professional or career setting. Emphasis on the development of applied performance skills in the following areas: (a) public relations, (b) communication studies, (c) interpersonal communication, (d) oral interpretation of literature, (e) forensic activities, (f) creative drama, (g) political communication, (h) organizational communication, (i) language behavior, (j) instructional communication. May be repeated for credit. Undergraduates are limited to a total of six hours and graduate students to a total of three hours to be counted toward degree requirements. Prerequisite: consent of instructor and departmental adviser.

491-1 to 3 Independent Study in Communication. Readings, creative projects, or writing projects focusing on a theoretical study of communication. The independent study should normally be completed in one semester under the tutorial supervision of a faculty sponsor. Not for graduate credit. Prerequisite: twelve hours of speech, consent of instructor, and departmental adviser.

492-2 to 8 Workshop in Oral Interpretation. Summer offering concentrating in specialized areas of oral interpretation.

493-3 to 9 (3, 3, 3) Special Topics in Communication. An exploration of selected current topics in communication arts and studies. Topics vary and are announced in advance; both students and faculty suggest ideas. Students may repeat enrollment in the course, as the topic varies.

501-3 Introduction to Speech Communication Research. Survey of research methods utilized in the discipline of speech communication. Discussion of these methods as they apply to the various subject matter typologies. Introduction to basic conventions of research investigation and reporting.

502-3 Seminar: Quantitative Communication Research. Review and analysis of types of quantitative research and methods of data collection most relevant to the study of human communication. Prerequisite: 501 and

Guidance and Educational Psychology 506 or its equivalent.

503-3 Seminar: Phenomenological Communication Research. Review and analysis of the types of phenomenological research and methods of data collection relevant to the study of human communication. Prerequisite: 501 and 461 or 562 or equivalent.

510-3 to 6 (3, 3) Seminar: Rhetoric and Communication. An analysis of selected theories of communication, public address, and rhetoric. Emphasis on major contributors of historical or contemporary importance. Students may repeat enrollment to a total of six hours.

526-3 Seminar: Studies in Persuasion. The study of persuasion in social-political contexts. Exploration of contemporary research and selected theories in persuasion. Examination of philosophical-ethical questions related to persuasion. Readings, research, and discussions.

531-3 Seminar: Speech Education. Advanced study of selected problems in speech communication instruction. Analysis of research problems and methodologies in speech pedagogy research. Topics may vary from year to year. Prerequisite: consent of instructor.

539-3 Speech Communication at University Level. Analysis and practice of instructional methods. Focus on the development of instructional skills with specific applications to teaching the basic college speech communication course.

540-3 Seminar: Language, Culture, and Semiology. Examination of communication problems and research focusing on the relation among cultural values, communication behaviors in the speech community, and social exchange. Emphasis on the semantics and pragmatics of intercultural communication and social semiotic systems. Prerequisite: 440 or 441 or consent of instructor.

545-3 Seminar: Semiology and Semiotic Communication. Advanced study of sign, signal, and symbol systems in the phenomenology of communication. Systematic analysis of the metatheory relationship between expression and perception as manifest in verbal and nonverbal communication systems. Emphasis on semiology as a communication theory in the human sciences. Some consideration of related theories such as structuralism, interspecies communication, human/machine communication, and general systems theory. Prerequisite: 440 or 441 or consent of instructor.

561-3 to 6 (3, 3) Studies in Small Group Communication. Studies of group action, interaction, and leadership designed to apply small group theory and communication theory. Emphasis on the nature of group communication as exemplified in the laboratory model of the discussion/conference model. Students may repeat enrollment to a total of six hours.

562-3 Philosophy of Human Communication. (Same as Philosophy 562.) Advanced study of the philosophical theories and models

utilized in the human sciences to analyze, describe, and interpret communication as a paradigm of expression and perception. Emphasis on the nature of persons, consciousness, and social exchange as discussed by such contemporary schools of thought as existential phenomenology, semiology, behaviorism, structuralism, critical theory, hermeneutics, and conceptual analysis. Prerequisite: 461 or 462, or Philosophy 482 or 425 (same as Speech 465), or consent of instructor.

563-3 Studies in Interpersonal Communication. An investigation of recent theories and empirical research concerning interpersonal communication. Emphasis will be placed on analyses of relational development, maintenance, and change in the contexts of working relations, friendships, and families. Both analytic and quantitative perspectives on interactional processes will be considered.

571-3 Theoretical Perspectives in Interpretation. A study of the philosophical trends in contemporary interpretation theory, with emphasis on their historical development. Prerequisite: nine hours of interpretation or consent of instructor.

572-3 Critical Perspectives in Interpretation. An examination of the development of critical trends and an exploration of the critical process as it functions in the oral performance of literature. Reproduction fees: maximum \$3. Prerequisite: nine hours of interpretation or consent of instructor.

574-3 to 6(3, 3) Studies in Interpretation. An exploration of selected current topics in the field of oral interpretation. May be repeated for a total of six hours. Prerequisite: twelve hours of interpretation or consent of instructor.

580-3 to 9 Issues in Organizational Communication and Public Relations. Advanced study and applications related to specific issues in (a) organizational communication, (b) public relations, and (c) political communication. May be repeated with change of topic area. Topics announced prior to each offering.

593-1 to 3 Research Problems in Communications. Independent research study with a theoretical focus under the tutorial supervision of a member of the graduate faculty. Prerequisite: consent of instructor and departmental adviser.

595-1 to 3 Research Report. One to three hours required of all non-master's students writing a research paper.

598-0 Proseminar in Human Communication. An open forum offered each semester for the systematic discussion of contemporary research in the field of communication arts and studies. Specific content is determined by participating faculty and students. Topics will usually be related to current faculty research or dissertations in progress in the department. Graded *S/U* only.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a master's degree.

600-1 to 36 (1 to 16 per semester)

Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Theater

400-2 (1, 1) Production. Crew practicum for support of major department productions in all areas: costume, makeup, props, set construction, etc. Crew assignments made by department technical director early each semester. Roles in department productions may fulfill requirement. Must be taken in a,b sequence. Prerequisite: 300a,b.

402-6 (3, 3) Play Directing. (a) Introduction to directing. The history of the director; the evolution of the director into a position of predominance in modern theater hierarchy. The function of the director; an examination of theoretical viewpoint. Textual analysis; establishing the groundwork for the director's approach to production. Prerequisite: junior standing; 207, 217, and 311a; or consent of instructor. (b) The principles of play direction including play selection, analysis, and patterning of auditory and visual elements of production. Extensive scene work in class; direction of a full one-act play by the end of the semester. Prerequisite: 402a or consent of instructor.

403-4 (2, 2) Advanced Theater Speech Studies. (a) Standard stage speech. Advanced training in vocal variety and flexibility. Expanded work with phonetics and application to play readings, poetry, etc. Prerequisite: 303b for undergraduates, no prerequisite for Master of Fine Arts acting students. (b) Vocal characterization. Applications of standard speech to characterization, verse plays, etc. Includes an approach to common American dialects. Prerequisite: 403a.

404-3 Theater Management. Discussion of legal and financial aspects concerning the professional and community theaters of the United States. Consideration of and practice in managerial activities of an educational theater including administration, purchasing, and accounting practices, direct sales, publicity, promotion, and public relations.

407-3 Stage Design. The design of settings for the stage and other dramatic media. Prerequisite: 207 and 307. Elective Pass/Fail.

410-3 Children's Theater. Study of methods and their practical application of introducing children to theatre and theatrical productions as an art form. Includes the writing of a short play for children. Recommended for majors in education programs.

411A-3 Playwriting-The One-Act Play.

Principles of dramatic construction and practice in the writing of two one-act plays. Problems of adaptation are treated. Individual plays have the opportunity to be produced in the theater's Quarter-Night program for new plays. Prerequisite: one course in dramatic literature for non-majors and graduates; 311a for undergraduate theater and speech communication majors; or consent of instructor. Elective Pass/Fail.

411B-3 Playwriting-The Full-Length Play. Principles of dramatic construction and practice in the writing of a full-length play, encompassing such varied types as the children's play, the musical, the outdoor historical drama, etc. In special cases, students may elect to write three short plays. Prerequisite: 411A or consent of instructor for non-majors; 311a for undergraduate theater majors. Elective Pass/Fail.

413-4 (2, 2) Advanced Stage Movement.

(a) Special movement problems encountered by the actor: falls, combat, mime, working with costumes, props, music. Continued work in characterization and movement skills mastery. Prerequisite: 213a, b for undergraduates; no prerequisite for Master of Fine Arts students. (b) Period styles of movement: bows, curtsies, postures, and dances. Research and practical application. Prerequisite: 413a.

414-6 (3, 3) Costume Design. (a) History of western costume from Greek to Renaissance and its adaptation to stage use. Theory and principles of theatrical costuming. Application of principles of design and color. Designs for single scenes. (b) History of costume, Renaissance through 19th century. Style, fantasy, and the comic in costume design. Principles of dramatic theory and criticism as applied to costume design. Evaluation of research tools. Methods and procedures in designing costumes for a complete show. Prerequisite: 414a.

417-6 (3, 3) Advanced Acting. (a) Advanced scene study. Scenes from the Poetic Realists (Ibsen, Chekhov, Strindberg, etc.) Emphasis is on the ability to build and sustain a character. Audition technique is explored. Prerequisite: 317B. (b) Elizabethan style. Scenes and soliloquys from the plays of Shakespeare, Marlowe, Jonson. Fencing and stage combat applied to scene work. Prerequisite: 417a.

418-3 Advanced Stage Lighting. Investigation of stage lighting design, theory, and professional practice. Special attention will be focused on color theory and its application to stage lighting. Three hours lecture and laboratory to be arranged. Prerequisite: 218a, b, c, or consent of instructor.

454-3 American Theater. The development of American theater and its environment from colonial times to the present. Includes a study of the American musical theater from preminstrels through contemporary music-drama.

489-3 to 6 Theater-Television Workshop. Advanced work in the producing, acting, writing of original television drama. Prerequisite: C grade in Radio-Television 300M, 300P

and consent of instructor for radio-television majors; consent of instructor for theater and other majors.

500-2 Introduction to Research Methods.

An introduction to the principles and methods of the various types of research in theater. The student is encouraged to focus on the research demands of a selected area of interest within the degree program pursued. One objective is the formulation of a research problem and prospectus. Prerequisite: graduate standing.

501-2 Contemporary Developments. A survey of the significant developments in theater and related arts from the beginning of the 19th century to the present through the study of documentary material, critical works, and selected plays. Individual reports, guest lecturers, and lectures provide focus on selected areas. Required reading encompasses a broad spectrum of subjects. Prerequisite: graduate standing.

502-3 Advanced Directing. Emphasis on practical directing problems and concerns of individual student through research, rehearsal, and performance. Includes survey of directing theories and practices with laboratory application of directing techniques.

503-4 (2, 2) Graduate Theater Speech Studies.

(a) Dialects. Expanded training in American and foreign dialects. Includes representative readings from plays for laboratory work. Prerequisite: 403b. (b) Special problems in stage speech. Specialized topics which correspond to production season. May include advanced work with "period" plays and unique "style" considerations. Individualization. Prerequisite: 503a.

504-3 The Comic Theater. A study of comedic drama, theory, and criticism as applied to types of comedy with a focus on interpretation for the theater practitioner. Individual reports and scenes are assigned.

505-3 The Tragic Theater. An examination of tragic drama and criticism as related to the societies which produced such drama. Particular emphasis is placed upon the Athenian, Elizabethan, and modern theater.

511-3 Playwriting Workshop. A practical laboratory course in which playwriting students will have one or more original plays presented in staged readings or modified productions. Plays will be directed and, in part, acted by graduate directing/acting students also enrolled in the course. The workshop gathers a performance group for the presentation of the new plays. Student playwrights are expected to constantly improve their work before and after presentation, to attend rehearsals, to work closely with directors and actors. Plays will be evaluated in critique sessions. Restricted to graduate playwriting and directing/acting students in the theater program. Prerequisite: graduate standing; theater major; 411a and b or consent of instructor.

513-4 (2, 2) Stage Movement for Graduate Actors.

Practical work in stylized movement: classic, commedia, and Elizabethan period

styles, ethnic theater, musical theater, slapstick, fantasy. Continued work on articulation of the actor's physical instrument. Must be taken in a,b sequence. Prerequisite: 413b.

517-6 (3, 3) Graduate Acting Studio. (a) Greek classical style. Scenes, soliloquys and choral odes from Aeschylus, Sophocles, and Euripides. Research into ancient methods of performance as well as developing an understanding of contemporary relevance. Prerequisite: 417b. (b) Presentational acting. Commedia and Brechtian techniques. Cabaret theater. Musical comedy. Prerequisite: 517a.

522-1 to 12 SIU Summer Theater. Practical experience in summer stock play production. Performance or technical work in SIUC Summer Theater only. Maximum of eight hours in any one summer. Prerequisite: audition and consent of instructor.

526-3 to 12 (3 per topic) Seminar in Theater Arts. Special topics of interest to advanced students. Subject is determined by department and instructor. Areas: (a) Performance. (b) Theory, criticism, and playwriting. Seminar in same area may be taken twice. Prerequisite: consent of department and instructor.

530-1 to 12 Independent Study. Independent work on selected problems in academic or blend of academic and creative research. A maximum of three credit hours may be taken for a single project. Prerequisite: consent of area adviser and instructor.

550-2 to 6 (2 per topic) Topical Seminar. In-depth studies of topics of special interest to advanced students concerning individual or groups of playwrights, directors, designers, and their techniques and theories. Topic is determined in advance by the instructor. Prerequisite: consent of department.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a master's degree.

600-1 to 36 (1 to 16 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Vocational Education Studies

402-3 Introduction to Office Information Systems. An introduction to the integrated office concept investigating the functions of data processing, records management, electronic mail, word processing, and reprographics.

403-3 Microform Systems An introduction to the use of microforms in the management of information flow. Emphasis is placed on analysis of application, effectiveness, and cost of available microform systems, techniques, and equipment. Not for graduate credit.

404-3 Analysis of Office Systems. An investigation of procedures and systems used in various types of offices, including a study of work flow, the processing of words, office personnel and their responsibilities, and the role of office functions in the total business society.

405-3 Office Management. Principles of management applied to office problems. Emphasis on the role of the office in business management; office organization; physical facilities and layout of office, office services, procedures, standards, and controls; records management.

407-2 Records Administration. Methods and systems of controlling, storing, retrieving, and disposing of records. Application of principles to such records as medical, legal, educational, industrial, and governmental.

410-2 Principles and Problems of Business Education. A study of the fundamentals of business education; its relation to business, to general education, and to vocational and career education; its history, current status, and trends; special emphasis on objectives and curriculum problems.

411-2 Teaching Classes Related to Experiential Business Education. For those who plan to become teacher-coordinators of vocational cooperative education programs. Emphasis is placed upon the construction and presentation of subject matter and materials used to teach basic marketable skills to secondary and post-secondary students. Prerequisite: 210.

412-2 Teaching Data Processing. Instructional methods and materials for and the evaluation of pupil progress in data processing. Prerequisite: 306 or Electronic Data Processing 101 or equivalent.

415-3 Curriculum and Materials in Marketing Education. A study of, and application of principles of curriculum development and curriculum materials for high school, adult, and post-secondary programs in marketing and distributive education. Prerequisites: Marketing 304, 363, and 401.

418-3 Teaching Marketing/Distributive Education. For those who plan to become teacher-coordinators of programs in marketing and distributive education. Emphasis is on instructional methods, facilities, student organizations (DECA), operating school stores, and project plans. Prerequisite: 415.

428-3 Home Economics for Elementary Teachers. Identification and development of meaningful home economics related experiences appropriate for various levels of elementary curriculum. Interpretation of current vocational education legislation and trends affecting elementary programs.

431-3 Demonstration and Laboratory

Techniques in Home Economics Education. Practice in planning and carrying out instructional demonstrations in home economics for youth and adults. Use of audio-visual aids and hand-outs. Procedures for laboratory and guided practice to develop psychomotor skills. Attention given to TV presentations. Possible expense for materials to use in classroom demonstrations \$5 to \$8.

433-3 Women and the Politics of Education. Ways of organizing to implement legislation for social needs. How to have input into decisions which affect the educational community—reimbursement, grants, funding. The need, impact, and opportunity for careers in public service as these relate to individual, family, and societal needs. Field trips.

460-3 Occupational Analysis and Curriculum Development. The first of a two-course sequence presenting a systems approach to curriculum development and instructional methods utilized in vocational and occupational education. Includes analyzing occupations and jobs, specifying objectives, and developing curriculum. (b) Business education, (d) industrial education, (e) health occupations education.

462-3 Teaching Methods and Materials. The second of a two-course sequence presenting a systems approach to curriculum development and instructional methods utilized in vocational and occupational education. Concerned with instructional methods and materials unique to vocational and occupational education. (d) Industrial education, (e) health occupations education.

463-3 Assessing Vocational Student Progress. Development and use of evaluation instruments to assess occupational student growth. Use of systems approach to course design, criterion-referenced and norm-referenced objectives, and four taxonomies of educational objectives in development of written tests, laboratory and work station performance tests, and attitude measures. Data are used for evaluation of student progress and program modification. Prerequisite: 460.

464-3 Special Needs Learners and Work Education. Theoretical and applied concepts in teaching special needs learners. Affective aspects of learning are emphasized. Curricula and teaching materials are examined and prepared. Field trips.

466-3 Principles and Philosophies of Vocational Education. Historical and philosophical foundations of vocational education. The nature and role of vocational education in preparing people for the world of work.

472-3 Organizing Cooperative Vocational Education. Introduction to cooperative vocational education including history, rationale, legislative basis, and goals and objectives. Investigation into the competencies required for developing programs, public relations, and evaluation of cooperative vocational education. Introduction of student selection and management of cooperative vocational

education. Fulfills three semester hours of the six required for State of Illinois certification.

473-3 Coordinating Cooperative Vocational Education. Overview of cooperative vocational education. Investigation into the competencies required for the establishment, implementation, and coordination of cooperative vocational education to include selection and maintenance of training stations, student placement, related instruction in cooperative vocational education, and the management of cooperative vocational education programs. Fulfills the remaining three semester hours of the six required for State of Illinois certification. Prerequisite: 472.

474-3 Individualized Vocational Instruction. Study of the theory, characteristics, appropriateness, and evaluation techniques of individualized programs. Will include a review of the current state of individualized instruction in education for work programs.

478-3 Contemporary Principles and Management of IA Programs. Study of contemporary approaches to the teaching of industrial arts including objective philosophies, advantages, and disadvantages; shop or laboratory design and organization; and the management of programs in shops or laboratories. Not for graduate credit. Prerequisite: junior standing.

480-3 Teaching Consumer Education. Principles of teaching consumer education in all settings. Emphasis on meeting state requirements for teachers of consumer education in Illinois. Selection and study of course content, preparation of instructional materials; organization and arrangement of units of study; and planning and evaluation program.

484-3 Adult Vocational and Technical Education. A study of adult vocational and technical education as offered in a variety of educational settings. Major topics include organization, funding, teaching, student characteristics, and evaluation. Prerequisite: consent of adviser.

486-3 (1, 1, 1) Post-Secondary Vocational-Technical Teaching. Contemporary approaches to teaching vocational-technical education in post-secondary institutions and agencies. (a) Orientation to and preparation for teaching occupations; (b) situations and issues which arise in professional education sessions; (c) interpersonal relations in teaching and other educational assignments. Not for graduate credit.

488-3 Initiating Vocational Student Placement and Follow-up. Planning, implement, and evaluating a school-based placement system for secondary and post-secondary vocational, technical, and adult education students.

489-3 Developing Vocational Student Placement and Follow-Up. Developing and using internal and external resources in a functioning placement and follow-up program. Prerequisite: 488.

490-1 to 4 Readings. Supervised reading for

qualified students. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education. Prerequisite: consent of instructor and program coordinator.

491-1 to 5 Advanced Occupational Skills. Modern occupational practice in selected fields. For experienced professionals seeking advanced techniques in specialized areas of vocational education. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education. Prerequisite: intermediate level study in the specialty.

494-1 to 4 Workshop. Study of current issues of importance to vocational, occupational, and career education teachers, supervisors, and administrators. Emphasis on each workshop will be identified in each workshop announcement. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education.

495-2 to 12 Teaching Internship. Internship teaching in vocational programs in approved centers. The intern teacher will follow the program of the supervising teacher in both regular and extra class activities. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education. Prerequisite: ten hours of 395 and three hours of teaching methods.

497-2 to 6 Practicum. Applications of vocational, occupational, or career education skills and knowledges. Cooperative arrangements with corporations and professional agencies to study under specialists. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education. Prerequisite: twenty hours in specialty.

498-2 to 5 Special Problems. Assistance and guidance in the investigation and solution of vocational, occupational, or career education problems. (a) Agricultural education, (b) business education, (c) home economics education, (d) industrial education, (e) health occupations education. Prerequisite: consent of instructor and program coordinator.

511-2 Improvement of Instruction in Consumer and Basic Business Subjects. Designed for the experienced teacher who is interested in the study of curriculum and teaching problems in the consumer education and basic business areas. Deals with teaching procedures, instructional materials, tests and evaluation, and organization of teaching units and projects.

512-2 Improvement of Instruction in Secretarial Subjects. Designed for the experienced teacher who is interested in the study of curriculum and teaching problems in secretarial subjects. Deals with teaching procedures, instructional materials, tests, and evaluation. Prerequisite: 311, or 312, or 313.

518-3 Home Economics Programs in the Schools. Curriculum development in voca-

tional home economics is the focus. Units in family life education, consumer-homemaking, and occupational programs are developed by students for use in their professional responsibilities. Offered alternate years.

520-3 Trends and Issues in Home Economics Education. Analysis and appraisal of current trends, problems, and issues in the field. Attention is given to implications for teachers.

521-3 Advanced Methods of Teaching Home Economics. Recent trends in methodology based on research and experimentation. Attention given to methods which promote cognitive, affective, and psychomotor learnings. Preparation of materials for special interests of students. Offered alternate years.

561-3 Research Methods. Basic research methods and techniques in the design, investigation, and reporting of research studies relating to education for work.

562-3 Legislation and Organization. Historical and contemporary thought and practice regarding federal and state legislation related to education for work. Legislators are used as resource persons. Required for supervisors.

564-3 Program Evaluation for Work Education. Student, faculty, and program evaluation. Accountability and measurement of stated learning outcomes. Assessing psychomotor behavior in addition to the more common cognitive and affective domains. Development and construction of pertinent and effective evaluation instruments.

566-3 Administration and Supervision. Nature, function, and techniques of administration and supervision of education for work programs at all levels.

568-3 Facilities Planning. Principles and practices of planning classrooms and laboratories for various education for work programs. How to work with administrators, staff, and paid professionals to assure judicious location and design of facilities.

572-3 Trends and Issues in Cooperative Vocational Education. Theoretical basis of, and trends and issues in cooperative vocational education (CVE). Historical research into CVE, current directions, and related literature. Investigations into development, implementation, and evaluation of CVE programs. Concentration on administration and supervision of major components. Special emphasis on developing a CVE program. Prerequisite: 472.

Occupational Information. The role of instructional and supervisory personnel in the total occupational information system. Kindergarten to adult.

576-6 (3, 3) Policy Implementation and Supervision. Planning, implementing, and controlling local education agency components of state and federal occupational programs. (a) Objective program planning, leadership, communications. (b) Management information systems, financial decisions, staffing patterns.

578-3 Programs in Diverse Settings. Similarities and dissimilarities of education

for work programs in public/private, civilian/military, union/management, and other settings. Expectation of instructional and supervisory personnel. Professional contributions of post-secondary teachers.

580-3 Characteristics of Clientele. Familiarization with the characteristics and programming needs of clientele served by various education for work programs.

584-3 Curriculum Foundations for Work Education. Acquaints students with different factors that influence, direct, and shape curriculum as it pertains to the work-oriented aspects of school and society. Topics include law and the curriculum, philosophies, and organizational models, differing approaches by grade level and setting, and the development of work-related curriculum.

586-3 Adult Vocational Programs. Philosophy of adult education; current organizational patterns of adult programs; unit planning, methods, techniques, and resources.

588-3 Performance-Based Professional Development. Key concepts, terminology, advantages, limitations, and techniques for using performance-based teacher education. Major performance-based teacher education models. Procedures for implementing pre-service and in-service programs. Published learning packages are used to develop skill in teaching in and managing performance-based teacher education programs. Prerequisite: admission to the Ph.D. program.

590-1 to 9 Readings. Supervised readings in selected advanced subjects. Prerequisite: consent of instructor.

591-1 to 9 New Developments. Recent developments and trends in various aspects of education for work. Instruction provided by recognized authorities.

592-1 to 6 Recent Research. Review of selected action-oriented research and its applications by practitioners.

593-1 to 3 Individual Research. The selection and investigation of a research topic culminating in a paper satisfying the research requirement for a Master of Science in Education degree. Prerequisite: consent of instructor.

594-3 Advanced Research Methods. Development of research competencies and preparation of proposal for thesis or dissertation research. Familiarity with research in various foundation areas of education for work.

595-1 to 16 Professional Internship. Supervised professional experience in appropriate educational settings. May be done on- or off-campus.

598-1 to 6 Special Investigations. Selection and investigation of a problem: use of relevant sources and techniques; collection and analysis, evaluation, and interpretation of data, and the writing of a report of the investigation for students whose particular needs are not met by existing classes. Prerequisite: consent of instructor.

599-1 to 6 Thesis.

600-1 to 36 Dissertation.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

Zoology

Students enrolled in zoology courses may incur field trip or laboratory expenses of \$5 to \$25.

400-3 Cell Biology of Development. Cellular molecular mechanisms of embryogenesis and differentiation. Examination of the cell as a component of interacting tissues constituting the developing organism. Prerequisite: consent of instructor, 300 or advanced standing in biology.

402-3 Natural History of Invertebrates. Introduction to ecology, intraspecies communication, and interspecies relationships of invertebrate animals. Recommended for teacher preparation programs. Two lectures and one 2-hour laboratory per week. Cost of \$10 to \$20 may be incurred by student. Offered fall term. Prerequisite: 220a.

403-3 Natural History of Vertebrates. Life histories, adaptations, and identification of fish, amphibians, reptiles, birds, and mammals, emphasizing local species. Recommended for teacher preparation programs. One lecture and two 2-hour laboratories per week. Offered Spring semester. Prerequisite: 220b or consent of instructor.

405-3 Systematic Zoology. Theory and procedure of classification; population taxonomy; variation and its analysis; rules of zoological nomenclature; taxonomic publication. Three one-hour lecture-discussion meetings per week. Prerequisite: 220a, b and consent of instructor.

406-3 Protozoology. Taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods for culture and study. One lecture and two 2-hour laboratories per week. Cost of \$5 may be incurred by student. Offered fall semester. Prerequisite: 220a.

407-4 Parasitology. Principles, collection, identification, morphology, life histories, and control measures. Two lectures and two 2-hour laboratories per week. Cost of \$5 may be incurred by student. Offered spring semester. Prerequisite: 220a.

408-3 Herpetology. Taxonomic groups, identification, morphology, and natural history, of amphibians and reptiles. One lecture and two 2-hour laboratories per week. Cost of \$5 may be incurred by student. Offered fall semester. Prerequisite: 220b.

409-4 Vertebrate Histology.

Microscopic structure of organs and tissues with emphasis on mammalian material. Two lectures and two 2-hour laboratories per week. Cost of \$5 may be incurred by student. Offered spring semester. Prerequisite: 10 to 12 semester hours of biological science.

410-6 (3, 3) Vertebrate Paleontology.

History of vertebrate animals in terms of their morphological change, geological succession, and ecological relationships. (a) Fossil fishes, amphibians, reptiles, and birds. (b) Fossil mammals. Two lectures and one 2-hour laboratory per week. Cost of \$5 may be incurred by student. Offered (a) fall; (b) spring semesters. Prerequisite: 220b.

413-6 (3, 3) The Invertebrates.

(a) Structure, phylogeny, and habitats of the lower invertebrates through lophophorates and deuterostomes except echinoderms. (b) Structure, phylogeny, and habitats of the higher invertebrates including echinoderms, molluscs, annelids, and arthropods. Three 2-hour laboratories per week. Cost of \$5 may be incurred by the student. Offered spring semester, (a) alternate even years; (b) alternate odd years. Cost of \$5 may be incurred by student. Prerequisite: 220a.

414-4 Freshwater Invertebrates.

Taxonomic groups, identification, distribution, and habitats of the North American freshwater invertebrate fauna. Two lectures, two 2-hour laboratories per week. Offered fall semester. Cost of \$15 to \$20 may be incurred by student for field trips. Prerequisite: 220a.

415-3 Limnology. Lakes and inland waters; the organisms living in them, and the factors affecting those organisms. Two lectures per week and one 4-hour laboratory alternate weeks. Cost of \$15 to \$20 may be incurred by student. Offered fall semester. Prerequisite: 220a.

421-4 Histological Techniques. Methods of preparing animal tissue for microscopic study and learn theories of staining and histochemistry. One lecture and two 3-hour laboratories per week. Cost of \$15 may be incurred by student. Offered fall semester. Prerequisite: 10 semester hours of biological science.

426-3 Comparative Endocrinology. Comparison of mechanisms influencing hormone release, hormone biosynthesis, and the effects of hormones on target tissues. Includes ablation and histology of glands and chemical and bio-assays with vertebrates and invertebrates. Two lectures and one 2-hour laboratory per week. Cost of \$5 to \$10 may be incurred by student. Offered spring semester. Prerequisite: consent of instructor.

460-2 Upland Game Birds. Identification, life history, ecology, and management. One lecture and one 2-hour laboratory per week; there will be three or four Saturday field trips. Cost of field trips up to \$25 per student. Prerequisite: 220b or consent of instructor.

461-3 Mammalogy. Taxonomic groups, identification, and natural history of mam-

mals. One hour lecture and two 2-hour laboratories per week. Cost of \$10 may be incurred by student. Offered fall semester. Prerequisite: 220b.

462-2 Waterfowl. Identification, life history, ecology, and management. One lecture and one 2-hour laboratory per week; there will be three or four Saturday field trips. Cost of field trips up to \$25 per student. Prerequisite: 220b or consent of instructor.

465-3 Ichthyology. Taxonomic groups, identification, and natural history of fishes. Two lectures and one 2-hour laboratory per week. Cost of \$10 may be incurred by student. Offered spring semester. Prerequisite: 220b.

466-3 Fish Management. Sampling, age and growth, dynamics, habitat improvement, manipulation of fish populations and management of freshwater and marine fish stock. Two lectures per week and one 4-hour laboratory alternate weeks. Cost of field trips up to \$25 per student. Offered fall semester. Prerequisite: 10 hours of biological science.

467-3 Ornithology. Classification and recognition of birds and the study of their songs, nests, migratory habits, and other behavior. One lecture and one 4-hour laboratory per week. Cost of field trips may be up to \$20 per student. Offered spring semester. Prerequisite: 220b.

468-4 (2, 2) Wildlife Biology. Basic concepts and techniques employed in managing wildlife populations and their associated ecosystems. A basic ecology course is desirable as background for this course. (a) Principles. Two 1-hour lectures per week. (b) Techniques. One 4-hour laboratory session per week, three or four of which will be field trips on Saturdays. Cost of field trips up to \$25 per student may be incurred. Offered fall semester. Prerequisite: 10 semester hours of biological science; plus for zoology majors, concurrent enrollment in 468b.

471-3 Entomology. Structure, classification, and life histories of insects. One lecture and two 2-hour laboratories per week. Offered fall semester. Cost up to \$20 may be incurred by student for field trips. Prerequisite: 220a.

473-3 Aquatic Entomology. Structure, classification, and biology of aquatic insects. One lecture and two 2-hour laboratories per week. Cost up to \$20 may be incurred by student. Offered spring semester. Prerequisite: 220a.

478-3 Animal Behavior. Biological basis of the behavior of animals. Two lectures and one 2-hour laboratory per week. Offered fall semester. Prerequisite: one year of biological science or permission of instructor.

479-2 to 5 Concepts in Animal Behavior. Terms and concepts relevant to the study of animal behavior. Guided self-instructional format, with two 1-hour and one 3-hour period scheduled weekly, primarily as question-answer and evaluation sessions. Offered alternate spring semester (odd years). Prerequisite:

one year of biological science or permission of instructor.

480-2 to 5 Research Methods in Animal Behavior. Skills relevant to doing research in animal behavior. Guided self-instructional format, with two 3-hour periods scheduled weekly, primarily as question-answer and evaluation sessions. Cost of up to \$25 may be incurred by student. Offered alternate spring semester (even years). Prerequisite: at least two hours of *B* work in 478 or 479, or permission of instructor.

482-1 Zoology Seminar for Seniors. Classical and contemporary topics in zoology. This requirement will normally be met by participating in the regular meeting of the seminar. In lieu of seminar attendance and with consent of departmental chairperson, the student may elect to prepare and give an oral presentation at a special seminar on an agreed upon research topic. One meeting per week. Offered fall, spring, summer semesters. Not for graduate credit. Prerequisite: senior standing or 24 hours of life science completed. Mandatory Pass/Fail.

496-2 to 4 Zoology Field Studies. A trip of four to eight weeks to acquaint students with animals in various environments and/or with methods of field study, collection, and preservation. Cost of \$25 may be incurred by the student. Offered fall, spring, summer semesters. Prerequisite: consent of department.

508-2 Helminthology. Identification, structure, physiology, and life history of parasitic worms. Two lectures per week. Prerequisite: consent of instructor.

512-2 Animal Geography. Considers the effects of historical and ecological factors on animal distribution. Two meetings per week. Prerequisite: consent of instructor.

514-3 Advanced Entomology. Morphology, physiology, systematics, and distribution of insects. One lecture and two 2-hour laboratories. Cost of \$5 may be incurred by student. Prerequisite: 471.

520-3 Advanced Invertebrates. The nature and life of invertebrate animals with emphasis on comparative form, function, behavior, and occurrence. Three 2-hour meetings per week. Prerequisite: consent of instructor.

521-3 Advanced Limnology. The physical, chemical, and biological factors affecting organisms in streams. Cost of \$10 may be incurred by student. Two lectures per week and one 4-hour laboratory alternate weeks. Prerequisite: 415 and consent of instructor.

525-3 Cytology. (Same as Botany 525.) An analysis of the subcellular and cytochemical organization of the cell. Structural-functional aspects of organelles, membranes, and other cellular components, their relationship to the metabolic nucleus, substructural organization of hereditary material, and subcellular aspects of mitosis and meiosis are emphasized. Two lectures and one laboratory per week.

530-3 Wildlife Diseases. Introduction to the causes and nature of diseases of wildlife with

emphasis on wild mammals and birds. The relationship of disease to the population ecology of species will be emphasized further. Two lectures and one 2-hour laboratory per week. Offered Spring term. Prerequisite: consent of instructor.

540-3 Factors in Animal Reproduction. Genetic and physiological factors in determination, differentiation, and modification of sex in animals. Three lectures a week. Prerequisite: consent of instructor.

542-3 Osteology. Modification of the vertebrate skeleton as a result of growth, functional adaptation, and phylogenetic relationship. Two lectures and two 1-hour laboratories per week. Prerequisite: consent of instructor.

561-3 Game Mammals. Natural history and management. Two lectures and one 2-hour laboratory per week. Cost of \$5 may be incurred by student. Prerequisite: consent of instructor.

566-3 Fish Culture. Production of game, food, and bait fishes. Design of facilities, chemical and biological variables, spawning techniques, diseases and nutrition. Two lectures per week and one 4-hour laboratory alternate weeks. Cost of \$5 may be incurred by student. Prerequisite: consent of instructor.

567-1 to 4 Techniques in Fish Culture and Fish Management. Course organized as modules. One credit for completion of 2 modules. Register any semester, one year to complete elected number of modules. Written report and examination required for each module. Cost of \$100 may be incurred by the student. Prerequisite: 466, or 566, or their equivalent.

573-3 Physiological Ecology. The role of physiological, morphological, and behavioral adaptations and adjustments in the ecology of vertebrate organisms with special emphasis on examining the energy balance and environment as it influences vertebrate ecology. Two hours of lecture and one 2-hour laboratory. Cost of \$10 may be incurred by student. Prerequisite: Biology 307 or equivalent, and consent of instructor.

577-2 Population Ecology. Principles of population dynamics as related to animals. Two lectures per week. Prerequisite: consent of instructor.

578-2 Population Genetics. Genetic structure of populations, factors causing changes, and principles governing rate and direction of change. Two lectures per week. Prerequisite: consent of instructor.

580-3 Advanced Taxonomy. The theory and practice of taxonomy, classification, and nomenclature. Three meetings per week, two hours each. Prerequisite: consent of instructor.

581-2 Zoological Literature. Diversity and functions of zoological literature, scientific writing, and the publication process. Two lectures per week. Prerequisite: graduate status in a biological science.

582-1 to 4 (1, 1, 1, 1) Graduate Zoology

Seminars. Special topics in zoology. Consult department for each semester's topic. One meeting per week. Prerequisite: consent of instructor and department.

583-1 Teaching Zoology in College. Methods, practices, and objectives in teaching zoology at the college/university level. Designed as part of the apprenticeship program for preparation of college teachers. Required of departmental teaching assistants. One hour lecture per week. Graded *S/U* only. Prerequisite: graduate status in a biological science.

585-36 (3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3) **Seminar.** Advanced study of special topics in zoology. (a) Seminar in animal behavior. (b) Seminar in neurobiology of metazoa. Survey of the cytology and histology of nerve cells, and the sheath elements separately as they appear in organized tissues of metazoa. (c) Seminar in ecosystems. (d) Seminar in wetland ecology. (e) Seminar in wildlife ecology: impact of land use. (f) Seminar in fish biology. Survey of fish biology and ecology dealing largely with topics not covered in 465. Life history strategies, physiology, and other fundamental biological features of fishes will be covered in some depth. Prerequisite: 465. (g) Seminar in parasitology. (h) Seminar on the amphibia. (j) Seminar in developmental biology. Detailed coverage of current topics of interest in developmental biology; the course will emphasize interacting systems in the development of both vertebrates and invertebrates, from the molecular to the tissue levels. Prerequisite: 300, Biology 309, or equivalent. (l) Seminar in aquaculture. (m)

Seminar in fish management. Three meetings per week. Prerequisite: consent of instructor. (z) Seminar in selected topics. Prerequisite: consent of instructor or department.

593-1 to 8 Individual Research. Investigation in zoology other than those for theses. Only three hours may be credited toward a degree. Some costs may be borne by the student.

598-1 to 12 Research Paper. Preparation of research paper for Master of Science degree. Only two hours may count toward the degree. Some cost may be borne by the student. Prerequisite: consent of instructor. Graded *S/U* only.

599-1 to 12 Research and Thesis. Thesis for Master of Arts degree. Only 6 hours may count toward the degree. Some cost may be borne by student. Prerequisite: consent of instructor. Graded *S/U* only.

600-1 to 32 Research and Dissertation. Research and dissertation for Doctor of Philosophy degree. Some cost may be borne by student. Graded *S/U* only. Prerequisite: consent of instructor.

601-1 to 12 per semester Continuing Research. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation or thesis. The student must have completed a minimum of 24 hours of dissertation research, 600, or a minimum of thesis or research hours, usually three to six hours, before being eligible to register for this course. Graded *S/U* or *DEF* only.

4 Faculty

Graduate instruction at Southern Illinois University at Carbondale is the responsibility of the graduate faculty. Although the graduate faculty is not organized into departments, its members are normally affiliated with specific disciplines. The faculty listed below are arranged in terms of their departmental affiliations. The college or school in which the department is located is also noted.

Faculty teaching in interdisciplinary programs are listed under the appropriate program and are identified as to the department in which they hold an appointment.

The first of the two dates listed with the name of a faculty member indicates the year in which the highest degree was earned; the second date indicates the year when the person first became a faculty member at Southern Illinois University at Carbondale.

Preceding the graduate faculty is a list of faculty members and students elected to the Graduate Council for the year 1981-1982.

Members of the Graduate Council for 1981-1982

Larry J. Bailey, Professor, Vocational Education Studies

Ronald A. Brandon, Professor, Zoology

Wendy Broadbooks, Student, Guidance and Educational Psychology

David Clarke, Professor, Philosophy

Jacqueline Cuevas, Student, Psychology

David Fauri, Professor, Social and Community Services

John Guyon, (Ex-Officio), Vice President for Academic Affairs and Research

William Hardenbergh, Professor, Political Science

Charles Harpole, Assistant Professor, Cinema and Photography

Irvin G. Hillyer, Professor, Plant and Soil Science

C. B. Hunt, (Ex-Officio), Dean, College of Communications and Fine Arts

John S. Jackson III, (Ex-Officio), Acting Dean, Graduate School

Thomas B. Jefferson, Professor, Thermal and Environmental Engineering

Loren B. Jung, Professor, Higher Education

Beverly Hill Konneker, Assistant Professor, Linguistics

Richard Lanigan, Professor, Speech Communication

Lars Larson, Associate Professor, Administrative Sciences

Terry Mathias, Student, Higher Education

Lawrence Matten, Professor, Botany

Patrick Melia, Student, Higher Education

Cal Meyers, Professor, Chemistry and Biochemistry

Christian Moe, Professor, Theatre

Kenneth Peterson, (Ex-Officio), Dean, Library Affairs

Gordon F. Pitz, Professor, Psychology

Dale Ritzel, Professor, Health Education

Brockman Schumacher, Professor, Rehabilitation Institute

William Simeone, Professor, English

Jack Snowman, Associate Professor, Guidance and Educational Psychology

Albert Somit, (Ex-Officio), President

Susan Tracz, Student, Guidance and Educational Psychology

John E. Utgaard, Professor, Geology

David Werlich, Associate Professor, History

Accountancy**College of Business and Administration**

Arlinghaus, Barry P., Assistant Professor, C.P.A., Ph.D., University of Cincinnati, 1979; 1980. Taxation.

Barron, Mary Noel, Associate Professor, *Emerita*, C.P.A., M.B.A., University of Michigan, 1946; 1948. Financial accounting, tax.

Basi, Bartholomew, Professor and *Chairperson*, D.B.A., Indiana University, 1971; 1978. Financial accounting, and taxation of closely-held companies.

Burger, Clifford R., Professor, *Emeritus*, C.P.A., M.S., Indiana State University, 1947; 1958. Auditing, and financial accounting.

Eriksen, Douglas C., Associate Professor, C.P.A., C.M.A., Ph.D., University of Missouri, 1968; 1969. Cost and managerial accounting, accounting systems, and financial accounting.

Masoner, Michael M., Assistant Professor, Ph.D., University of Minnesota, 1975; 1978. Accounting theory, cost accounting.

Rivers, Richard, Associate Professor, D.B.A., Kent State University, 1976; 1978. Quantitative decision models, and information systems.

Swick, Ralph D., Professor, *Emeritus*, C.P.A., D.B.A., Indiana University, 1954; 1955.

Tucker, Marvin W., Professor, Ph.D., University of Alabama, 1966; 1966. Financial accounting, managerial and cost accounting.

Wright, Roland M., Professor, C.P.A., Ph.D., University of Iowa, 1962; 1966. Financial accounting and accounting theory.

Administrative Sciences**College of Business and Administration**

Bateman, David N., Associate Professor, Ph.D., Southern Illinois University, 1970; 1965. Management and communication systems.

Bedwell, R. Ralph, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1969; 1954.

Bussom, Robert S., Associate Professor, Ph.D., Ohio State University, 1973; 1969. Systems management and operations management.

Fohr, John M., Professor, Ed.D., Michigan State University, 1959; 1962. Management and communications.

Jauch, Lawrence, Professor, Ph.D., University of Missouri, 1973; 1976. Business policy and organizational behavior.

Larson, Lars L., Associate Professor, Ph.D., University of Illinois, 1971; 1971. Organizational behavior and business policy.

Martin, Thomas N., Associate Professor, Ph.D., University of Iowa, 1977; 1977. Management theory, organizational behavior, and research methods.

Peters, Lawrence, Associate Professor, Ph.D., Purdue University 1975; 1981. Personnel.

Rehn, Henry J., Professor, *Emeritus*, Ph.D., University of Chicago, 1930; 1945.

Schermerhorn, John R., Associate Professor, Ph.D., Northwestern University, 1974; 1979. Organizational theory and behavior, organizational change, and interorganizational relations.

Scott, John W., Professor, *Emeritus*, Ph.D., University of Chicago, 1930; 1947.

Sekaran, Uma, Associate Professor, Ph.D., U.C.L.A., 1977; 1977. Organization behavior, cross-cultural perspectives in organization behavior, and research methods.

Vicars, William M., Associate Professor and *Acting Chairman*, Ph.D., Southern Illinois University, 1969; 1961. Personnel, management consulting.

White, Gregory P., Assistant Professor, Ph.D., University of Cincinnati, 1976; 1978. Production management and management sciences.

Wilson, Harold K., Assistant Professor, D.B.A., University of Colorado, 1972; 1972. Business policy, management and small business management.

Agribusiness Economics**School of Agriculture**

Herr, William McD., Professor and *Chairperson*, Ph.D., Cornell University, 1954; 1957.

Keeper, Wendell E., Professor, *Emeritus*, Ph.D., Cornell University, 1938; 1950.

Solverson, Lyle, Associate Professor, Ph.D., University of Wisconsin, 1967; 1966.

Wills, Walter J., Professor, Ph.D., University of Illinois, 1952; 1956.

Agricultural Education and Mechanization**School of Agriculture**

Benton, Ralph A., Professor, *Emeritus*, Ph.D., University of Illinois, 1955; 1956.

Doerr, William A., Assistant Professor, Ph.D., Southern Illinois University, 1973; 1965.

Legacy, James, Associate Professor and *Chairperson*, Ph.D., Cornell University, 1976; 1977.

Paterson, John J., Associate Professor, *Emeritus*, M.S., University of Saskatchewan, 1943; 1957.

Reneau, Fred, Assistant professor, Ph.D., Virginia Tech, 1979; 1979.

Stitt, Thomas R., Professor, Ph.D., Ohio State University, 1967; 1967.

Wolff, Robert L., Associate Professor, Ph.D., Louisiana State University, 1971; 1972.

Wood, Eugene S., Professor, *Emeritus*, Ed.D., University of Missouri, 1958; 1949.

Animal Industries**School of Agriculture**

Arthur, Robert, Assistant Professor, Ph.D., University of Missouri, 1970; 1977. Monogastric nutrition, biochemistry.

Goodman, Bill L., Professor, Ph.D., Ohio State University, 1959; 1958. Animal breeding & genetics, poultry production.

Hausler, Carl L., Associate Professor, Ph.D., Purdue University, 1970; 1970. Reproductive physiology.

Hinners, Scott W., Professor, Ph.D., *Emeritus*, University of Illinois, 1958; 1951.

Kammlade, W. G., Jr., Associate Professor, Ph.D., University of Illinois, 1951; 1954. Horse management.

Kroening, Gilbert H., Professor, Ph.D., Cornell University, 1965; 1969. Swine production, monogastric nutrition.

Lee, D. Dixon, Jr., Associate Professor, Ph.D., North Carolina State University, 1970; 1970. Ruminant nutrition, waste management, biochemistry.

Olson, Howard H., Professor, Ph.D., University of Minnesota, 1952; 1954. Reproductive physiology; dairy cattle production; international animal agriculture.

Powell, Stephen E., Assistant Professor, Ph.D., Purdue University, 1978; 1978. Animal and meat science.

Reed, Alex, Professor, *Emeritus*, Ph.D., University of Illinois, 1953; 1946.

Strack, Louis E., Associate Professor, D.V.M., University of Illinois, 1961; 1968. Veterinary medicine.

Woody, Harold Dee, Assistant Professor, Ph.D., Michigan State University, 1978; 1978.

Young, Anthony W., Professor and *Chairperson*, Ph.D., University of Kentucky, 1969; 1980. Ruminant nutrition, forages.

Anthropology

College of Liberal Arts

Bender, M. Lionel, Associate Professor, Ph.D., University of Texas at Austin, 1968; 1971. Linguistic anthropology, Sahelian languages; Ethiopia, Africa.

Braun, David P., Assistant Professor, Ph.D., University of Michigan, 1977; 1977. Archaeology, method and theory, prehistoric cultural ecology quantitative methods, Eastern USA.

Butler, Brian M., Adjunct Assistant Professor, Ph.D., Southern Illinois University at Carbondale, 1977; 1977. Archaeology, cultural resource management, prehistoric subsistence and settlement systems; Southeastern and Midwestern USA.

Corruccini, Robert S., Assistant Professor, Ph.D., University of California, Berkeley, 1975; 1978. Physical anthropology, paleontology, osteology, multivariate methods, dental anthropology.

Dark, Philip J. C., Professor, *Emeritus*, Ph.D., Yale University, 1954; 1960.

Diener, Paul E., Assistant Professor, Ph.D., Stanford University, 1979; 1979. Socio-cultural anthropology, cultural evolution and ecology, economic anthropology; Latin America.

Euler, Robert, Adjunct Professor, Ph.D., University of New Mexico 1958; 1976. Ar-

chaeology of western North America, ethno-history, paleoclimatology; Morocco.

Gumerman, George J., Professor, Ph.D., University of Arizona, 1969; 1973. Archaeology, archaeological cooperatives, culture change, remote sensing, conservation archaeology; US Southwest and Micronesia.

Handler, Jerome S., Professor, Ph.D., Brandeis University, 1965; 1962. Cultural anthropology, ethnohistory, Afro-American studies, slavery, plantation and peasant communities; Caribbean, Africa.

Kelley, J. Charles, Professor, *Emeritus*, Ph.D., Harvard University, 1948; 1950.

MacLachlan, Bruce B., Associate Professor, Ph.D., University of Chicago, 1962; 1964. Social anthropology, law, social organization, American Indians; North America, USA, Asia.

Maring, Ester G., Assistant Professor, Ph.D., Indiana University, 1969; 1965. Folklore, ethnology, acculturation, comparative religions, customary law and ethics; Southeast Asia, US Southwest.

Maring, Joel M., Associate Professor, Ph.D., Indiana University, 1967; 1963. Linguistics, educational anthropology, ethnomusic; US Southwest, Southeast Asia, New Guinea.

Muller, Jon D., Associate Professor, Ph.D., Harvard University, 1967; 1966. Archaeology, art analysis and culture theory; Eastern USA, Africa.

Powell, Shirley, Assistant Professor, Ph.D., Arizona State University, 1980; 1977. Archaeology, method and theory, cultural resource management, ethno-archaeology, United States-Southwest.

Rands, Robert L., Professor, Ph.D., Columbia University, 1952; 1966. Archaeology, ceramic technology, comparative art; Meso-america.

Riley, Carroll L., Professor and *Chairperson*, Ph.D., University of New Mexico, 1952; 1955. Ethnology, ethnohistory, origins of civilizations; Northern Mexico, US Southwest.

Taylor, Walter W., Professor, *Emeritus*, Ph.D., Harvard University, 1943; 1958.

Art

College of Communications and Fine Arts

Abrahamson, Roy E., Associate Professor, Ed.D., Columbia University, 1965; 1965. Art education.

Addington, Aldon M., Assistant Professor M.F.A., Cranebrook Academy of Art, 1966; 1967. Sculpture.

Bernstein, Lawrence A., Associate Professor, M.F.A., Cranebrook Academy of Art, 1953; 1962. Drawing and painting.

Boysen, Bill H., Associate Professor, M.F.A., University of Wisconsin, 1966; 1966. Ceramics, glassblowing.

Covington, Patricia, Assistant Professor, Ph.D., Southern Illinois University, 1981; 1974. Art history

Deller, Harris, Associate Professor, M.F.A.,

Cranebrook Academy of Art, 1973; 1975. Ceramics.

Fehm, Sherwood A., Jr., Associate Professor, Ph.D., Yale University, 1971; 1977. Late medieval and renaissance art and architecture.

Feldman, Joel B., Assistant Professor, M.F.A., Indiana University, 1967; 1973. Printmaking, lithography.

Fink, Herbert L., Professor, M.F.A., Yale University, 1958; 1961. Drawing and printmaking, etching.

Greenfield, Sylvia R., Assistant Professor, M.F.A., University of Colorado, 1967; 1968. Drawing and painting.

Johnson, Evert A., Lecturer, M.A., University of Iowa, 1954; 1966. Curator of art, University Museum and Art Galleries.

Kington, L. Brent, Professor and *Director*, M.F.A., Cranebrook Academy of Art, 1961; 1961. Metals, blacksmithing.

Lintault, M. Joan, Associate Professor, M.F.A., Southern Illinois University, 1962; 1973. Weaving and quilting.

Littlefield, F. Lee, Assistant Professor, M.A., University of New Mexico, 1968; 1968. Drawing and painting.

Mavigliano, George J., Assistant Professor, M.A., Northern Illinois University, 1967; 1970. American art and architecture.

Mawdsley, Richard W., Associate Professor, M.F.A., University of Kansas, 1969; 1978. Metalsmithing.

Onken, Michael O., Assistant Professor, M.A., Northern Illinois University, 1966; 1968. Drawing and painting.

Paulson, Robert L., Associate Professor, M.F.A., University of Wisconsin, 1967; 1967. Drawing and painting.

Shay, Edward H., Associate Professor, M.F.A., University of Illinois, 1971; 1978. Drawing, painting, and printmaking.

Sullivan, James E., Associate Professor, M.A., University of California at Los Angeles, 1965; 1969. 19th century and modern art and interdisciplinary studies.

Sullivan, Milton F., Professor, M.A., Columbia University, 1951; 1952. Sculpture.

Walsh, Thomas J., Professor, M.F.A., University of Michigan, 1962; 1967. Sculpture and foundry.

Whitlock, John J., Adjunct Associate Professor, Ed.D., Indiana University, 1971; 1978. Museum and art galleries.

Wood, Dan D., Associate Professor, M.A., University of Iowa, 1968; 1968. General studies and drawing.

Youngblood, Michael, Assistant Professor, Ph.D., University of Oregon, 1975; 1979. Art education.

Botany

College of Science

Ashby, William C., Professor, Ph.D., University of Chicago, 1950; 1960. Forest ecology;

physiological ecology; tree growth; strip-mine reclamation.

Bissing, Donald, Assistant Professor, Ph.D., Claremont Graduate School, 1976; 1976. Plant anatomy, ecological anatomy of vascular plants.

Matten, Lawrence C., Professor, Ph.D., Cornell University, 1965; 1965. Paleobotany; plant anatomy; Devonian-Mississippian plants; silicified woods.

Mohlenbrock, Robert H., Professor, Ph.D., Washington University, 1957; 1957. Taxonomy; Illinois flora; leguminosae; endangered species.

Olah, Ladislao V., Professor, *Emeritus*, Ph.D., Stephen Tisza University, Hungary, 1934; 1959.

Pappelis, Aristotel J., Professor, Ph.D., Iowa State University, 1957; 1960. Plant physiology; pathology; quantitative interference microscopy; quantitative cytochemistry and cytofluorescence.

Richardson, John A., Assistant Professor, M.F.A., Ohio University, 1969; 1966. Scientific photography.

Robertson, Philip A., Associate Professor, Ph.D., Colorado State University, 1968; 1970. Plant community ecology.

Schmid, Walter E., Professor, Ph.D., University of Wisconsin, 1961; 1962. Plant physiology; absorption and translocation of micronutrient elements.

Stotler, Barbara C., Associate Professor, Ph.D., University of Cincinnati, 1968; 1970. Developmental morphology; bryology; experimental studies; ultrastructure.

Stotler, Raymond E., Associate Professor, Ph.D., University of Cincinnati, 1968; 1969. Bryology; biosystematics; regional flora; community structure.

Sundberg, Walter J., Associate Professor, Ph.D., University of California, 1971; 1972. Mycology, cytology, ultrastructure of fungi.

Tindall, Donald R., Professor and *Chairperson*, Ph.D., University of Louisville, 1966; 1966. Phycology; algal development under natural conditions; ecology of aquatic vascular plants; toxic algae.

Ugent, Donald, Associate Professor, Ph.D., University of Wisconsin, 1966; 1968. Taxonomy; biosystematic studies on *Solanum* sect *tuberosarium*; phytogeographical studies of Illinois.

Verduin, Jacob, Professor, Ph.D., Iowa State University, 1947; 1964. Aquatic ecology; daily energy budgets in aquatic communities.

Voigt, John W., Professor, Ph.D., University of Nebraska, 1950; 1950. Ecology; grasslands.

Welch, Walter B., Professor, *Emeritus*, Ph.D., University of Chicago, 1937; 1939.

Yopp, John H., Professor, Ph.D., University of Louisville, 1969; 1970. Plant physiology; developmental plant physiology; environmental regulation of metabolic pathways.

Center for the Study of Crime, Delinquency, and Corrections

College of Human Resources

Anderson, Dennis, Assistant Professor, Ed.D., University of Nebraska, 1970; 1970. Educational psychology.

Coughlin, Joseph S., Professor and *Director*, M.S.W., University of Wisconsin, 1954; 1973. Criminal and juvenile justice management/correctional casework.

Dreher, Robert H., Associate Professor, J.D., University of Illinois, 1940; 1967.

Georges-Abeyie, Daniel, Associate Professor, Ph.D., Syracuse University, 1974; 1980. Urban social geography.

Johnson, Elmer H., Professor, Ph.D., University of Wisconsin, 1950; 1966. Sociology, criminology.

Lorinskas, Robert, Associate Professor, Ph.D., University of Georgia, 1973; 1980. Political science.

Matthews, Charles V., Associate Professor, M.A., University of Kansas City, 1951; 1962. Guidance and counseling, psychology, higher education.

Riedel, Marc P., Associate Professor, Ph.D., University of Pennsylvania, 1972; 1978. Sociology.

Timm, Howard W., Assistant Professor, Ph.D., Michigan State University, 1979; 1980. Forensic hypnosis research; security.

Wilson, Nanci K., Assistant Professor, Ph.D., University of Tennessee, 1972; 1972. Sociology.

Chemistry and Biochemistry

College of Science

Arnold, Richard T., Professor, Ph.D., University of Illinois, 1937; 1969.

Bemiller, James N., Professor, Ph.D., Purdue University, 1959; 1961.

Beyley, Roger E., Professor, Ph.D., University of Illinois, 1949; 1959.

Bohen D. Wayne, Associate Professor, Ph.D., Florida State University, 1969; 1971.

Brown, George E., Professor, *Emeritus*, Ph.D., Iowa State University, 1941; 1962.

Caskey, Albert L., Associate Professor, Ph.D., Iowa State University, 1961; 1964.

Cox, James A., Professor, Ph.D., University of Illinois, 1967; 1969.

Dunaway, George, Associate Professor, Ph.D., University of Oklahoma, 1970; 1975.

Emptage, Michael R., Assistant Professor, Ph.D., Harvard University, 1965; 1968.

Guyon, John C., Professor, Ph.D., Purdue University, 1961; 1974.

Hadler, Herbert I., Professor, Ph.D., University of Wisconsin, 1952; 1966.

Hadley, Elbert H., Professor, Ph.D., Duke University, 1940; 1947.

Hall, J. Herbert, Professor, Ph.D., University of Michigan, 1959; 1962.

Hargrave, Paul A., Associate Professor, Ph.D., University of Minnesota, 1970; 1973.

Hinckley, Conrad C., Professor, Ph.D., University of Texas, 1964; 1966.

Koster, David F., Professor, Ph.D., Texas A & M University, 1965; 1967.

Meyers, Cal Y., Professor, Ph.D., University of Illinois, 1951; 1964.

Neckers, J. W., Professor, *Emeritus*, Ph.D., University of Illinois, 1927; 1927.

Phillips, John B., Assistant Professor, Ph.D., University of Arizona, 1977; 1977.

Scheiner, Steve, Assistant Professor, Ph.D., Harvard University, 1976; 1978.

Schmit, Joseph G., Assistant Professor, Ph.D., Purdue University, 1971; 1976.

Schmubach, C. David, Professor and *Chairperson*, Ph.D., University of Illinois, 1958; 1965.

Slocum, Donald W., Professor, Ph.D., New York University, 1963; 1965.

Smith, Gerard V., Professor, Ph.D., University of Arkansas, 1959; 1966.

Sung, Michael T., Professor, Ph.D., University of Wisconsin, 1968; 1971.

Trimble, Russell F., Professor, Ph.D., Massachusetts Institute of Technology, 1951; 1954.

Tyrrell, James, Professor, Ph.D., University of Glasgow, 1963; 1967.

Van Lente, Kenneth A., Professor, *Emeritus*, Ph.D., University of Michigan, 1931; 1931.

Wotiz, John H., Professor, Ph.D., Ohio State University, 1948; 1967.

Cinema and Photography

College of Communications and Fine Arts

Blumenberg, Richard M., Professor, Ph.D., Ohio University, 1969; 1970. Film theory and history.

Cocking, Loren D., Assistant Professor, M.A., Ohio State University, 1969; 1976. Film production.

Covell, Michael D., Assistant Professor, M.F.A., Ohio University, 1975; 1975. Film production.

Gilmore, David A., Associate Professor, M.F.A., Ohio University, 1969; 1969. Fine arts photography.

Harpole, Charles H., Assistant Professor, Ph.D., New York University, 1976; 1977. Film theory and history.

Horrell, C. William, Professor, Ed.D., Indiana University, 1955; 1949. Professional photography.

Kolb, Gary P., Assistant Professor, M.F.A., Ohio University, 1977. Professional photography.

Lyons, Timothy J., Professor and *Chairperson*, Ph.D., University of Iowa, 1972; 1980. Film historiography.

Mercer, John, Professor, Ph.D., University of Nebraska, 1952; 1958. Film history.

Paine, Frank, Associate Professor, B.S.,

Iowa State University, 1950; 1960. Film production.

Paul, Kathryn, Assistant Professor, M.F.A., Arizona State University, 1973. Fine arts photography.

Powell, W. Duane, Assistant Professor, M.F.A., University of Illinois, 1977; 1978.

Swedlund, Charles A., Professor, M.S., Illinois Institute of Technology, 1961; 1971. Fine arts photography.

Communication Disorders and Sciences

College of Communications and Fine Arts

Anderson, John O., Professor, Ph.D., Ohio State University, 1950; 1950. Articulation, cerebral palsy, cleft palate, geriatrics.

Blache, Stephen E., Associate Professor, Ph.D., Ohio University, 1970/1971. Phonology, distinctive feature theory, experimental phonetics, research design.

Brackett, Isaac P., Professor and *Chairperson*, Ph.D., Northwestern University, 1947; 1951. Voice problems, phonetics, dynamics of speech, cleft palate.

Brutten, Gene J., Professor, Ph.D., University of Illinois, 1957; 1957. Stuttering, research design, behavior therapy, aural rehabilitation.

Crary, Michael A., Assistant Professor, Ph.D., Ohio University, 1978; 1980. Organics, aphasia, anatomy and physiology, apraxia.

Garbutt, Cameron W., Associate Professor, *Emeritus*, Ph.D., Louisiana State University, 1951; 1947.

Hoshiko, Michael S., Professor, Ph.D., Purdue University, 1957; 1957. Biofeedback, instrumentation, speech science, neuropsychology of speech.

Koopp-Baker, Herbert, Professor, *Emeritus*, Ph.D., University of Iowa, 1938; 1961.

Lehr, Robert P. Jr., Associate Professor, Ph.D., Baylor University, 1971; 1973. Neuroanatomy, medical problems of speech.

Moncur, John P., Professor, *Emeritus*, Ph.D., Stanford University, 1950; 1972. Training the speaking voice, audiology, aural rehabilitation, administration.

Prizant, Barry M., Assistant Professor, Ph.D., State University of New York at Buffalo, 1978; 1979. Autism, language development and disorders, cognitive development.

Smoldino, Joseph J., Associate Professor, Ph.D., University of Florida, 1974; 1980. Audiology, computer applications speech science, sign language.

Comprehensive Planning and Design

College of Human Resources

Archer, Richard, Assistant Professor, M.S., Governor's State University, 1979; 1968. Low-cost solar energy, bio-mass conversion, alcohol fuels.

Berry, Thelma Huff, Professor, *Emerita*, Ed.D., Columbia University, 1963; 1966.

Busch, Larry, Assistant Professor, M.S., Southern Illinois University, 1970; 1970. Energy conservation, low cost solar design, appropriate technology.

Clarke, David S.C., Associate Professor and *Director*, M.S., Catholic University 1980; 1981. Architecture, urban design, business and economics.

Ellner, Jack R., Professor, Ph.D., New York University, 1969; 1971. Systems theory and philosophy, human engineering, philosophy and ethics of technology, design of special environments for the handicapped.

Kula, Elsa, Lecturer, *Emerita*, B.F.A., Pratt Institute, Brooklyn, New York ITT, Institute of Design, Chicago, 1942; 1957.

Lougeay, Paul J., Associate Professor, Registered Architect, M.S., Southern Illinois University, 1973; 1952. Architectural design and planning, structural design, architectural detailing, architectural delineation.

Padgett, Rose, Professor, *Emerita*, Ph.D., Purdue University, 1955; 1962.

Perk, Harry F. W., Lecturer, A.B., University of California at Los Angeles, 1951; 1964. Alternative future, design science, general systems research and methodology.

Pratt, Davis J., Lecturer, Certificate, University of Chicago and ITT, Institute of Design, Chicago, 1939; 1957. Product design, design for third world countries and intercultural relationships.

Roan, Herbert, Lecturer and Instructor, Certificate, Cooper Union, 1938; 1957. Graphic design and visual communications.

Schoen, Alan Hugh, Professor, Ph.D., University of Illinois, 1958; 1973. Computer-aided design, computer graphics, polyhedral geometry, solid-state physics.

St. John, Wayne L., Associate Professor, Ph.D., University of Oregon, 1954; 1975. Socio-psycho-economic aspects of textile products, performance of textile products (especially comforts), self-paced motivated textile instruction.

Whitesel, Ritta, Associate Professor, *Emerita*, M.A., Columbia University, 1941; 1955.

Computer Science

College of Liberal Arts

Danhof, Kenneth J., Associate Professor and *Chairperson*, Ph.D., Purdue University, 1969; 1969.

Mark, Abraham M., Professor, Ph.D., Cornell University, 1947; 1950.

Pagan, Frank, Associate Professor, Ph.D., University of Toronto, 1972; 1978.

Varol, Yaakov, Associate Professor, Ph.D., University of Wyoming, 1971; 1978.

Wright, William E., Associate Professor, D.Sc., Washington University, 1972; 1970.

Curriculum, Instruction, and Media

College of Education

Aikman, Arthur L., Professor, Ph.D., Southern Illinois University, 1965; 1964.

Alston, Melvin O., Professor, *Emeritus*, Ed.D., Columbia University, 1945; 1970.

Barrette, Pierre P., Assistant Professor, Ed.D, University of Massachusetts, 1971; 1978.

Bauner, Ruth E., Associate Professor, Ph.D., Southern Illinois University, 1978; 1956.

Becker, Jerry P., Associate Professor, Ph.D., Stanford University, 1979; 1967.

Bedient, Douglas, Assistant Professor, Ph.D., Southern Illinois University, 1971; 1969.

Boykin, Arsene O., Associate Professor, Ed.D., University of Illinois, 1964; 1972.

Bradfield, Luther E., Professor, *Emeritus*, Ed.D., Indiana University, 1953; 1955.

Brod, Ernest E., Professor, *Emeritus*, Ed.D., University of Northern Colorado, 1953; 1951.

Butts, Gordon K., Professor, Ed.D., Indiana University, 1956; 1950.

Casey, John P., Professor, Ed.D., Indiana University, 1963; 1964.

Cox, Dorothy, Assistant Professor, Ph.D., Southern Illinois University, 1976; 1965.

Dale, Doris C., Professor, D.L.S., Columbia University, 1968; 1969.

DeFord, Diane E., Assistant Professor, Ed.D, Indiana University, 1978; 1978.

Dixon, Billy G., Associate Professor and *Chairperson*, Ph.D., Southern Illinois University, 1967; 1961.

Fletcher, Kathleen G., Associate Professor, *Emerita*, M.S., University of Illinois, 1947; 1955.

Fligor, Ross J., Professor, *Emeritus*, Ph.D., Michigan State University, 1953; 1940.

Hill, Margaret K., Professor, Ed.D., Boston University, 1948; 1965.

Hungerford, Harold R., Professor, Ph.D., Southern Illinois University, 1970; 1965.

Jacko, Carol, Associate Professor, Ph.D., University of Pittsburgh, 1974; 1975.

Jackson, Michael, Associate Professor, Ed.D., University of Florida, 1971; 1971.

Karmos, Ann, Associate Professor, Ph.D., Southern Illinois University, 1975; 1975.

Klasek, Charles B., Professor, Ph.D., University of Nebraska, 1971; 1971.

Lamb, Morris L., Associate Professor, Ed.D., University of Oklahoma, 1970; 1970.

Lee, J. Murray, Professor, *Emeritus*, Ph.D., Columbia University, 1934; 1958.

Leming, James, Assistant Professor, Ph.D., University of Wisconsin, 1973; 1977.

Lindberg, Dormalee H., Associate Professor, Ed.D., University of Missouri, Columbia, 1969; 1969.

Malone, Willis E., Professor, *Emeritus*, Ph.D., Ohio State University, 1950; 1939.

Matthias, Margaret, Associate Professor, Ph.D., Southern Illinois University, 1972; 1969.

McIntyre, John D., Assistant Professor, E.D., Syracuse University, 1977; 1977.

Mees, John D., Professor, *Emeritus*, Ed.D., Indiana University, 1950; 1946.

Norris, William, Assistant Professor, Ed.D., Indiana University, 1973; 1977.

Paige, Donald D., Professor, Ed.D., Indiana University, 1966; 1966.

Quisenberry, James D., Assistant Professor, Ph.D., Indiana University, 1972; 1971.

Quisenberry, Nancy L., Professor, Ed.D., Indiana University, 1971; 1971.

Randolph, Victor, Professor, *Emeritus*, Ph.D., George Peabody College for Teachers, 1942; 1933.

Rigg, Pat, Associate Professor, Ph.D., Wayne State University, 1979; 1974.

Rubba, Peter A., Assistant Professor, Ed.D., Indiana University, 1977; 1976.

Samford, Clarence, Professor, *Emeritus*, Ph.D., New York University, 1940; 1951.

Scheer, Janet K., Assistant Professor, Ph.D., Arizona State University, 1977; 1977.

Seiferth, Berniece B., Professor, Ed.D., University of Missouri, 1955; 1955.

Shepherd, Terry R., Associate Professor, Ph.D., University of Illinois, 1971; 1971.

Sloan, Fred A., Professor, Ed.D., George Peabody College for Teachers, 1959; 1968.

Spigle, Irving S., Associate Professor, *Emeritus* Ed.D., Indiana University, 1955; 1970.

Stephens, Clarence, Professor, *Emeritus*, Ed.D., Indiana University, 1955; 1952.

Tomera, Audrey, Associate Professor, Ph.D., Southern Illinois University, 1973; 1969.

Wendt, Paul R., Professor, *Emeritus*, Ph.D., University of Minnesota, 1948; 1955.

Winsor, Donald, Associate Professor, Ed.D., University of Florida, 1961; 1965.

Economics

College of Liberal Arts

Bhandari, Jagdeep, Assistant Professor, Ph.D., University of Delhi, 1973; 1979. International finance, monetary economics.

Ellis, Robert J., Jr., Associate Professor and *Acting Chairperson*, Ph.D., University of Virginia, 1966; 1962. Labor economics.

Fare, Rolf, Associate Professor, Docent, University of Lund, Sweden, 1976; 1978. Micro-economic theory, mathematical economics.

Foran, Terry G., Associate Professor, Ph.D., Pennsylvania State University, 1970; 1969. Labor economics, monetary theory.

Fryman, Richard F., Associate Professor, Ph.D., University of Illinois, 1967; 1966. Public finance.

Gellerson, Mark W., Assistant Professor, Ph.D., Syracuse University, 1978; 1978. Energy and regulation, human resources and health, development.

Grabowski, Richard, Assistant Professor, Ph.D., University of Utah, 1977; 1979. Economic development, international economics.

Grosskopf, Shawna, Assistant Professor, Ph.D., Syracuse University, 1977; 1977. Public finance, labor economics.

Hickman, C. Addison, Professor, *Emeritus*, Vandever Chair of Economics, Ph.D., University of Iowa, 1942; 1960. Political economy, methodology and history of thought.

Layer, Robert G., Professor, Ph.D., Harvard University, 1952; 1955. Economic history, comparative systems.

Myers, John G., Professor, Ph.D., Columbia University, 1961; 1977. Energy and environmental economics, macroeconomics, econometrics.

Primont, Daniel, Associate Professor, Ph.D., University of California, Santa Barbara, 1970; 1978. Microeconomic theory, mathematical economics, econometrics.

Shields, Michael P., Assistant Professor, Ph.D., University of Utah, 1975; 1975. Macroeconomics.

Tracy, Ronald, Assistant Professor, Ph.D., Michigan State University, 1975; 1974. Econometrics.

Trescott, Paul B., Professor, Ph.D., Princeton University, 1954; 1976. Monetary theory, economic development.

Yoon, Bong, Assistant Professor, Ph.D., University of Illinois, 1978; 1979. Econometrics, microeconomics, labor economics.

Educational Leadership

College of Education

Armistead, Fred, J., Professor, *Emeritus*, Ph.D., University of California, 1960; 1961.

Bach, Jacob O., Professor, *Emeritus*, Ph.D., University of Wisconsin, 1951; 1951.

Bracewell, George, Professor, *Emeritus*, Ed.D., Washington University, 1952; 1931.

Brammell, Paris R., Professor, *Emeritus*, Ph.D., University of Washington, 1930; 1960.

Bryant, Roye R., Professor, *Emeritus*, Ed.D., Washington University, 1952; 1948.

Buser, Robert L., Professor, Ed.D., Indiana University, 1966; 1967.

Childs, John L., Professor, *Emeritus*, Ph.D., Teachers College, Columbia University, 1931; 1961.

Clark, Elmer J., Professor, Ph.D., University of Michigan, 1949; 1964.

Dennis, Lawrence J., Professor, Ph.D., Southern Illinois University, 1968; 1968.

Duff, Grace, Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1970; 1973.

Eaton, William E., Professor, Ph.D., Washington University, 1971; 1971.

Evans, John, Associate Professor, Ph.D., Southern Illinois University, 1968; 1970.

Ewing, Parmer L., Professor, *Emeritus*, Ed.D., New York University, 1950; 1965.

Fishback, Woodson W., Associate Professor, *Emeritus*, Ph.D., University of Chicago, 1947; 1948.

Hall, James H., Associate Professor, *Emeritus*, Ed.D., George Washington University, 1950; 1952.

Jacobs, Robert, Professor, *Emeritus*, Ed.D., Wayne State University, 1949; 1962.

Kaiser, Dale E., Professor, Ph.D., University of Illinois, 1963; 1966.

Lawler, Eugene S., Professor, *Emeritus*, Ph.D., Columbia University, 1932; 1961.

Lean, Arthur E., Professor, *Emeritus*, Ph.D., University of Michigan, 1948; 1957.

Matthias, William, Associate Professor, Ed.D., University of Illinois, 1964; 1971.

McKenzie, William R., Professor, *Emeritus*, Ed.D., University of Denver, 1952; 1964.

Merwin, Bruce W., Professor, *Emeritus*, Ph.D., University of Kansas, 1929; 1927.

Miller, Harry G., Professor, Ed.D., University of Nebraska, 1970; 1970.

Moore, Malvin E., Professor, Ed.D., George Peabody College for Teachers, 1959; 1968.

Neal, Charles D., Professor, *Emeritus*, Ed.D., Indiana University, 1948; 1948.

Parker, James C., Professor, and *Chairman*, Ed.D., University of Tennessee, 1971; 1971.

Sasse, Edward B., Professor, Ph.D., University of Wisconsin, 1966; 1966.

Shelton, William E., Associate Professor, Ph.D., University of Chicago, 1950; 1951.

Stuck, Dean, Professor, Ph.D., Iowa State University, 1968; 1968.

Verduin, John R., Jr., Professor, Ph.D., Michigan State University, 1962; 1967.

Warren, F. G., Professor, *Emeritus*, A.M., University of Chicago, 1928; 1913.

Wohlwend, Herbert W., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1964; 1958.

Electrical Sciences and Systems Engineering

College of Engineering and Technology

Begley, David L., Assistant Professor, Ph.D., University of Missouri at Rolla, 1978; 1979. Solid state electronics and materials.

Dodd, Curtis W., Associate Professor, Ph.D., Arizona State University, 1967; 1967. Control theory, design.

Fieste, Vernold, K., Associate Professor and *Acting Chairman*, Ph.D., University of Missouri at Columbia, 1966; 1966. Power systems analysis, electrical energy sources, energy conversion.

Goben, Charles A., Professor, Ph.D., Iowa State University, 1965; 1980. Solid state electronics and materials, surface electromagnetic waves.

Lit, Alfred, Professor, Ph.D., Columbia University, 1948; 1961. Man-machine interaction.

McCalla, Thomas, Jr., Associate Professor, Ph.D., Case Western Reserve University, 1969; 1969. Analysis and design of complex systems.

Rawlings, Charles A., Associate Professor, Ph.D., Southern Illinois University, 1974; 1964. Biomedical engineering, instrumentation.

Smith, James G., Professor, Ph.D., University of Missouri at Rolla, 1967; 1966. Electromagnetics, microwaves.

Engineering Biophysics

Departmental Affiliation of Interdisciplinary Program Faculty

Banerjee, Chandra M., Professor, M.D., (School of Medicine). Respiratory physiology.

Caspary, Donald M., Associate Professor, Ph.D., (School of Medicine). Neurophysiology.

Davis, Philip K., Professor, Ph.D., (Engineering Mechanics and Materials). Fluid mechanics.

Faingold, Carl L., Associate Professor, Ph.D., (School of Medicine). Pharmacology.

Goben, Charles A., Professor, Ph.D., (Electrical Sciences and Systems Engineering). Semi-conductor materials, devices.

Hoshiko, Michael S., Professor, Ph.D., (Communication Disorders and Sciences). Biofeedback.

Kaplan, Harold M., Professor, *Emeritus*, Ph.D., (Physiology).

Lit, Alfred, Professor, Ph.D., (Psychology). Human factors, optics.

Meltzer, Donald, Professor, Ph.D., (Psychology). Operant conditioning, psychopharmacology.

Sollberger, Arne R., Professor, M.D., (School of Medicine). Biorhythms.

Watson, Richard E., Professor, *Emeritus*, Ph.D., (Physics and Astronomy). Nuclear magnetism, applied mathematics.

Yau, William M., Associate Professor, Ph.D., (School of Medicine). Digestive physiology.

Engineering Mechanics and Materials

College of Engineering and Technology

Brower, William E., Jr., Associate Professor, Ph.D., Massachusetts Institute of Technology, 1969; 1976. Material science, solidification.

Davis, Philip, Professor and *Chairperson*, Ph.D., University of Michigan, 1963; 1964. Fluid mechanics, vibrations and similitude.

Eddingfield, David, Associate Professor, Ph.D., University of New Mexico, 1975; 1971. Numerical mechanics and experimental fluid mechanics.

Evers, James, Associate Professor, Ph.D., University of Alabama, 1969; 1969. Compressible fluid flows, dynamics, laser velocimetry, supersonics.

Hall, Monte R., Assistant Professor, Ph.D., Virginia Polytechnic Institute and State University, 1974; 1977. Micro-chemistry and micro-structure of materials, glass structure and properties, powder metallurgy and sintered materials, and luminescent solids.

Nowacki, C. Raymond, Associate Professor, Ph.D., University of Illinois, 1965; 1963. Strength of materials, structural analysis and structural design.

Orthwein, William, Professor, Ph.D., University of Michigan, 1959; 1965. Machine

design, vibrations, theoretical and experimental stress analysis.

Rubayi, Najim, Professor, Ph.D., University of Wisconsin, 1966; 1966. Dynamics, strength of materials, experimental stress analysis and photoelasticity.

Sami, Sedat, Professor, Ph.D., University of Iowa, 1966; 1966. Fluid mechanics, hydraulics and hydrology.

English

College of Liberal Arts

Appleby, Bruce C., Associate Professor, Ph.D., University of Iowa, 1967; 1967.

Benziger, James G. Professor, Ph.D., Princeton University, 1941; 1950.

Boyle, Ted Eugene, Professor, Ph.D., University of Nebraska, 1962; 1963.

Brown, William J., Associate Professor, Ph.D., Duke University, 1966; 1966.

Cohn, Alan Martin, Professor, M.S., University of Illinois, 1955; 1955.

Coleman, E. C., Professor, *Emeritus*, Ph.D., University of Illinois 1936; 1946.

Donow, Herbert, Associate Professor, Ph.D., University of Iowa, 1966; 1966.

Friend, Jewell, Associate Professor, Ph.D., Southern Illinois University, 1970; 1967.

Goodin, George, Associate Professor, Ph.D., University of Illinois, 1962, 1966.

Griffin, Robert P., Associate Professor, Ph.D., University of Connecticut, 1965; 1965.

Hatton, Thomas J., Associate Professor, Ph.D., University of Nebraska, 1966; 1965.

Hillegas, Mark, Professor, Ph.D., Columbia University, 1957; 1965.

Howell, John M., Associate Professor, Ph.D., Tulane University, 1963; 1963.

Hurley, Paul, Professor, Ph.D., Duke University, 1962; 1965.

Krappe, Edith, Associate Professor, *Emerita*, Ph.D., University of Pennsylvania, 1953; 1929.

Lawson, Richard A., Associate Professor, Ph.D., Tulane University, 1966; 1963.

Light, James F., Professor, Ph.D., Syracuse University, 1953; 1979.

Little, Judy Ruth, Associate Professor, Ph.D., University of Nebraska, 1969; 1969.

Moore, Harry T., Professor and Research Professor, *Emeritus*, Ph.D., Boston University, 1951; 1963.

Moss, Sidney P., Professor, Ph.D., University of Illinois, 1954; 1964.

Partlow, Robert B., Jr., Professor, *Emeritus*, Ph.D., Harvard University, 1955; 1957.

Peterson, Richard F., Professor, Ph.D., Kent State University, 1969; 1969.

Piper, Henry Dan, Professor, Ph.D., University of Pennsylvania, 1950; 1962.

Rainbow, Raymond, Associate Professor, Ph.D., University of Chicago, 1959; 1949.

Raizis, M. Byron, Professor, Ph.D., New York University, 1966; 1966.

Rudnick, Hans, Associate Professor, Ph.D.,

University of Freiburg, Germany, 1966; 1966.
Schonhorn, Manuel, Professor, Ph.D., University of Pennsylvania, 1963; 1968.
Simeone, William E., Professor and *Chairperson*, Ph.D., University of Pennsylvania, 1950; 1950.
Stibitz, E. Earle, Professor, *Emeritus*, Ph.D., University of Michigan, 1951; 1952.
Taylor, Larry E., Associate Professor, Ph.D., University of Oklahoma, 1969; 1968.
Tenney, Charles D., University Professor, *Emeritus*, Ph.D., University of Oregon, 1931; 1931.
Vieth, David Muench, Professor, Ph.D., Yale University, 1953; 1965.
Webb, Howard W., Jr., Professor, Ph.D., University of Iowa, 1953; 1956.

Finance

College of Business and Administration

Davids, Lewis E., Professor, Ph.D., New York University, 1949; 1978. Financial institutions and banking.
Elsaid, Hussein H., Professor, Ph.D., University of Illinois, 1968; 1967. International finance and financial management.
Loy, L. David, Assistant Professor, Ph.D., University of Iowa, 1978; 1979. Financial management.
Mathur, Iqbal, Professor and *Chairperson*, Ph.D., University of Cincinnati, 1974; 1977. Financial management and investments.
Pertl, Mars A., Associate Professor, Ph.D., University of Iowa, 1974; 1977.
Tyler, R. Stanley, Associate Professor, J.D., University of Illinois, 1952; 1970. Business law, legal environment of business and real estate.
Vaughn, Donald E., Professor, Ph.D., University of Texas, 1961; 1970. Budgeting and investments.
Waters, Gola E., Professor, J.D., University of Iowa, 1957; Ph.D., Southern Illinois University, 1970; 1965. Business law and labor law.

Foreign Languages and Literature

College of Liberal Arts

Betz, Frederick, Associate Professor, Ph.D., Indiana University, 1973; 1978.
Bork, Albert W., Professor, *Emeritus*, Doctor en Letras, National University of Mexico, 1944; 1958.
Canfield, D. Lincoln, Visiting Professor, *Emeritus*, Ph.D., Columbia University, 1934; 1970.
Davis, J. Cary, Professor, *Emeritus*, Ph.D., University of Chicago, 1936; 1930.
Epro, Margaret, Assistant Professor, Ph.D., University of Pennsylvania, 1975; 1977.
French, Howard, Associate Professor, *Emeritus*, Ph.D., Indiana University, 1952; 1962.
Gobert, David L., Professor, Ph.D., University of Iowa, 1960; 1965.

Hartman, Steven Lee, Assistant Professor, Ph.D., University of Wisconsin, 1971; 1971.
Hartwig, Hellmut A., Professor, *Emeritus*, Ph.D., University of Illinois, 1943; 1948.
Keller, Thomas, Associate Professor, Ph.D., University of Colorado, 1975; 1975.
Kilker, James, Professor, Ph.D., University of Missouri at Columbia, 1961; 1967.
Kupcek, Joseph, Professor, Ph.D., Comenius University, Bratislava, Czechoslovakia, 1943; 1962.
Liedloff, Helmut, Professor and *Chairperson*, Ph.D., Phillips University, Germany, 1956; 1959.
McBride, Charles, Associate Professor, Ph.D., University of Texas, 1968; 1972.
Meinhardt, Warren, Associate Professor, Ph.D., University of California at Berkeley, 1965; 1969.
O'Brien, Joan, Associate Professor, Ph.D., Fordham University, 1961; 1969.
O'Meara, Maurice, Associate Professor, Ph.D., University of Iowa, 1967; 1969.
Orechwa, Olga, Associate Professor, Ph.D., Ukrainian Free University, Germany, 1970; 1967.
Peacock, Vera L., Professor, *Emerita*, Ph.D., Cornell University, 1930; 1930.
Speck, Charles, Assistant Professor, Laurea in Diritto Canonico, Pontifical Lateran University, Italy, 1963; 1970.
Tai, James, Associate Professor, Ph.D., Indiana University, 1970; 1970.
Timpe, Eugene F., Professor, Ph.D., University of Southern California, 1960; 1972.
Woodbridge, Hensley, Professor, Ph.D., University of Illinois, 1950; 1965.

Forestry

School of Agriculture

Aubertin, Gerald M., Associate Professor, Ph.D., Pennsylvania State University, 1964; 1976.
Budelsky, Carl A., Assistant Professor, Ph.D., University of Arizona 1969; 1967.
Burde, John H. II, Assistant Professor, Ph.D., University of Arizona, 1974; 1974.
Chilman, Kenneth C., Associate Professor, Ph.D., University of Michigan, 1972; 1973.
Chong, She-Kong, Assistant Professor, Ph.D., University of Hawaii, 1979; 1979.
Fralish, James S., Associate Professor, Ph.D., University of Wisconsin, 1970; 1969.
Gaffney, Gerald R., Assistant Professor, Ph.D., Southern Illinois University, 1970; 1969.
Kung, Fan H., Associate Professor, Ph.D., Michigan State University, 1968; 1970.
McCurdy, Dwight R., Professor, Ph.D., Ohio State University, 1964; 1965.
Myers, Charles C., Associate Professor, Ph.D., Purdue University, 1966; 1973.
Roth, Paul L., Professor, Ph.D., Kansas State University, 1968; 1967.
Weaver, George T., Associate Professor and

Chairperson, Ph.D., University of Tennessee, 1972; 1970.

Yambert, Paul A., Professor, Ph.D., University of Michigan, 1961; 1969.

Geography

College of Liberal Arts

Afey, David G., Associate Professor, Ph.D., Clark University, 1969; 1971.

Baumann, Duane D., Professor, Ph.D., Clark University, 1968; 1967.

Beazley, Ronald I., Professor, Ph.D., Purdue University, 1954; 1959.

Christensen, David E., Professor, Ph.D., University of Chicago, 1956; 1961.

Cunningham, Floyd, Professor, *Emeritus*, Ph.D., Clark University, 1930; 1947.

Horsley, A. Doyme, Assistant Professor, Ph.D., Southern Illinois University, 1974; 1968.

Irwin, Daniel R., Associate Professor, Ph.D., Syracuse University, 1972; 1959.

Jones, David L., Professor, Ph.D., Pennsylvania State University, 1960; 1965.

Krause, Annemarie, Associate Professor, *Emerita*, Ph.D., University of Chicago, 1952; 1930.

Lieber, Stanley R., Associate Professor, Ph.D., University of Iowa, 1974; 1975.

Sharpe, David M., Associate Professor and *Chairperson*, Ph.D., Southern Illinois University, 1968; 1966.

Geology

College of Science

Crelling, John C., Associate Professor, Ph.D., The Pennsylvania State University, 1973; 1977. Coal petrology, coal geology, remote sensing.

Dutcher, Russell R., Professor and *Chairperson*, Ph.D., The Pennsylvania State University, 1960; 1970. Coal geology, field geology, coal petrography.

Fang, Jen-Ho, Professor, Ph.D., The Pennsylvania State University, 1961; 1964. X-ray crystallography, mineralogy.

Frank, Charles, O., Assistant Professor, Ph.D., Syracuse University, 1973; 1970. Geochemistry; igneous and metamorphic petrology.

Fraunfelter, George H., Professor, Ph.D., University of Missouri, Columbia, 1964; 1965. Earth science, invertebrate paleontology, micropaleontology, stratigraphy.

Harris, Stanley, E., Jr., Professor, Ph.D., University of Iowa, 1947; 1949. Environmental geology, stratigraphy, pleistocene geology.

Ritter, Dale F., Professor, Ph.D., Princeton University, 1964; 1972. Geomorphology, hydrogeology.

Robinson, Paul D., Assistant Professor, M.S., Southern Illinois University, 1963; 1967. X-ray crystallography, mineralogy, electron optics.

Sendlein, Lyle V.A., Professor, Ph.D., Iowa

State University, 1964; 1977. Geological engineering, hydrogeology, geophysics.

Sverdrup, Keith, Assistant Professor, Ph.D., Scripps Institution of Oceanography, 1980; 1981. Geophysics.

Utgaard, John E., Professor, Ph.D., Indiana University, 1963; 1965. Micropaleontology, invertebrate paleontology, paleoecology.

Yazicigil, Hasan, Assistant Professor, Ph.D., Purdue University, 1980; 1980. Hydrogeology, engineering geology.

Zimmerman, Jay, Jr., Associate Professor, Ph.D., Princeton University, 1968; 1973. Structure, rock deformation, global tectonics, alpine-ultramafics.

Guidance and Educational Psychology

College of Education

Altekruse, Michael K., Professor, Ed.D., Indiana University, 1967; 1967.

Bardo, Harold R., Associate Professor, Ph.D., Southern Illinois University, 1972; 1968.

Beggs, Donald L., Professor, Ph.D., University of Iowa, 1966; 1966.

Bradley, Richard W., Professor, Ph.D., University of Wisconsin, 1968; 1968.

Brown, Beverly, Assistant Professor, Ph.D., University of Iowa, 1974; 1974.

Cody, John J., Professor, Ph.D., University of Wisconsin, 1961; 1965.

Daniels, M. Harry, Assistant Professor, Ph.D., University of Iowa, 1978; 1978.

Deichmann, John W., Associate Professor, Ph.D., St. Louis University, 1969; 1969.

DeWeese, Harold L., Professor, *Emeritus*, Ed.D., University of Illinois, 1959; 1959.

Dillon, Ronna, Associate Professor, Ph.D., University of California, Riverside, 1978; 1978.

Elmore, Patricia B., Professor, Ph.D., Southern Illinois University, 1970; 1967.

Goh, David S., Associate Professor, Ph.D., University of Wisconsin-Madison, 1973.

Grenfell, John E., Professor, Ed.D., Oregon State University, 1966; 1966.

Ideus, Harvey S., Associate Professor, Ed.D., University of Wyoming, 1965; 1973.

Kelly, Francis J., Professor, Ph.D., University of Texas, 1963; 1965.

Leitner, Dennis W., Associate Professor, Ph.D., University of Maryland, 1975; 1974.

Lewis, Ernest, Professor and *Chairperson*, Ph.D., Southern Illinois University, 1971; 1970.

Lindsey, Jefferson F., Professor, *Emeritus*, Ed.D., University of Texas, 1962; 1967.

Meek, Clinton Roscoe, Professor, Ph.D., George Peabody College for Teachers, 1954; 1957.

Mouw, John T., Professor, Ed.D., University of South Dakota, 1968; 1968.

Pohlmann, John T., Associate Professor, Ph.D., Southern Illinois University, 1972; 1971.

Renzaglia, Guy A., Professor, *Emeritus*, Ph.D., University of Minnesota, 1952; 1955.

Snowman, Jack, Associate Professor, Ph.D., Indiana University, 1975; 1974. 1959; 1958.

White, Gordon, Assistant Professor, Ph.D., University of Iowa, 1969; 1971.

Woehlke, Paula L., Associate Professor, Ph.D., Arizona State University, 1973; 1973.

Yates, J. W., Professor, Ed.D., University of Missouri, Columbia, 1951; 1964.

Health Education

College of Education

Aaron, James E., Professor, Ed.D., New York University, 1960; 1957. Driver performance, alcohol and highway safety, traffic safety management, accident prevention principles.

Boydston, Donald N., Professor and *Chairperson*, Ed.D., Columbia University, 1949; 1955. Teacher education and preparation, content area instruction.

Bridges, A. Frank, Professor, *Emeritus*, D.H.S., Indiana University, 1952; 1947.

Casey, Ralph, Associate Professor, *Emeritus*, Ed.D., Columbia University, 1956; 1957. Research design, community health program evaluation.

Denny, Florence E., Associate Professor, *Emerita*, M.A., Columbia University, 1935; 1929.

Duncan, David, Professor, D.P.H., University of Texas Health Science Center at Houston, 1977; 1978. Content area-related research, epidemiology, community health program evaluation.

Gold, Robert S., Associate Professor, Ph.D., University of Oregon, 1976; De.P.H., University of Texas (Houston), 1980. Computer-assisted instruction, industrial health promotion programs.

Grisson, Deward K., Professor, *Emeritus*, Ed.D., Columbia University, 1952; 1956.

LeFevre, John R., Professor, Ed.D., Teachers College, Columbia University, 1950; 1955. Sex education, school health education.

Lindauer, Larry, Associate Professor, Ph.D., Southern Illinois University, 1972; 1972. Safety education, teacher education and preparation, content area-related research.

Phillips, Frances K., Associate Professor, *Emerita*, M.A., Columbia University, 1940; 1944.

Richardson, Charles E., Professor, Ed.D., University of California, Los Angeles, 1959; 1954. Prematurity, sexuality, health care planning, patient education.

Ritzel, Dale, Professor, Ph.D., Southern Illinois University, 1970; 1966. Safety education injury control, research design, driving simulation, community safety.

Russell, Robert D., Professor, Ed.D., Stanford University, 1954; 1965. Ecological perspectives, education about mood modifying substances and sexuality, death education, innovative approaches in health education.

Slepceovich, Elena M., Professor, D.P.E., Springfield College, 1955; 1973. Curriculum

theory, professional preparation, bioethics, futurism.

Zunich, Eileen M., Assistant Professor, Ph.D., Southern Illinois University, 1970; 1967. Teacher education and preparation, school and college health program development, content area instruction.

Higher Education

College of Education

Adams, Frank C., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1962; 1957.

Caldwell, Oliver J., Professor, *Emeritus*, M.S. Oberlin College, 1927; 1966.

Casebeer, Arthur L., Professor, Ed.D., Oregon State University, 1963; 1969.

Davis I. Clark, Professor, *Emeritus*, Ed.D., Indiana University, 1956; 1949.

Dingerson, Michael R., Assistant Professor, Ph.D., Southern Illinois University, 1974; 1968.

Graham, Jack W., Professor, Ph.D., Purdue University, 1951; 1951.

Grinnell, John E., Professor, *Emeritus*, Ph.D., Stanford University, 1934; 1955.

Hawley, John B., Professor, Ph.D., University of Michigan, 1957; 1965.

Jung, Loren B., Professor, Ph.D., Southern Illinois University, 1969; 1965.

Keene, Roland, Professor, Ed.D., Washington University, 1962; 1958.

King, John E., Professor and *Chairperson*, Ph.D., Cornell University, 1941; 1967.

Morrill, Paul H., Professor, Ph.D., Northwestern University, 1956; 1964.

Spees, Emil R., Assistant Professor, Ph.D., Claremont Graduate School, 1969; 1969.

Swinburne, Bruce R., Associate Professor, Ed.D., Indiana University, 1970; 1970.

Tolle, Donald J., Professor, Ed.D., Florida State University, 1957; 1967.

Zimmerman, Elwyn, Assistant Professor, Ph.D., Michigan State University, 1963; 1966.

History

College of Liberal Arts

Adams, George W., Professor, *Emeritus*, Ph.D., Harvard University, 1946; 1958. United States: Civil War.

Allen, Howard W., Professor, Ph.D., University of Washington, 1959; 1962. United States: recent.

Ammon, Harry, Professor and *Chairperson*, Ph.D., University of Virginia, 1948; 1950. United States: early national.

Barton, H. Arnold, Professor, Ph.D., Princeton University, 1962; 1970. European: 18th century and French; Scandinavia.

Batinski, Michael C., Assistant Professor, Ph.D., Northwestern University, 1969; 1968. United States: Colonial.

Brehm, Donald L., Assistant Professor, Ph.D., St. Louis University, 1968; 1967. European: Medieval; Spain.

Carrott, M. Browning, Associate Professor,

Ph.D., Northwestern University, 1966; 1967. United States: constitutional.

Conrad, David E., Professor, Ph.D., University of Oklahoma, 1962; 1967. United States: economic, recent; American Indian.

Detwiler, Donald S., Professor, Dr. Phil., Goettingen University, Germany, 1961; 1967. European: diplomatic; Germany.

Dotson, John E., Assistant Professor, Ph.D., Johns Hopkins University, 1969; 1970. European: Renaissance, economic. Italy.

Fladeland, Betty L., Professor, Ph.D., University of Michigan, 1952; 1962. United States: middle period.

Gardiner, C. Harvey, Professor, *Emeritus*, Ph.D., University of Michigan, 1945; 1957. Latin American.

Gold, Robert L., Professor, Ph.D., University of Iowa, 1964; 1965. Latin American: Mexico, Caribbean, U.S. Borderlands.

Hallsisey, Robert, Adjunct Associate Professor, Ph.D., University of Missouri, 1973; 1976. British: Imperialism; Asia.

Kuo, Ping-Chia, Professor, *Emeritus*, Ph.D., Harvard University, 1933; 1959. East Asian.

McFarlin, Harold A., Assistant Professor, Ph.D., Indiana University, 1971; 1969. European: Russian.

Murphy, James B., Associate Professor, Ph.D., Louisiana State University, 1968; 1968. United States: southern.

O'Day, Edward J., Instructor, A.M., Indiana University, 1956; 1962. European: 20th Century; East-central.

Shelby, Lon R., Professor, Ph.D., University of North Carolina, 1962; 1961. European: Medieval; Social.

Simon, John Y., Professor, Ph.D., Harvard University, 1961; 1964. Civil War and reconstruction, Illinois.

Vyverberg, Henry S., Professor, Ph.D., Harvard University, 1950; 1968. European: intellectual.

Werlich, David P., Associate Professor, Ph.D., University of Minnesota, 1968; 1968. Latin American: South American; Andean; Peruvian.

Wright, John I., Associate Professor, *Emeritus*, A.M., University of Chicago, 1933; 1925.

Wu, Tien-Wei, Professor, Ph.D., University of Maryland, 1965; 1972. Asian: East Asia; China.

Zucker, Stanley, Associate Professor, Ph.D., University of Wisconsin, 1968; 1967. European: Social; Germany.

Human Development

College of Human Resources

Ashraf, Hea-Ran Lee, Assistant Professor, Ph.D., Iowa State University, 1979; 1980.

Barnes, Mary Louise, Assistant Professor, *Emerita*, M.S., Iowa State College, 1931; 1929.

Brooks, Thomas M., Professor and *Acting Director*, Ph.D., Pennsylvania State University, 1961; 1971.

Eddleman, E. Jacqueline, Assistant Professor, Ph.D., Southern Illinois University, 1970; 1969.

Endres, Jeannette M., Associate Professor, Ph.D., St. Louis University, 1972; 1975.

Gulley, S. Beverly, Assistant Professor, Ph.D., Southern Illinois University, 1974; 1975.

Harper, Jeannie M., Professor, *Emerita*, Ph.D., Cornell University, 1941; 1958.

Konishi, Frank, Professor, Ph.D., Cornell University, 1958; 1961.

Lacey, Jerome, Assistant Professor, Ph.D., Southern Illinois University, 1975; 1976.

Payne, Irene R., Professor, Ph.D., Cornell University, 1960; 1965.

Quigley, Eileen, Professor, *Emerita*, Ed.D., University of Missouri, 1947; 1948.

Journalism

College of Communications and Fine Arts

Atwood, L. Erwin, Professor, Ph.D., University of Iowa, 1965; 1967. Communication theory, behavioral research methods, international communication.

Brown, George C., Professor, Ph.D., Southern Illinois University, 1963; 1956. Media management, media history, graphics, photography.

Clayton, Charles C., Professor, *Emeritus*, B.J., University of Missouri, 1925; 1955.

Ford, James L. C., Professor, *Emeritus*, Ph.D., University of Minnesota, 1948; 1955.

Gruny, C. Richard, Assistant Professor, J.D., University of Illinois, 1959; 1959. Mass media law.

Hart, Jim Allee, Professor, *Emeritus*, Ph.D., University of Missouri, 1959; 1965.

Long, Howard R., Professor, *Emeritus*, Ph.D., University of Missouri, 1948; 1953.

McCoy, Ralph E., Professor, *Emeritus*, Ph.D., University of Illinois, 1956; 1955.

McKerns, Joseph, Assistant Professor, Ph.D., University of Minnesota, 1979; 1981. Mass communication history, mass media and society.

Murphy, James E., Assistant Professor, Ph.D., University of Iowa, 1974; 1979. Mass media and society, literary aspects, international communication, reporting and writing.

Murphy, Sharon M., Associate Professor, Ph.D., University of Iowa, 1973; 1979. Journalism history, minority media, intercultural communication, reporting and writing.

Rice, W. Manion, Associate Professor, Ph.D., Southern Illinois University, 1967; 1959. Community journalism, scholastic journalism, media history.

Riffe, Daniel, Assistant Professor, Ph.D., University of Tennessee, 1980; 1980. Communication theory and methodology, international news, mass media and society.

Stone, Vernon A., Professor and *Director*, Ph.D., University of Wisconsin, 1966; 1978.

Research methods, attitude change, source variables, broadcast journalism.

Stonciper, Harry W., Associate Professor, Ph.D., Southern Illinois University, 1971; 1969. Mass media law, legal research, editorial and critical writing.

Latin American Studies

Departmental Affiliation of Interdisciplinary Program Faculty

Adams, Kendall A., Professor, Ph.D., Michigan State University, 1962; 1965 (Marketing).

Doerr, William A., Assistant Dean for Instruction, Ph.D., Southern Illinois University, 1973; 1965. (Agricultural Education and Mechanization.)

Fronzizi, Rizieri, Professor, *Emiterus*, Ph.D., National University of Mexico, 1950; 1970 (Philosophy).

Garner, William R., Associate Professor, Ph.D., Tulane University, 1963; 1966 (Political Science).

Gold, Robert L., Professor, Ph.D., University of Iowa, 1964; 1965 (History).

Gumerman, George J., Professor, Ph.D., University of Arizona, 1969; 1973 (Anthropology).

Hartman, Steven Lee, Assistant Professor, Ph.D., University of Wisconsin, 1971; 1971 (Foreign Languages and Literatures).

Kilker, James, Professor, Ph.D., University of Missouri at Columbia, 1961; 1967 (Foreign Languages and Literatures).

McBride, Charles, Associate Professor, Ph.D., University of Texas, 1968; 1972 (Foreign Languages and Literatures).

Meinhardt, Warren, Associate Professor, Ph.D., University of California at Berkeley, 1965; 1969 (Foreign Languages and Literatures).

Rands, Robert, Professor, Ph.D., Columbia University, 1952; 1966 (Anthropology).

Riley, Carroll L., Professor, Ph.D., University of New Mexico, 1952; 1955 (Anthropology).

Ugent, Donald, Associate Professor, Ph.D., University of Wisconsin, 1966; 1968 (Botany).

Werlich, David P., Associate Professor, Ph.D., University of Minnesota, 1968; 1968 (History).

Woodbridge, Hensley, Professor, Ph.D., University of Illinois, 1950; 1965. (Foreign Languages and Literatures.)

Library

Bauner, Ruth E., Associate Professor, Ph.D., Southern Illinois University, 1978; 1956.

Bedient, Douglas, Assistant Professor, Ph.D., Southern Illinois University 1971; 1971.

Black, George W., Jr., Associate Professor, M.S.L.S., Columbia University, 1966; 1968.

Boydston, JoAnn, Professor, Ph.D., Columbia University, 1950; 1955.

Cluff, E. Dale, Associate Professor, Ph.D., University of Utah, 1976; 1980.

Cohn, Alan M., Professor, M.S., University of Illinois, 1955; 1955.

Matthews, Sidney E., Associate Professor, M.S.L.S., University of Illinois 1952; 1964.

Peterson, Kenneth G., Professor and *Dean*, Ph.D., University of California at Berkeley, 1968; 1976.

Simon, John Y., Professor, Ph.D., Harvard University, 1961; 1964.

Winsor, Donald L., Associate Professor, Ed.D., University of Florida, 1961; 1965.

Linguistics

College of Liberal Arts

Angelis, Paul, Associate Professor and *Chairman*, Ph.D., Georgetown University, 1968; 1981. Language testing, language teaching methodology, language acquisition.

Carrell, Patricia L., Associate Professor, Ph.D., University of Texas at Austin, 1966; 1968. Syntax-semantics-pragmatics, history of linguistics, African languages.

Gilbert, Glenn G., Professor, Ph.D., Harvard University, 1963; 1970. Sociolinguistics, dialectology, German.

Konneker, Beverly Hill, Assistant Professor, Ph.D., University of Texas at Austin, 1972; 1969. Historical linguistics, Indo-European, syntax.

Nguyen, Dinh-Hoa, Professor, Ph.D., New York University, 1956; 1969. EFL/ESL, linguistics, Vietnamese, Chinese, French.

Parish, Charles, Professor, Ph.D., University of New Mexico, 1959; 1965. EFL/ESL, methodology, pedagogy, materials development, Hebrew, Italian.

Perkins, Allan K., Associate Professor, Ph.D., University of Michigan, 1976; 1976. EFL/ESL, reading, learning strategies, second language acquisition, instructional design.

Redden, James E., Professor, Ph.D., Indiana University, 1965; 1967. EFL/ESL, field linguistics, African languages, Amerindian languages.

Marketing

College of Business and Administration

Adams, Kendall A., Professor, Ph.D., Michigan State University, 1962; 1965. Retailing management and industrial marketing.

Andersen, R. Clifton, Professor, D.B.A., Indiana University, 1960; 1967. Marketing management and marketing channels.

Dommermuth, William P., Professor and *Acting Chairman*, Ph.D., Northwestern University, 1964; 1968. Promotion, marketing research, and consumer behavior.

Hindersman, Charles H., Professor, D.B.A., Indiana University, 1959; 1960. Marketing management and business and society.

Moore, James R., Assistant Professor, Ph.D., University of Illinois, 1972; 1969. Marketing management, sales management and marketing channels.

Perry, Donald L., Associate Professor, Ph.D., University of Illinois, 1966; 1964. Social marketing.

Taylor, Ronald, Assistant Professor, Ph.D., North Texas State University, 1978; 1978. Marketing management, promotion management.

Walters, Glenn, Professor, Ph.D., University of Illinois, 1964; 1977. Marketing theory, consumer behavior, marketing channels.

Mathematics

College of Liberal Arts

Baartmans, Alphonse H., Associate Professor and *Chairperson*, Ph.D., Michigan State University, 1967; 1967.

Black, Amos H., Professor, *Emeritus*, Ph.D., Cornell University, 1932; 1948.

Bouwsmma, Ward, Associate Professor, Ph.D., University of Michigan, 1962; 1967.

Burton, Theodore A., Professor, Ph.D., Washington State University, 1964; 1966.

Crenshaw, James A., Associate Professor, Ph.D., University of Illinois, 1967; 1967.

Dharmadhikari, Sudhakar, Professor, Ph.D., University of California at Berkeley, 1962; 1978.

Danhof, Kenneth, Associate Professor, Ph.D., Purdue University, 1969; 1969.

Earnest, Andrew, Assistant Professor, Ph.D., Ohio State University, 1975; 1981.

Feinsilver, Philip, Assistant Professor, Ph.D., New York University, 1975; 1978.

Foland, Neal E., Professor, Ph.D., University of Missouri, 1961; 1965.

Gates, Leslie D., Associate Professor, Ph.D., Iowa State University, 1952; 1961.

Gregory, John, Associate Professor, Ph.D., University of California at Los Angeles, 1970; 1972.

Grimmer, Ronald C., Professor, Ph.D., University of Iowa, 1967; 1967.

Hall, Dilla, Associate Professor, *Emeritus*, Ph.D., St. Louis University, 1955; 1924.

Hooker, John W., Assistant Professor, Ph.D., University of Oklahoma, 1967; 1967.

Hunsaker, Worthen N., Associate Professor, Ph.D., Washington State University, 1966; 1969.

Kammler, David, Professor, Ph.D., University of Michigan, 1971; 1971.

Kirk, Ronald B., Professor, Ph.D., California Institute of Technology, 1968; 1968.

Koch, Charles, Assistant Professor, Ph.D., University of Illinois, 1961; 1966.

Kuipers, Lauwerens, Professor, *Emeritus*, Ph.D., Vrije Universiteit (Amsterdam), 1947; 1966.

Langenhop, Carl E., Professor, Ph.D., Iowa State University, 1948; 1961.

Mark, Abraham M., Professor, Ph.D., Cornell University, 1947; 1950.

Maxwell, Charles, Professor, Ph.D., University of Illinois, 1955; 1963.

McDaniel, Wilbur C., Professor, *Emeritus*, Ph.D., University of Wisconsin, 1939; 1939.

Moore, Robert A., Associate Professor, Ph.D., Indiana University, 1961; 1965.

Olmsted, John M. H., Professor, *Emeritus*, Ph.D., Princeton University, 1940; 1960.

Paine, Thomas B., Assistant Professor, Ph.D., University of Oregon, 1966; 1966.

Panchapakesan, S., Professor, Ph.D., Purdue University, 1969; 1970.

Parker, George D., Associate Professor, Ph.D., University of California at San Diego, 1971; 1972.

Patula, William T., Associate Professor, Ph.D., Carnegie-Mellon University, 1971; 1972.

Pedersen, Franklin D., Associate Professor, Ph.D., Tulane University, 1967; 1965.

Pedersen, Katherine, Assistant Professor, Ph.D., Tulane University, 1969; 1965.

Redmond, Donald, Assistant Professor, Ph.D., University of Illinois, 1976; 1979.

Skalsky, Michael, Professor, D.Nat.Sc., University of Gottingen, 1949; 1957.

Snyder, Herbert H., Professor, Ph.D., Lehigh University, 1965; Ph.D., University of South Africa, 1971; 1966.

Spector, Scott J., Assistant Professor, Ph.D., Carnegie-Mellon University, 1978; 1981.

Starks, Thomas H., Associate Professor, Ph.D., Virginia Polytechnic Institute, 1959; 1961.

Wilson, Joseph C., Professor, Ph.D., Louisiana State University, 1954; 1957.

Zeman, Marvin, Assistant Professor, Ph.D., New York University, 1974; 1979.

Microbiology

College of Science

Borgia, Peter, Associate Professor, Ph.D., University of Illinois, 1973; 1976.

Caster, John, Assistant Professor, Ph.D., St. Louis University, 1968; 1972.

Clark, David P., Assistant Professor, Ph.D., University of Bristol, 1977; 1980.

Cooper, Morris D., Assistant Professor, Ph.D., University of Georgia, 1971; 1973.

Jackson, Robert, Professor, Ph.D., Purdue University, 1963; 1974.

Lev, Meir, Professor and *Chairman*, Ph.D., University of Reading, England, 1957; 1980.

Lindgren, Carl C., Professor, *Emeritus*, Ph.D., California Institute of Technology, 1931; 1947.

Madigan, Mike, Assistant Professor, Ph.D., University of Wisconsin, 1976; 1979.

Maroun, Leonard, Assistant Professor, Ph.D., Catholic University of America, 1970; 1972.

McClary, Dan O., Professor, Ph.D., Washington University, 1951; 1951.

Moticka, Edward, Associate Professor, Ph.D., University of Illinois, 1970; 1978.

Myers, Walter L., Professor, Ph.D., University of Wisconsin, 1962; 1973.

Parker, Jack M., Associate Professor, Ph.D., Purdue University, 1973; 1977.

Rouhandeh, Hassan, Professor, Ph.D., Kansas State University, 1959; 1967.

Rowan, Dighton F., Professor, Ph.D., Stanford University, 1954; 1973.

Shechmeister, Isaac L., Professor, *Emeritus*, Ph.D., University of California at Berkeley, 1949; 1957.

Tewari, Ram P., Professor, Ph.D., Ohio State University, 1954; 1973.

Mining Engineering

Chugh, Yoginder P., Professor, Ph.D., 1971; 1977. Rock mechanics and strata control, production engineering in coal mines.

Sinha, Atmesh K., Associate Professor, Ph.D., 1963; 1975. Coal processing, mine electrical engineering, mine health and safety.

Molecular Science

Departmental Affiliation of Interdisciplinary Program Faculty

Bolen, D. Wayne, Associate Professor, Ph.D., (Chemistry and Biochemistry)

Borst, Walter L., Associate Professor, Ph.D., (Physics and Astronomy)

Bose, Subir K., Associate Professor, Ph.D., (Physics and Astronomy)

Brower, William E., Jr., Assistant Professor, Ph.D., (Engineering Mechanics and Materials)

Browning, Ronald A., Associate Professor, Ph.D., (School of Medicine)

Burton, Theodore A., Professor, Ph.D., (Mathematics)

Caspary, Donald M., Associate Professor, Ph.D., (School of Medicine)

Caster, John H., Assistant Professor, Ph.D., (Microbiology)

Chen, Juh Wah, Professor, Ph.D., (Thermal and Environmental Engineering)

Cutnell, John D., Associate Professor, Ph.D., (Physics and Astronomy)

Davis, Philip K., Professor, Ph.D., (Engineering Mechanics and Materials)

Dunaway, George A., Jr., Assistant Professor, Ph.D., (Chemistry and Biochemistry)

Emptage, Michael R., Assistant Professor, Ph.D., (Chemistry and Biochemistry)

Englert, Duwayne C., Professor, Ph.D., (Zoology)

Faingold, Carl L., Associate Professor, Ph.D., (School of Medicine)

Falvo, Richard E., Associate Professor, Ph.D., (School of Medicine)

Fang, Jen-Ho, Professor, Ph.D., (Geology)

Fieste, Vernold K., Associate Professor, Ph.D. (Electrical Sciences and Systems Engineering)

Gregory, John, Associate Professor, Ph.D., (Mathematics)

Gruber, Bruno J., Professor, Ph.D., (Physics and Astronomy)

Hadler, Herbert I., Professor, Ph.D., (Chemistry and Biochemistry)

Henneberger, Walter C., Professor, Ph.D., (Physics and Astronomy)

Hinckley, Conrad C., Professor, Ph.D., (Chemistry and Biochemistry)

Hunter, William S., Associate Professor, Ph.D., (School of Medicine)

Johnson, Kenneth W., Associate Professor, Ph.D., (Physics and Astronomy)

Kammler, David W., Professor, Ph.D., (Mathematics)

Koster, David F., Associate Professor, Ph.D., (Chemistry and Biochemistry)

Lit, Alfred, Professor, Ph.D., (Psychology)

Maroun, Leonard E., Assistant Professor, Ph.D., Catholic University, 1970; 1972.

McCalla, Thomas M., Associate Professor, Ph.D., (Electrical Sciences & Systems Engineering)

Meiers, Cal Y., Professor, Ph.D., (Chemistry and Biochemistry)

Miller, Donald M., Professor, Ph.D., (Physiology)

Nequin, Lynn G., Associate Professor, Ph.D., (School of Medicine)

O'Brien, William S., Assistant Professor, Ph.D., (Thermal and Environmental Engineering)

Orthwein, William C., Professor, Ph.D., (Engineering Mechanics and Materials)

Peterson, Rudolph N., Associate Professor, Ph.D., (School of Medicine)

Sami, Sedat, Professor, Ph.D., (Engineering Mechanics and Materials)

Sanders, Frank C. Jr., Associate Professor, Ph.D., (Physics and Astronomy)

Saporoschenko, Mykola, Associate Professor, Ph.D., (Physics and Astronomy)

Sendlein, Lyle V. A., Professor, Ph.D., (Geology)

Shepherd, Benjamin A., Associate Professor, Ph.D., (Zoology)

Sinha, Atmesh K., Associate Professor, Ph.D., (Thermal and Environmental Engineering)

Slocum, Donald W., Professor, Ph.D., (Chemistry and Biochemistry)

Smith, James G., Professor, Ph.D., (Electrical Sciences and Systems Engineering)

Smith, Gerard V., Professor, Ph.D., (Chemistry and Biochemistry)

Snyder, Herbert H., Professor, (Mathematics)

Sung, Michael T., Associate Professor, Ph.D., (Chemistry and Biochemistry)

Tyrrell, James, Associate Professor, Ph.D., (Chemistry and Biochemistry)

Watson, Richard E., Professor, Ph.D., (Physics and Astronomy)

Yopp, John H., Associate Professor, Ph.D., (Botany)

Zitter, Robert N., Professor, Ph.D., (Physics and Astronomy)

Music**College of Communications and Fine Arts**

Barwick, Steven, Professor, Ph.D., Harvard University, 1949; 1955.

Bateman, Marianne Webb, Professor, M.Mus., University of Michigan, 1959; 1965.

Bergt, Robert, Associate Professor, S.T.M., Concordia Seminary, 1958; 1974.

Coker, Wilson W., Professor, D.M.A., University of Illinois, 1965; 1975.

Denker, Fred, Professor, *Emeritus*, Ph.D., Eastman School of Music, 1951; 1957.

Eddins, John, Assistant Professor, Ph.D., Florida State University, 1966; 1969.

Gordon, Roderick, Professor, Ph.D., University of Wisconsin, 1953; 1963.

Grizzell, Mary Jane, Assistant Professor, M.Mus., Eastman School of Music, 1943; 1959.

Hanes, Michael D., Assistant Professor, M.M.Ed., Southern Illinois University, 1965; 1970.

House, Mary Elaine Wallace, Professor, *Emerita*, M. Mus., University of Illinois, 1954; 1969.

Hunt, C. B., Jr., Professor, Ph.D., University of California, Los Angeles, 1949; 1974.

Hussey, George, Associate Professor, M.A.Ed., Washington University, 1963; 1963.

Kingsbury, Robert, Associate Professor, M.Mus., Northwestern University, 1952; 1961.

McHugh, Catherine, Professor, Ed.D., Columbia University, 1959; 1969.

McIntosh, David, Associate Professor, *Emeritus*, M.A., University of Iowa, 1935; 1927.

Mueller, Robert, Professor, Ph.D., Indiana University, 1964; 1948.

Olsson, Phillip, Professor, M.Mus., Chicago Conservatory, 1949; 1949.

Poulos, Helen, Assistant Professor, D.M., Indiana University, 1971; 1969.

Resnick, Robert, Professor, M.Mus., Wichita State University, 1949; 1949.

Roubos, Robert, Professor and *Director*, D.M.A., University of Michigan, 1965; 1981.

Siener, Melvin, Associate Professor, M.A., University of Iowa, 1954; 1962.

Taylor, Charles, Associate Professor, Ed.D., Columbia University, 1950-1957.

Underwood, Jervis, Professor, Ph.D., North Texas State University, 1970, 1971.

Werner, Kent, Associate Professor, Ph.D., University of Iowa, 1966; 1963.

Wharton, John, Associate Professor, *Emeritus*, M.Mus., American Conservatory, 1940; 1945.

Philosophy**College of Liberal Arts**

Clarke, David S., Jr., Professor, Ph.D., Emory University, 1964; 1966. Philosophy of language, logic.

Diefenbeck, James A., Professor and *Chairperson*, Ph.D., Harvard University, 1950; 1950. History of philosophy, philosophy of history, political philosophy.

Eames, Elizabeth R., Professor, Ph.D., Bryn Mawr College, 1951; 1963. Recent British philosophy, American philosophy, action theory.

Eames, S. Morris, Professor, Ph.D., University of Chicago, 1958; 1963. Pragmatism, American philosophy.

Fronzizi, Risieri, Professor, *Emeritus*, Ph.D., National University of Mexico, 1950; 1970.

Gillan, Garth J., Associate Professor, Ph.D., Duquesne University, 1966; 1969. Critical theory, continental philosophy.

Hahn, Lewis E., Research Professor, *Emeritus*, Ph.D., University of California, 1939; 1963.

Hayward, John, Professor, Ph.D., University of Chicago, 1949; 1968. Philosophy of religion, aesthetics.

Howie, John, Associate Professor, Ph.D., Boston University, 1965; 1966. Philosophy of religion, ethics, American idealism.

Kelly, Matthew J., Associate Professor, Ph.D., University of Notre Dame, 1963; 1966. Medieval philosophy, Greek philosophy, metaphysics.

McClure, George T., Professor, Ph.D., Ohio State University, 1958; 1958. Epistemology, philosophy of science, aesthetics.

Moore, Willis, Professor, *Emeritus*, Ph.D., University of California, 1936; 1955.

Plochmann, George Kimball, Professor, Ph.D., University of Chicago, 1950; 1949. Metaphysics, history of philosophy, philosophy of biology.

Schedler, George, Associate Professor, Ph.D., University of California at San Diego, 1973; 1973. Philosophy of law, ethics, social philosophy.

Schilpp, Paul A., *Emeritus*, Ph.D., Stanford University, 1936; 1965.

Tenney, Charles, University Professor, *Emeritus*, Ph.D., University of Oregon, 1931; 1931.

Physical Education**College of Education**

Ackerman, Kenneth, Assistant Professor, M.A., Michigan State University, 1959; 1969.

Baker, John A. W., Assistant Professor, Ph.D., University of Iowa 1979; 1980.

Carroll, Peter, Assistant Professor, Ph.D., Pennsylvania State University, 1970; 1969.

Davies, Dorothy R., Professor, *Emerita*, Ed.D., University of Cincinnati, 1944; 1939.

Franklin, C. C., Associate Professor, M.S.Ed., Indiana University, 1946; 1948.

Good, Larry, Associate Professor, Ed.D., Temple University, 1968; 1967.

Ho, Linda, Assistant Professor, Ph.D., University of Colorado, 1980; 1980.

Idoine, Sallie, Assistant Professor, M.M., Florida State University, 1972; 1976.

Knowlton, Ronald, Professor, Ph.D., University of Illinois, 1961; 1961.

Potter, Marjorie Bond, Professor, *Emerita*, Ph.D., University of Southern California, 1958; 1961.

Shea, Edward, Professor, Ph.D., New York University, 1955; 1954.

Spackman, Robert, Associate Professor, M.S.Ed., Southern Illinois University, 1960, 1957.

Stotlar, John, Associate Professor, *Emeritus*, D.P.Ed., Indiana University, 1954; 1948.

Thirer, Joel, Associate Professor, Ph.D., Florida State University, 1976; 1976.

Thorpe, JoAnne Lee, Professor, Ph.D., Texas Woman's University, 1964; 1958.

Wade, Michael, Professor and *Chairperson*, Ph.D., University of Illinois, 1970; 1981.

West, Charlotte, Professor, Ph.D., University of Wisconsin, 1969; 1957.

Zimmerman, Helen, Professor, *Emerita*, Ph.D., University of Wisconsin, 1951; 1952.

Physics and Astronomy

College of Science

Arvin, Martin J., Professor, *Emeritus*, Ph.D., University of Illinois, 1934; 1949.

Borst, Walter L., Associate Professor, Ph.D., University of California, Berkeley, 1968; 1971.

Bose, Subir K., Associate Professor, Ph.D., University of Allahabad, India, 1967; 1968.

Brasefield, Charles J., Professor, *Emeritus*, Ph.D., Princeton University, 1927; 1954.

Cutnell, John D., Associate Professor, Ph.D., University of Wisconsin, 1967; 1968.

Gruber, Bruno J., Professor, Ph.D., University of Vienna, Austria, 1961; 1972.

Henneberger, Walter C., Professor, Ph.D., Göttingen University, Germany, 1959; 1963.

Johnson, Kenneth W., Associate Professor, Ph.D., Ohio State University, 1967; 1970.

Malik, F. Bary, Professor and *Chairperson*, Ph.D., Göttingen University, 1958; 1980.

Nickell, William E., Professor, Ph.D., University of Iowa, 1954; 1963.

Sanders, Frank C., Jr., Associate Professor, Ph.D., University of Texas, 1968; 1969.

Saporoschenko, Mykola, Associate Professor, Ph.D., Washington University, 1958; 1965.

Telschow, Kenneth L., Associate Professor, Ph.D., University of California, Los Angeles, 1973; 1976.

Watson, Richard E., Professor, *Emeritus*, Ph.D., University of Illinois, 1938; 1958.

Young, Otis B., Professor, *Emeritus*, Ph.D., University of Illinois, 1928; 1929.

Zitter, Robert N., Professor, Ph.D., University of Chicago, 1962; 1967.

Physiology

College of Science

Bone, Leon, Assistant Professor, Ph.D., University of Arkansas, 1976; 1979. Invertebrate

pheromones; control of parasitic helminths by pheromones.

Doorenbos, Norman, Professor, Ph.D., University of Michigan, 1954; 1977. Naturally occurring bioactive substances, herbal drugs, toxins, plant materials used in drug abuse.

Dunagan, Tommy T., Professor and *Acting Chairman*, Ph.D., Purdue University, 1960; 1962. Physiology and biochemistry of Acanthocephala, carbohydrate metabolism, nervous system, lacunar system.

Foote, Florence M., Professor, *Emerita*, Ph.D., University of Iowa, 1940; 1963.

Kaplan, Harold M., Professor, *Emeritus*, Ph.D., Harvard University, 1933; 1949.

Miller, Donald M., Professor, Ph.D., University of Illinois, 1965; 1966. Halophilic blue-green alga, Acanthocephalan parasites, migration in slime mold, toxins and snake venom.

Richardson, Alfred W., Professor, Ph.D., University of Iowa, 1949; 1966.

Russell, Lonnie D., Associate Professor, Ph.D., University of Nebraska, 1974; 1977. Male reproductive system, cell-to-cell relationships in the testis, Sertoli cell, hormonal control.

Plant and Soil Science

College of Agriculture

Caster, Alfred B., Professor, *Emeritus*, Ph.D., University of Arizona, 1941; 1957.

Coorts, Gerald D., Professor and *Chairperson*, Ph.D., University of Illinois, 1964; 1968. Floriculture and greenhouse management.

Elkins, Donald M., Professor, Ph.D., Auburn University, 1967; 1967. Field and forage crops, plant growth regulators.

Hillyer, Irvin G., Professor, Ph.D., Michigan State University, 1956; 1956. General horticulture and vegetable production.

Jones, Joe H., Associate Professor, Ph.D., Ohio State University, 1960; 1964. Soil conservation, soil physics, soil and water relationships.

Kapusta, George, Professor, Ph.D., Southern Illinois University, 1975; 1964. Weed control and crop production.

Klubek, Brian P., Assistant Professor, Ph.D., Utah State University, 1977; 1978. Soil microbiology.

Leasure, J. K., Professor, *Emeritus*, Ph.D., University of Illinois, 1953; 1966. Herbicides and weed control, statistics.

Mowry, James B., Professor, *Emeritus*, Ph.D., Rutgers University, 1951; 1951. Fruit culture and pest control.

Myers, Oval, Jr., Professor, Ph.D., Cornell University, 1963; 1968. Plant genetics and breeding.

Olsen, Farrel J., Professor, Ph.D., Rutgers University, 1961; 1971. Forages and pasture agronomy.

Portz, Herbert L., Professor, Ph.D., University of Illinois, 1954; 1954. Field crops and turf management.

Stucky, Donald J., Associate Professor, Ph.D., Purdue University, 1963; 1970. Crop physiology, crop ecology, crop production and environmental aspects.

Tweedy, James A., Professor, Ph.D., Michigan State University, 1966; 1966. Herbicides and weed control.

Varsa, Edward C., Assistant Professor, Ph.D., Michigan State University, 1970; 1970. Soil chemistry, fertility, and management.

Political Science

College of Liberal Arts

Alexander, Orville, Professor, *Emeritus*, Ph.D., University of Iowa, 1936; 1938.

Baker, John H., Associate Professor, Ph.D., Princeton University, 1961; 1966. American politics, urban politics, intergovernmental relations.

Chou, Ikua, Professor, Ph.D., Fletcher School of Law and Diplomacy, 1949; 1964. Comparative politics, international politics, Marxist theory, comparative Communism.

Dale, Richard, Associate Professor, Ph.D., Princeton University, 1962; 1966. African politics, comparative politics, international politics, and civil-military politics.

Derge, David Richard, Professor, Ph.D., Northwestern University, 1955; 1972. American politics, institution-building in developing nations, administrative decision-making.

Desai, Uday, Assistant Professor, Ph.D., University of Pittsburgh, 1973; 1978. Public administration, public policy, organizational theory.

Ervin, Osbin L., Assistant Professor, Ph.D., University of Tennessee, 1974; 1974. Public administration, policy analysis, environmental and land-use policy.

Foster, John L., Associate Professor and *Chairperson*, Ph.D., University of Minnesota, 1971; 1975. Organizational behavior and theory, urban government, methodology.

Garner, William R., Associate Professor, Ph.D., Tulane University, 1963; 1966. Latin American politics, inter-American relations, political culture/socioalization, political philosophy.

Hanson, Earl Thomas, Professor, *Emeritus*, Ph.D., University of Illinois, 1948; 1960.

Hardenbergh, William, Professor, Ph.D., University of Illinois, 1954; 1960. Comparative politics, especially Britain and old Commonwealth countries, South Asia, Middle East.

Jackson, John S., III, Professor, Ph.D., Vanderbilt University, 1971; 1969. American government and politics, political parties, public opinion, state and local government.

Jacobini, Horace B., Professor, Ph.D., University of Kansas, 1951; 1957. International relations, comparative politics, jurisprudence, administrative law.

Kamarasy, Egon K., Assistant Professor, Doctor Politics, Budapest University, Hungary, 1942; 1959. Comparative politics (Europe),

contemporary political ideologies, social policy, environmental protection.

Klingberg, Frank L., Professor, *Emeritus*, Ph.D., University of Chicago, 1938; 1946.

Landecker, Manfred, Associate Professor, Ph.D., Johns Hopkins University, 1965; 1959. International relations, U.S. foreign policy, comparative politics and foreign policy, economic and political development.

Mace, George R., Associate Professor, Ph.D., Claremont Graduate School, 1963; 1970.

McGrath, Robert A., Professor, *Emeritus*, Ph.D., University of Iowa, 1947; 1949.

Melone, Albert, Associate Professor, Ph.D., University of Iowa, 1972; 1979.

Miller, Roy E., Associate Professor, Ph.D., University of Illinois, 1971; 1967. Methodology, American political behavior.

Morton, Ward M., Professor, *Emeritus*, Ph.D., University of Texas, 1941; 1949.

Nelson, Randall H., Professor, Ph.D., University of Michigan, 1956; 1955. American constitutional law, judicial process, and behavior, American chief executive, American politics.

Paine, JoAnn P., Associate Professor, Ph.D., University of Oregon, 1967; 1966. Empirical theory, international politics, comparative politics.

Ridgeway, Marian E., Professor, *Emerita*, Ph.D., University of Illinois, 1952; 1952.

Roper, Robert T., Assistant Professor, Ph.D., University of Kentucky, 1978; 1978. American politics, public law.

Seroka, James H., Associate Professor, Ph.D., Michigan State University, 1976; 1979. Public administration, public personnel administration.

Somit, Albert, Professor, Ph.D., University of Chicago, 1947; 1980. Political theory and biopolitics.

Stauber, Leland G., Associate Professor, Ph.D., Harvard University, 1964; 1966. Socialism, comparative public policy, comparative government and politics.

Turley, William S., Associate Professor, Ph.D., University of Washington, 1972; 1971. International relations, comparative politics.

Psychology

College of Liberal Arts

Bekker, L. Demoyne, Associate Professor, Ph.D., Ohio State University, 1968; 1969. Clinical, personality development, family interactions, family therapy, marital relationships.

Bliss, David K., Associate Professor, Ph.D., University of California at Berkeley, 1968; 1974. Experimental, physiological, animal behavior, psychopharmacology.

Brutten, Gene J., Professor, Ph.D., University of Illinois, 1957; 1957.

Buck, Terence D., Associate Professor, Ph.D., University of Missouri, 1968; 1969. Counseling, and psychotherapy, group process

and group dynamics, management of psychological services.

Carrier, Neil A., Professor, Ph.D., University of Michigan, 1956; 1957. Experimental, college teaching, classroom performance, assessment of instruction.

Dillon, Ronna, Assistant Professor, Ph.D., University of California at Riverside, 1978; 1978. Experimental, cognitive processes, individual differences, human psychophysiology.

Dollinger, Stephen, Associate Professor, Ph.D., University of Missouri, 1977; 1977. Clinical, child psychopathology and therapy, intrinsic motivation, social learning theory.

Ehrenfreund, David, Professor, Ph.D., State University of Iowa, 1947; 1962. Experimental, learning theory, motivation, discrimination learning.

Gannon, Linda, Associate Professor, Ph.D., University of Wisconsin, 1975; 1975. Clinical, human psychophysiology, biofeedback, psychosomatic disorders, learned helplessness, feminist therapy.

Graham, Jack W., Professor, Ph.D., Purdue University, 1951; 1951. Counseling, measurement and evaluation.

Haynes, Stephen N., Professor, Ph.D., University of Colorado, 1971; 1976. Clinical, behavioral assessment, behavioral analysis and intervention with marital dysfunction and psychophysiologic disorders.

Kelley, Noble, H., Professor, Emeritus, Ph.D., State University of Iowa, 1936; 1951.

Lit, Alfred, Professor, Ph.D., Columbia University, 1948; 1961. Experimental, visual science, perception, human engineering.

McCarthy, Patricia R., Assistant Professor, Ph.D., Ohio State University, 1978; 1979. Counseling, counseling process, community psychology, interactionist theories of behavior.

McHose, James H., Professor and Chairperson, Ph.D., University of Iowa, 1961; 1961. Experimental, learning theory, motivation, animal learning.

McKillip, John A., Associate Professor, Ph.D., Loyola University of Chicago, 1974; 1975. Experimental, counseling, program evaluation impression formation, intergroup interaction.

Meltzer, Donald, Professor, Ph.D., University of Pittsburgh, 1963; 1966. Experimental, learning instrumentation, psychopharmacology.

Miller, H. Richard, Associate Professor, Ph.D., University of Missouri, 1967; 1973. Counseling, outcomes of therapy, anxiety reduction, training effectiveness, cognitive development in training counselors.

Mitchell, Thomas O., Associate Professor, Ph.D., University of Colorado, 1969; 1968. Experimental, social, psycholinguistics, person perception, computer simulation of social behavior.

Molfese, Dennis L., Professor, Ph.D., Pennsylvania State University, 1972; 1972. Experimental, developmental, neurolinguistics, psycholinguistics, cognition.

Molfese, Victoria J., Associate Professor, Ph.D., Pennsylvania State University, 1974; 1972. Experimental, developmental, cognition, psycholinguistics, aging.

O'Donnell, James P., Associate Professor, Ph.D., University of Pittsburgh, 1965; 1965. Clinical, child psychopathology, clinical neuropsychology.

Pitz, Gordon F., Professor, Ph.D., Carnegie-Mellon University, 1963; 1963. Experimental, decision making, cognitive processes and judgment.

Purcell, Thomas D., Associate Professor, Ph.D., Southern Illinois University, 1965; 1960.

Radtke, Robert C., Associate Professor, Ph.D., State University of Iowa, 1963; 1966. Experimental, memory, cognitive processes, aging.

Rafferty, Janet E., Professor, Ph.D., Ohio State University, 1952; 1954. Clinical, personality, child, prevention and intervention.

Ramanaiah, Nerella, Associate Professor, Ph.D., University of Oregon, 1971; 1971. Experimental, personality assessment, clinical judgment, test theory, quantitative methods.

Ringuette, Eugene L., Associate Professor, Ph.D., Purdue University, 1963; 1967. Clinical, psychology-law research, personality theory and dynamics, psychotherapy.

Schill, Thomas R., Professor, Ph.D., Oklahoma State University, 1963; 1963. Clinical, personality theory and dynamics, personality evaluation, rational emotive psychotherapy.

Schmeck, Ronald R., Professor, Ph.D., Ohio University, 1969; 1969. Experimental, learning and motivation teaching methods, individual differences in learning.

Shoemaker, Donald J., Professor, Ph.D., Ohio State University, 1955; 1960. Clinical, development and treatment of stuttering, psychotherapy, family interactions.

Slaney, Robert B., Assistant Professor, Ph.D., Ohio State University, 1973; 1981. Counseling career counseling, adult development, research in counseling, career intervention.

Smith, Douglas C., Assistant Professor, Ph.D., Kansas State University, 1977; 1979. Experimental, biopsychology, neuropsychology, vision, development.

Snyder, John F., Associate Professor, Ph.D., Loyola University, 1965; 1968. Counseling, crisis intervention, consultation, supervision, rural drug abuse prevention programming, group process.

Tinsley, Diane J., Assistant Professor, Ph.D., University of Minnesota, 1972; 1978. Counseling, assessment of training and supervision, women's career development, human life styling, counselor selection.

Tinsley, Howard E.A., Associate Professor, Ph.D., University of Minnesota, 1971; 1973. Counseling, career counseling, psychological measurement, leisure activities, personality.

Westberg, William C., Professor, Emeritus, Ph.D., Pennsylvania State University, 1948; 1952.

Yanico, Barbara, Assistant Professor, Ph.D., Ohio State University, 1977; 1978. Counseling, personality, personal adjustment, psychology of women, sex roles, appraisal/testing, counseling theories, vocational development.

Public Visual Communications

Departmental Affiliation of Interdisciplinary Program Faculty

- Blumenberg, Richard**, Associate Professor, Ph.D., (Cinema and Photography)
Cocking, Loren D., Assistant Professor, M.A., (Cinema and Photography)
Covell, Michael D., Assistant Professor, M.F.A., (Cinema and Photography)
Dybvig, H. Eugene, Associate Professor, Ph.D., (Radio-Television)
Gilmore, David A., Associate Professor, M.F.A. (Cinema and Photography)
Harpole, Charles H., Assistant Professor, Ph.D., (Cinema and Photography)
Hildreth, Richard, Assistant Professor, M.S., (Radio-Television)
Horrell, C. William, Professor, Ed.D., (Cinema and Photography)
Kolb, Gary, Assistant Professor, M.F.A., (Cinema and Photography)
Lyons, Timothy J., Ph.D., (Cinema and Photography)
Mercer, John, Professor, Ph.D., (Cinema and Photography)
Paine, Frank, Associate Professor, B.S., (Cinema and Photography)
Powell, W. Duane, M.F.A., (Cinema and Photography)
Shipley, Charles W., Professor, Ph.D., (Radio-Television)
Sitaram, K. S., Professor, Ph.D., (Radio-Television)
Swedlund, Charles A., Professor, M.S., (Cinema and Photography)

Radio-Television

College of Communications and Fine Arts

- Dybvig, Homer E.**, Associate Professor, Ph.D., Southern Illinois, 1970; 1961.
Hildreth, Richard, Assistant Professor, M.S., Syracuse University, 1968; 1968.
Kurtz, John L., Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University, 1973; 1962.
Oglesbee, Frank, Assistant Professor, Ph.D., University of Missouri, 1969; 1972.
Robbins, Buren C., Associate Professor, *Emeritus*, M.A., University of Iowa, 1935; 1949.
Shipley, Charles W., Professor, Ph.D., Florida State University, 1971; 1971.
Sitaram, K. S., Professor, Ph.D., University of Oregon, 1969; 1979.
Swan, Sam, Assistant Professor and *Acting Chairperson*, Ph.D., University of Missouri, 1978; 1981.

Recreation

College of Education

- Allen, John R.**, Associate Professor, Ph.D., Southern Illinois University, 1977; 1977.
Cleary, Leonard, Assistant Professor, Ph.D., University of Illinois, 1978; 1978.
Freeberg, William, Professor (*Emeritus*), Re.D., Indiana University, 1950; 1942.
Kinney, Walter B., Assistant Professor, Ph.D., New York University, 1976; 1980.
Loveland, Norma Jean, Assistant Professor, Re.D., Indiana University, 1975; 1975.
McEwen, Douglas, Associate Professor, Ph.D., Michigan State University, 1973; 1975.
O'Brien, William, Professor and *Chairperson*, Re.D., Indiana University, 1967; 1948.
Smith, Owen R., Assistant Professor, Ph.D., University of Utah, 1974; 1974.
Taylor, Loren, Professor *Emeritus*, Ed.D., Columbia University, 1957; 1957.
Teaff, Joseph D., Associate Professor, Ed.D., Columbia University, 1973; 1980.

Rehabilitation Institute

College of Human Resources

- Allen, Harry A.**, Associate Professor, Ed.D., University of Arkansas, 1971; 1970.
Azrin, Nathan H., Professor, Ph.D., Harvard University, 1956; 1958.
Baker, Richard J., Associate Professor, Ed.D., Auburn University, 1972; 1974.
Bender, Eleanor, Assistant Professor, *Emerita*, M.S., Southern Illinois University, 1972; 1961.
Bryson, Seymour L., Associate Professor, Ph.D., Southern Illinois University, 1972; 1969.
Colvin, Robert H., Assistant Professor, Ph.D., Southern Illinois University at Carbondale, 1971; 1972.
Cuvo, Anthony J., Professor, Ph.D., University of Connecticut, 1973; 1973.
Dickey, Thomas W., Associate Professor, *Emeritus*, M.A., Southern Illinois University, 1964; 1964.
Falvo, Donna, Assistant Professor, Ph.D., Southern Illinois University, 1978; 1974.
Gardner, Margaret S., Associate Professor, Ph.D., Northwestern University, 1960; 1968.
Goldman, Samuel, Professor, Ph.D., University of Chicago, 1961; 1980.
Greene, Brandon, Assistant Professor, Ph.D., Florida State University, 1979; 1979.
Grenfell, John E., Professor, Ed.D., Oregon State University, 1966; 1966.
Hafer, Marilyn, Assistant Professor, Ph.D., Texas Tech University, 1971; 1979.
Hawley, Irene B., Assistant Professor, Ph.D., Southern Illinois University, 1973; 1968.
Lee, Robert E., Associate Professor, *Emeritus*, Ph.D., University of Minnesota, 1964; 1964.
Lorenz, Jerome R., Associate Professor and *Director*, Ph.D., University of Wisconsin, 1973; 1973.

Lutzker, John, Associate Professor, Ph.D., University of Kansas, 1970; 1973.

Maki, Dennis, Assistant Professor, Ph.D., University of Wisconsin, 1979; 1979.

Miranti, Joseph P., Professor, M.D., Loyola University of Chicago, 1950; 1961.

Peterson, James, Assistant Professor, Ph.D., Southern Illinois University, 1976; 1978.

Poppen, Roger L., Associate Professor, Ph.D., Stanford University, 1968; 1970.

Renzaglia, Guy A., Professor, *Emeritus*, Ph.D., University of Minnesota, 1952; 1955.

Riggar, Theodore, Ed.D., University of Northern Colorado, 1977; 1979.

Rubin, Harris B., Professor, Ph.D., University of Chicago, 1965; 1966.

Rubin, Stanford E., Professor, Ed.D., University of Illinois, 1968; 1980.

Sawyer, Horace W., Associate Professor, Ed.D., Auburn University, 1973; 1977.

Schumacher, Brockman, Professor, Ph.D., Washington University, 1969; 1967.

Vieceli, Louis, Associate Professor, M.S.Ed., Southern Illinois University, 1959; 1958.

Religious Studies

College of Liberal Arts

Hayward, John F., Professor and *Chairperson*, Ph.D., University of Chicago, 1949; 1968.

Social and Community Service

College of Human Resources

Alliband, Terry T., Assistant Professor, Ph.D., University of Iowa, 1974; 1975. Community development, community organizing, international community development, folk-arts development.

Auerbach, Arnold J., Professor, *Emeritus*, Ph.D., University of Pittsburgh, 1961; 1972.

Bhattacharyya, Jnanabrota, Associate Professor, Ph.D., University of Delhi, India, 1969; 1968. Community development, comparative community development, international development, political theory and social and economic change, peasant movements.

Denise, Paul S., Assistant Professor, Ph.D., University of California, Berkeley, 1974; 1968. Community development, citizen participation, urban sociology, social change, race and ethnic relations, social stratification, experiential education, and social impact of energy development.

Ehrlich, Ira F., Professor, D.S.W., Washington University, 1970; 1976. Social welfare.

Fauri, David, Professor and *Director*, Ph.D., Southern Illinois University, 1972; 1980. Social work.

Poston, Richard, Professor, *Emeritus*, B.A., University of Montana, 1940; 1953.

Rosen, Anita, Assistant Professor, Ph.D., Southern Illinois University, 1975; 1971. Social work.

Thomas, Richard M., Professor, D.Ed., Uni-

versity of California, Los Angeles, 1964; 1966. Community development, social change theory, role theory and analysis, international development, small groups and leadership training, community and adult education, survey and action research, community studies.

Wakeley, Raymond E., Professor, *Emeritus*, Ph.D., Cornell University, 1928; 1961. Community development, community studies, rural sociology, demography.

Sociology

College of Liberal Arts

Alix, Ernest K., Associate Professor, Ph.D., Southern Illinois University, 1966; 1967. Deviance, sociology of criminal law, criminology.

Brooks, Melvin, Associate Professor, Ph.D., University of Wisconsin, 1941; 1956. Race and ethnic relations, methodology, interpersonal adjustment, migrant farm labor.

Burger, Thomas, Associate Professor, Ph.D., Duke University, 1972; 1973. Contemporary theory, history of social thought, social stratification.

Eynon, Thomas G., Professor, Ph.D., Ohio State University, 1959; 1968. Criminology, corrections and social control.

Greenstein, Theodore, Assistant Professor, Ph.D., Washington State University, 1976; 1976. Social psychology, research methods, statistics.

Hawkes, Roland K., Associate Professor, Ph.D., Johns Hopkins University, 1967; 1970. Statistics, research methods, formal theory, social stratification.

Hendrix, Lewellyn, Associate Professor, Ph.D., Princeton University, 1974; 1971. Family, social stratification.

Johnson, Elmer H., Professor, Ph.D., University of Wisconsin, 1950; 1966. Social deviance, criminology.

Lantz, Herman R., Professor, Ph.D., Ohio State University, 1950; 1950. Sociology of the family, community studies, sociology of science, sociology of language.

Marcum, John P., Jr., Assistant Professor, Ph.D., University of Texas, 1976; 1976. Population, family, aging.

Meddin, Jay R., Assistant Professor, Ph.D., University of Kentucky, 1973; 1972. Social change, social psychology, American society.

Munch, Peter A., Professor, *Emeritus*, Ph.D., University of Oslo, 1946; 1957. Theory, community studies.

Nall, Frank C., II, Associate Professor, Ph.D., Michigan State University, 1959; 1964. Culture and social structure, urban sociology, social systems theory.

Shelby, Lon R., Professor, Ph.D., University of North Carolina, 1962; 1979.

Snyder, Charles R., Professor and *Chairperson*, Ph.D., Yale University, 1954; 1960. Social deviance, critical criminology, alcohol studies.

Special Education

College of Education

Bates, Paul, Assistant Professor, Ph.D., University of Wisconsin, 1978; 1978.

Casey, John P., Professor, Ed.D., Indiana University, 1963; 1964.

Cordoni, Barbara, Associate Professor, Ed.D., Duke University, 1976; 1977.

Crowner, James, Professor, Ph.D., Michigan State University, 1960; 1966.

Ewing, Norma J., Assistant Professor, Ph.D., Southern Illinois University, 1974; 1973.

Hisama, Toshiaki, Associate Professor, Ph.D., University of Oregon, 1971; 1971.

Joiner, Lee M., Professor, Ph.D., Michigan State University, 1966; 1968.

Juul, Kristen, Professor, Ph.D., Wayne State University, 1953; 1970.

McKay, Elizabeth B., Associate Professor, *Emerita*, Ph.D., Syracuse University, 1952; 1952.

Miller, Sidney, Associate Professor, Ph.D., The Pennsylvania State University, 1974; 1978.

Morgan, Howard, Professor, Ed.D., Wayne State University, 1962; 1969.

Rainey, Dan, Assistant Professor, *Emeritus*, M.S.Ed., Southern Illinois University, 1956; 1957.

Sabatino, David A., Professor and *Chairman*, Ph.D., Ohio State University, 1966; 1978.

Sedlak, Robert A., Associate Professor, Ph.D., Pennsylvania State University, 1973; 1978.

Stoneburner, Robert L., Associate Professor, Ph.D., University of Illinois, 1974; 1973.

Teska, James A., Associate Professor, Ph.D., University of Illinois, 1969; 1973.

Speech Communication

College of Communications and Fine Arts

Breniman, Lester R., Associate Professor, *Emeritus*, Ph.D., Ohio State University, 1953; 1954.

Bytwerk, Randall L., Associate Professor, Ph.D., Northwestern University, 1975; 1975. Rhetoric and public address.

Deetz, Stanley, Associate Professor, Ph.D., Ohio University, 1973; 1977. Interpersonal and small group communication, phenomenology and philosophy of communication.

Hibbs, R.P., Professor, *Emeritus*, A.M., University of Wisconsin, 1942; 1965. Communication education.

Higgerson, Mary Lou, Assistant Professor, Ph.D., University of Kansas, 1974; 1973. Organizational communication and public relations.

Holdridge, William E., Assistant Professor, Ph.D., University of Illinois, 1974; 1977. Interpersonal and small group communication, rhetoric and public address.

Kleinau, Marion L., Professor, Ph.D., University of Wisconsin, 1961; 1959. Oral interpretation, communication education.

Kleinau, Marvin D., Associate Professor and *Chairman*, Ph.D., Southern Illinois University, 1977; 1963. Communication education, rhetoric, and public address.

Langigan, Richard L., Professor, Ph.D., Southern Illinois University, 1969; 1974. Phenomenology and philosophy of communication, semiology.

MacDonald, Donald, Associate Professor, Ph.D., Michigan State University, 1971; 1976. Organizational communication and public relations.

Micken, Ralph A., Professor, *Emeritus*, Ph.D., Northwestern University, 1948; 1957.

Pace, Thomas J., Professor, Ph.D., University of Denver, 1957; 1965. Interpersonal and small group communication, phenomenology and philosophy of communication.

Parkinson, Michael, Assistant Professor, Ph.D., University of Oklahoma, 1978; 1978. Language behavior; organizational communication.

Potter, David J., Professor, *Emeritus*, Ph.D., Columbia University, 1943; 1960.

Sanders, Keith R., Professor, Ph.D., University of Pittsburgh, 1968; 1967. Political communication, interpersonal and small group communication.

Talley, C. Horton, Professor, *Emeritus*, Ph.D., State University of Iowa, 1936; 1948.

Technical Careers, School of

Alden, Elaine, Associate Professor, Ph.D., University of Pittsburgh, 1971; 1975.

Ashworth, Edwin Robert, Assistant Professor, Ph.D., Southern Illinois University, 1972; 1963.

Caldwell, Paul, Associate Professor, M.S.Ed., Southern Illinois University, 1965; 1960.

Dallman, Murnice H., Associate Professor, M.S.Ed., Southern Illinois University, 1960; 1954.

Greathouse, Lillian, Assistant Professor, Ph.D., Southern Illinois University, 1981; 1968.

Hertz, Donald G., Associate Professor, Ed.M., University of Oklahoma, 1953; 1965.

Johnston, Chester E., Associate Professor, A.M., George Peabody College of Teachers, 1953; 1955.

Lampman, Duncan L., Associate Professor, M.S.Ed., Southern Illinois University, 1956; 1954.

Little, Harold, Associate Professor, *Emeritus*, B.S., Pennsylvania State University, 1951; 1964.

McDougle, Larry, Associate Professor, Ph.D., University of Toledo, 1971; 1979.

Miller, Harry, Professor, Ed.D., University of Nebraska, 1970; 1970.

Robb, James, Associate Professor, Ph.D., Southern Illinois University, 1974; 1962.

Rutledge, Clifton D., Associate Professor, M.Arch., Kansas State University, 1968; 1965.
Soderstrom, Harry, Professor, M.S., Bradley University, 1952; 1962.

Traylor, George Lelon, Associate Professor, M.S.Ed., Southern Illinois University, 1965; 1957.

Trotter, Gene, Associate Professor, B.S., North Dakota State University, 1939; 1973.

Vaughn, Frank Eugene, Associate Professor, M.S.Ed., Southern Illinois University, 1961; 1952.

Technology

College of Engineering and Technology

Andrews, Paul, Associate Professor, Ph.D., Southern Illinois University, 1979; 1971.

Barbay, Joseph E., Jr., Associate Professor, Ph.D., University of Missouri, Columbia, 1971; 1970.

Besterfield, Dale H., Professor and *Acting Chairman*, Ph.D., Southern Illinois University, 1971; 1962.

Johnson, Marvin E., Professor, Ed.D., University of Missouri, Columbia, 1959; 1948.

Klopp, Mark E., Associate Professor, M.S.Ed., Pennsylvania State University, 1954; 1956.

Moeller, C. Merrill, Associate Professor, M.S.C.E., Kansas State University, 1951; 1956.

Rogers, Lee, Associate Professor, Ph.D., Southern Illinois University, 1975; 1967.

Theater

College of Communications and Fine Arts

McLeod, Archibald, Professor, *Emeritus*, Ph.D., Cornell University, 1943; 1947. History and criticism.

Moe, Christian H., Professor, Ph.D., Cornell University, 1958; 1958. Playwriting, theater history.

Payne, Darwin R., Professor and *Chairperson*, M.F.A., Southern Illinois University, 1955; 1963. Scene design.

Reynolds, Howard, Adjunct Assistant Professor, M.A., Smith College, 1969; 1975.

Stewart-Harrison, Eelin, Associate Professor, Ph.D., Louisiana State University, 1968; 1961. Costume design, acting.

Straumanis, Alfreds, Associate Professor, Ph.D., Carnegie-Mellon University, 1966; 1973. Baltic theater, theory, and criticism.

Thermal and Environmental Engineering

College of Engineering and Technology

Chen, Juh W., Professor and *Chairperson*, Ph.D., University of Illinois, 1959; 1965. Process analysis and kinetics, sonocatalysis.

Cook, Echol E., Professor, Ph.D., Oklahoma State University, 1970; 1971. Biological waste treatment, fixed bed reactors, solid waste disposal.

Helmer, Wayne A., Assistant Professor, Ph.D., Purdue University, 1974; 1974. Heat transfer in two-phase flow.

Hesketh, Howard E., Professor, Ph.D., Pennsylvania State University, 1968; 1968. Air pollution control, atomization, sorption processes, fluidization engineering, control of sulfur dioxide and particulates, evaluation and control of odors.

Jefferson, Thomas B., Professor, Ph.D., Purdue University, 1955; 1969. Thermodynamics, heat transfer.

Kent, Albert C., Associate Professor, Ph.D., Kansas State University, 1968; 1966. Heat transfer, thermal environmental control.

Muchmore, Charles B., Associate Professor, Ph.D., Southern Illinois University, 1970; 1966. Biological, physical and chemical aspects of water quality control, mass transfer operations.

O'Brien, William S., Assistant Professor, Ph.D., West Virginia University, 1972; 1973. Acid mine waste treatment, coal conversion processes.

Petrie, Thomas W., Associate Professor, Ph.D., University of Minnesota, 1969; 1972. Thermodynamics, heat transfer, advanced energy, conversion, coal desulfurization.

Rajan, Suryanarayaniah, Assistant Professor, Ph.D., University of Illinois, 1970; 1977. Combustion and energy utilization.

Sinha, Atmesh K., Associate Professor, University of Sheffield, England, 1963; 1975. Mining systems, mine environment control.

Stoever, Herman J., Professor, *Emeritus*, University of Illinois, 1934; 1960.

Tempelmeyer, Kenneth E., Professor, Ph.D., University of Tennessee, 1969; 1979.

Vocational Education Studies

College of Education

Anderson, Marcia, Associate Professor, Ph.D., Southern Illinois University, 1975; 1970. Business and office occupations education, teaching methodology, curriculum development, philosophy of vocational education.

Bailey, Larry J., Professor, Ed.D., University of Illinois, 1968; 1969. Career education, career development theory and research, curriculum development, research design, evaluation.

Bittle, R. E., Professor, Ed.D., University of Florida, 1956; 1969. Community college and military occupational education, management and supervision, occupational internship, work experience analysis, evaluation, non-traditional education, campus-without walls, university-industry interface.

Bortz, Richard F., Associate Professor, Ph.D., University of Minnesota, 1967; 1977. Occupational curriculum specialist, occupational curriculum design, health occupation curriculum.

Buila, Theodore, Associate Professor, Ph.D., Cornell University, 1968; 1968. Rural development, agricultural occupations, community educational resources.

Carter, Rose Mary, Assistant Professor, Ph.D., Purdue University, 1970; 1970. Special needs learners, curriculum development, supervision, methods of instruction, experience based career education.

Erickson, John H., Professor, *Emeritus*, Ed.D., Pennsylvania State University, 1953; 1955. Research procedures, graduate programs, teaching internships, curriculum development.

Fults, Anna Carol, Professor, Ph.D., Ohio State University, 1946; 1952. Evaluation, curriculum with emphasis on philosophy, teacher education, consumer-homemaking, H.E.R.O., Coop.

Gallington, Ralph O., Professor, *Emeritus*, Ed.D., George Washington University, 1947; 1955.

Gooch, Bill G., Associate Professor and *Chairperson*, Ed.D., University of Tennessee, 1973; 1973. Administration and supervision, cooperative vocational education, principles and philosophies of vocational education.

Huck, John F., Associate Professor, Ed.D., University of Illinois 1973; 1970. Educational internships, vocational psychology, manpower, research, adult vocational education.

Jenkins, James, Professor, Ed.D., Pennsylvania State University, 1955; 1956. Industrial arts, elementary and special education crafts, curriculum development.

Keenan, Dorothy, Professor, Ed.D., University of Illinois, 1962; 1961. Curriculum development, methods, competency based or mastery learning, consumer homemaking.

Legacy, James, Associate Professor, Ph.D., Cornell University, 1976; 1977. Agricultural education, pragmatic research design, curriculum development, adult and extension education.

Luft, Roger L., Associate Professor, Ed.D., Oregon State University, 1977; 1978.

Rahe, Harves C., Professor, *Emeritus*, Ed.D., Indiana University, 1950; 1950.

Ramp, Wayne S., Professor, Ed.D., Bradley University, 1956; 1957. Supervision, philosophy and principles of occupational education, placement, vocational guidance, leadership development, competency-based education.

Reneau, Fred W., Assistant Professor, Ed. D., Virginia Tech, 1979; 1979. Agriculture education, adult education, curriculum development, teaching methods.

Rosenbarger, Maxine, Associate Professor, Ph.D., Southern Illinois University, 1970; 1973. Health occupations education, manpower research and planning, teaching methodology.

Stadt, Ronald W., Professor, Ed.D., University of Illinois, 1962; 1967. Evaluation, personal service and industrial occupations, cooperative education, career education, publication.

Stitt, Thomas R., Professor, Ph.D., Ohio State University, 1967; 1967. Curriculum specialist, agricultural education, cooperative vocational education and adult education.

Sullivan, James A., Professor, Ed.D., West Virginia University, 1967; 1968. Industrial

occupations curriculum development, cooperative education, energy and power systems.

Wood, Eugene S., Professor, *Emeritus*, Ed.D., University of Missouri, 1958; 1949. Agricultural education, post-high school programs in agriculture, teaching methods and curriculum development.

Zoology

College of Science

Anthony, Terence R., Associate Professor, M.D., University of Chicago, 1968; and Ph.D., University of Chicago, 1975; 1971. Ethology.

Beatty, Joseph A., Associate Professor, Ph.D., Harvard University, 1969; 1965. Invertebrates: arachnida.

Blackwelder, Richard E., Professor, *Emeritus*, Ph.D., Stanford University, 1934; 1958.

Brandon, Ronald A., Professor and *Chairman*, Ph.D., University of Illinois, 1962; 1963. Herpetology: systematics of amphibians.

Burr, Brooks M., Associate Professor, Ph.D., University of Illinois, 1977; 1977. Ichthyology.

Dyer, William G., Professor, Ph.D., Colorado State University, 1965; 1969. Parasitology: helminthology.

Ellinger, Mark S., Associate Professor, Ph.D., University of Minnesota, 1976; 1977. Embryology, developmental biology.

Englert, DuWayne C., Professor, Ph.D., Purdue University, 1964; 1963. Genetics.

Fisher, Harvey I., Professor, *Emeritus*, Ph.D., University of California at Berkeley, 1942; 1955.

Galbreath, Edwin C., Professor, Ph.D., University of Kansas, 1951; 1957. Vertebrate paleontology and morphology.

Garioan, George, Associate Professor, Ph.D., University of Illinois, 1956; 1956. Parasitology, protozoology.

George, William G., Professor, Ph.D., University of Arizona, 1961; 1964. Ornithology.

Gersbacher, Willard, Professor, *Emeritus*, Ph.D., University of Illinois, 1932; 1936.

Heidinger, Roy C., Professor, Ph.D., Southern Illinois University, 1970; 1970. Ecology of fishes.

Joyner, David E., Assistant Professor, Ph.D., University of Nebraska, 1975; 1980. Ecology: waterfowl and wetlands.

King, David G., Assistant Professor, Ph.D., University of California at San Diego, 1975; 1977. Invertebrate neurobiology.

Klimstra, Willard D., Professor, Ph.D., Iowa State University, 1949; 1949. Vertebrate ecology: management, surface mining.

LeFebvre, Eugene A., Associate Professor, Ph.D., University of Minnesota, 1962; 1966. Ecology: physiological and conservation.

Lewis, William M., Professor, Ph.D., Iowa State University, 1949; 1949. Ecology of fishes.

Martan, Jan, Professor, Ph.D., University of Oregon, 1963; 1964. Reproduction: histology, cytochemistry.

McPherson, John E., Jr., Professor, Ph.D.,

Michigan State University, 1968; 1969. Entomology: insect ecology.

Paparo, Anthony A., Associate Professor, Ph.D., Fordham University, 1969; 1973. Neurobiology; electron microscopy.

Petersen, Bruce W., Assistant Professor, Ph.D., University of Colorado, 1968; 1968. Ecology.

Shepherd, Benjamin A., Professor, Ph.D., Kansas State University, 1970; 1969. Reproduction: comparative endocrinology.

Stahl, John B., Associate Professor, Ph.D., Indiana University, 1958; 1966. Limnology.

Stains, Howard J., Professor, Ph.D., University of Kansas, 1955; 1955. Mammalogy: ecology, morphology.

Stein, Hilda, Associate Professor, *Emerita*, M.S., University of Illinois, 1929; 1925.

Waring, George H., Associate Professor, Ph.D., Colorado State University, 1966; 1966. Behavioral ecology and applied ethology.

Wolf, Alan, Associate Professor, Ph.D., Cornell University, 1972; 1979. Wildlife ecology, population dynamics, diseases.

School of Medicine

Carbondale Campus

Banerjee, Chandra M., Professor, M.D., University of Calcutta, 1955, Ph.D., Medical College of Virginia, Richmond, 1967; 1974.

Bemiller, Paraskevi, Associate Professor, Ph.D., Purdue University, 1961; 1972.

Birtch, Alan G., Professor, M.D., Johns Hopkins University, 1958; 1972.

Borkon, Eli, Professor *Emeritus*, M.D., University of Chicago, 1937; 1971.

Brewer, Gregory, Associate Professor, Ph.D., University of California-San Diego, 1972; 1980.

Browning, Ronald A., Associate Professor, Ph.D., University of Illinois Medical Center, 1971; 1973.

Caspary, Donald M., Associate Professor, Ph.D., New York University, 1971; 1972.

Cline, William H., Professor, Ph.D., West Virginia University, 1965; 1973.

Coulson, Richard L., Associate Professor, Ph.D., University of Toronto, 1971; 1978.

Davidson, Glen W., Professor, Ph.D., Claremont Graduate School, 1964; 1972.

Dayringer, Richard, Associate Professor, Th.D., New Orleans Baptist Theological Seminary, 1968; 1974.

Dodd, Robert B., Professor, M.D., University of Nebraska, 1945; 1969.

Ellert, Martha S., Associate Professor, Ph.D., University of Miami, 1967; 1975.

Estavillo, Jaime A., Associate Professor, Ph.D., University of California, 1970; 1975.

Faingold, Carl L., Associate Professor, Ph.D., Northwestern University, 1970; 1972.

Falvo, Richard E., Associate Professor, Ph.D., University of Wyoming, 1970; 1973.

Folse, John R., Professor, M.D., Johns Hopkins University, 1958; 1971.

Garfunkel, Joseph M., Professor, M.D., Temple University, 1948; 1972.

Graham, James, Professor, M.D., University of Illinois, 1931; 1971.

Hawe, Anthony, Associate Professor, M.B., Ch.B., Liverpool University, 1959; 1971.

Herrick, Robert, Professor, M.D., Columbia University, 1956; 1974.

Hunter, William S., Associate Professor, Ph.D., Michigan State University, 1971; 1975.

Jackson, Robert L., Associate Professor, Ph.D., East Texas State University, 1967; 1973.

Jackson, Robert W., Professor, Ph.D., Purdue University, 1963; 1974.

Jarett, Irwin M., Visiting Professor, Ph.D., Louisiana State University; 1964; 1971.

Johnson, Robert Peter, Professor, M.D., University of Illinois, 1950; 1972.

Juniper, Kerriison, Professor, M.D., Emory University, 1949; 1973.

Kabisch, William T., Professor, Ph.D., University of Chicago, 1954; 1970.

Kaplan, Harold M., Visiting Professor, *Emeritus*, Ph.D., Harvard University, 1933; 1974.

Lascari, Andres, Professor, M.D., University of Buffalo, 1960; 1972.

Lehr, Robert P., Jr., Associate Professor, Ph.D., Baylor University, 1974; 1973.

Maroun, Leonard E., Associate Professor, Ph.D., Catholic University, 1970; 1972.

Martz, William W., Associate Professor, Ph.D., Loyola University, 1971; 1973.

Masters, Thomas D., Clinical Professor, M.D., Rush Medical School, 1930; 1971.

McConnachie, Peter, Adjunct Associate Professor, Ph.D., University of Alberta, 1970; 1975.

Metzmaker, Charles O., Professor, M.D., University of Illinois, 1947; 1971.

Moy, Richard H., Professor, *Dean and Provost*, M.D., University of Chicago, 1957; 1970.

Myers, J. Hurley, Associate Professor, Ph.D., University of Tennessee Graduate School Medical Science, 1969; 1971.

Myers, Walter, Professor, Ph.D., University of Wisconsin, 1962; 1973.

Nequin, Lynn G., Associate Professor, Ph.D., University of Illinois College of Medicine, 1970; 1973.

Norris, Albert S., Professor, M.D., University of Western Ontario, 1951; 1972.

Patton, Robert J., Clinical Professor, M.D., University of Michigan, 1934; 1971.

Pearson, Emmet F., Clinical Professor, *Emeritus*, M.D., Washington University, 1930; 1971.

Peterson, Rudolph N., Professor, Ph.D., University of Florida, 1965; 1976.

Rabinovich, Sergio, Professor, M.D., University of San Marcos, 1953; 1973.

Roddick, John William, Professor, M.D., Northwestern University, 1950; 1972.

Rowan, Dighton, Professor, Ph.D., Stanford University, 1954; 1973.

Sollberger, Arne, Professor, M.D., Caroline Institute, Sweden, 1957; 1972.

Somani, Satu, Associate Professor, Ph.D., Liverpool University, 1969; 1974.

Strano, Alfonso J., Clinical Professor, M.D., University of Texas, 1960; 1974.

Travis, Terry, Professor, M.D., Kansas University, 1964; 1972.

Troy, Bart, Clinical Associate Professor, M.D., Columbia College, 1961; 1973.

Wade, David, Associate Professor, Ph.D., Cambridge University, 1967; 1974.

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Objectives of Southern Illinois University

TO EXALT BEAUTY

*In God,
in nature, and
in art;
Teaching how to love the best
but to keep the human touch;*

TO ADVANCE LEARNING

*In all lines of truth
wherever they may lead,
Showing how to think,
rather than what to think,
Assisting the powers
of the mind
In their self-development;*

TO FORWARD IDEAS AND IDEALS

*In our democracy,
Inspiring respect for others
as for ourselves,
Ever promoting freedom
with responsibility;*

TO BECOME A CENTER OF ORDER AND LIGHT

*That knowledge may lead
to understanding
And understanding
to wisdom.*



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