

1972

## Northeastern Illinois University, The Undergraduate Catalog, 1972-1973

Northeastern Illinois University

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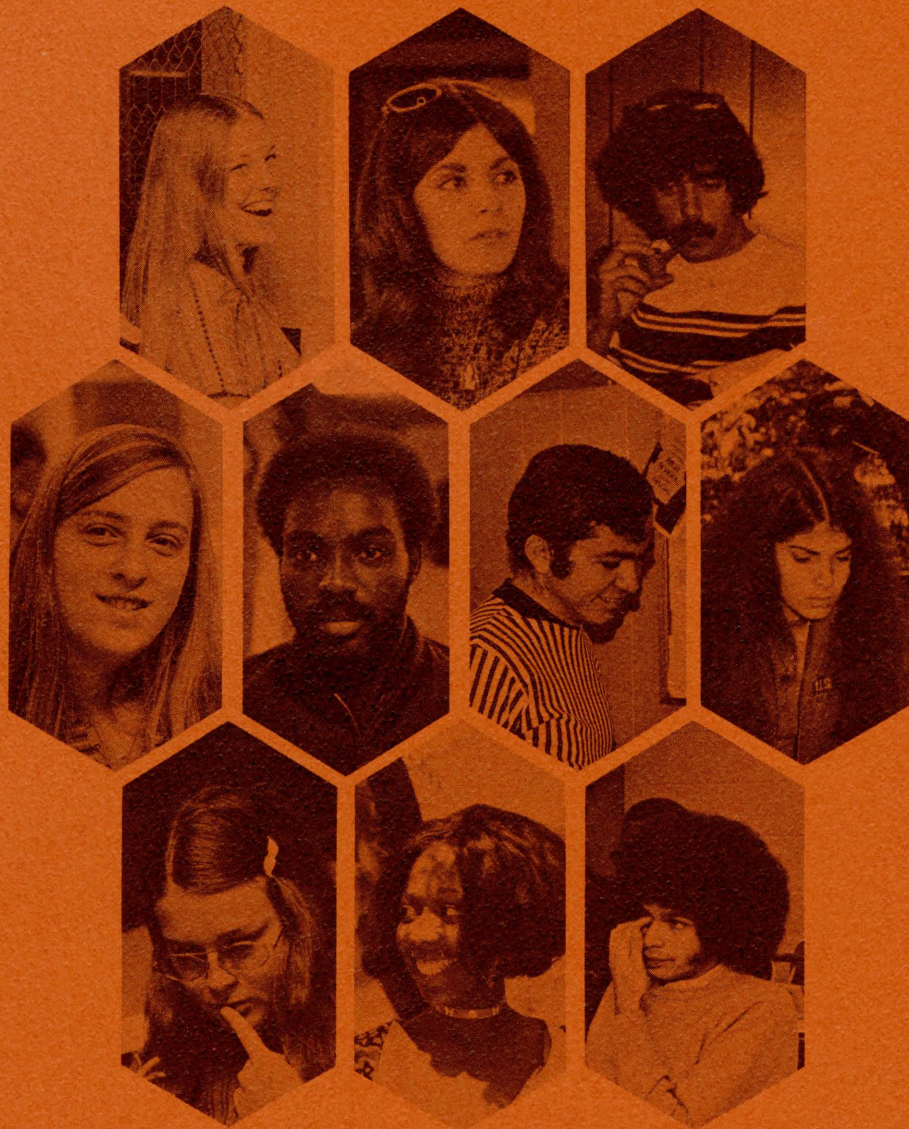
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**the undergraduate catalog**

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

**1972-73**

**statement  
on equal opportunity**

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

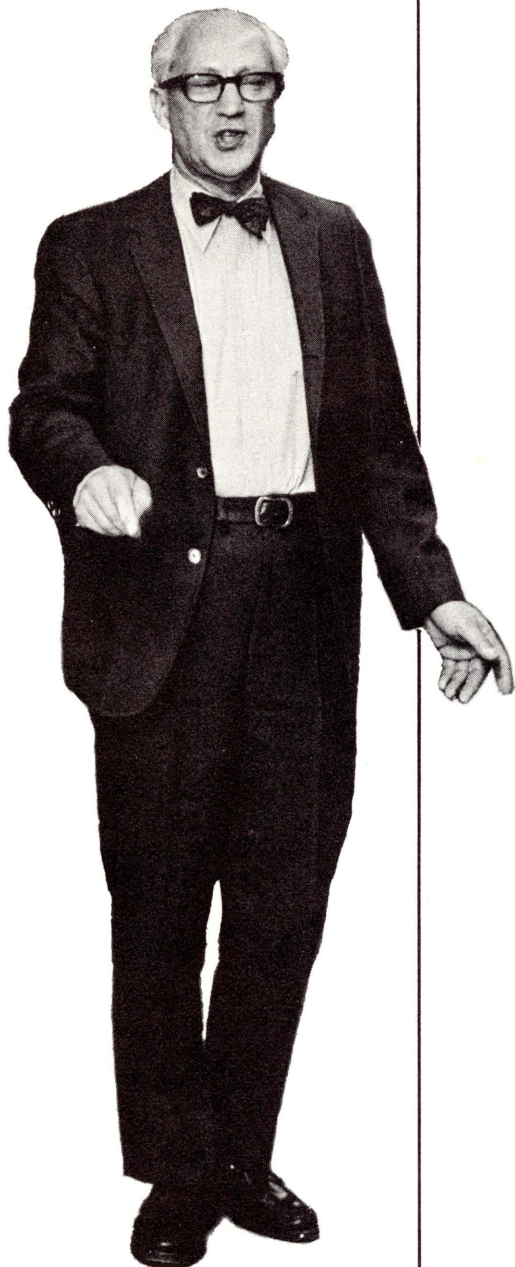
In matters of course offerings and course content, the university is well aware of the problems involved in providing a fair and objective presentation of facts about minorities and minority viewpoints which have, historically, been omitted or given at most a passing reference. The university, therefore,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

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

—Jerome M. Sachs  
PRESIDENT

Our efforts to improve education for the diverse student body have made many of us feel that we must meet a variety of needs with a variety of programs and styles. In order to do this, no one program is of primary importance. Of primary importance, is the atmosphere in which students and faculty feel that the structure of the university is supportive but not confining.

*John Sachs*



# the undergraduate catalog 1972-73

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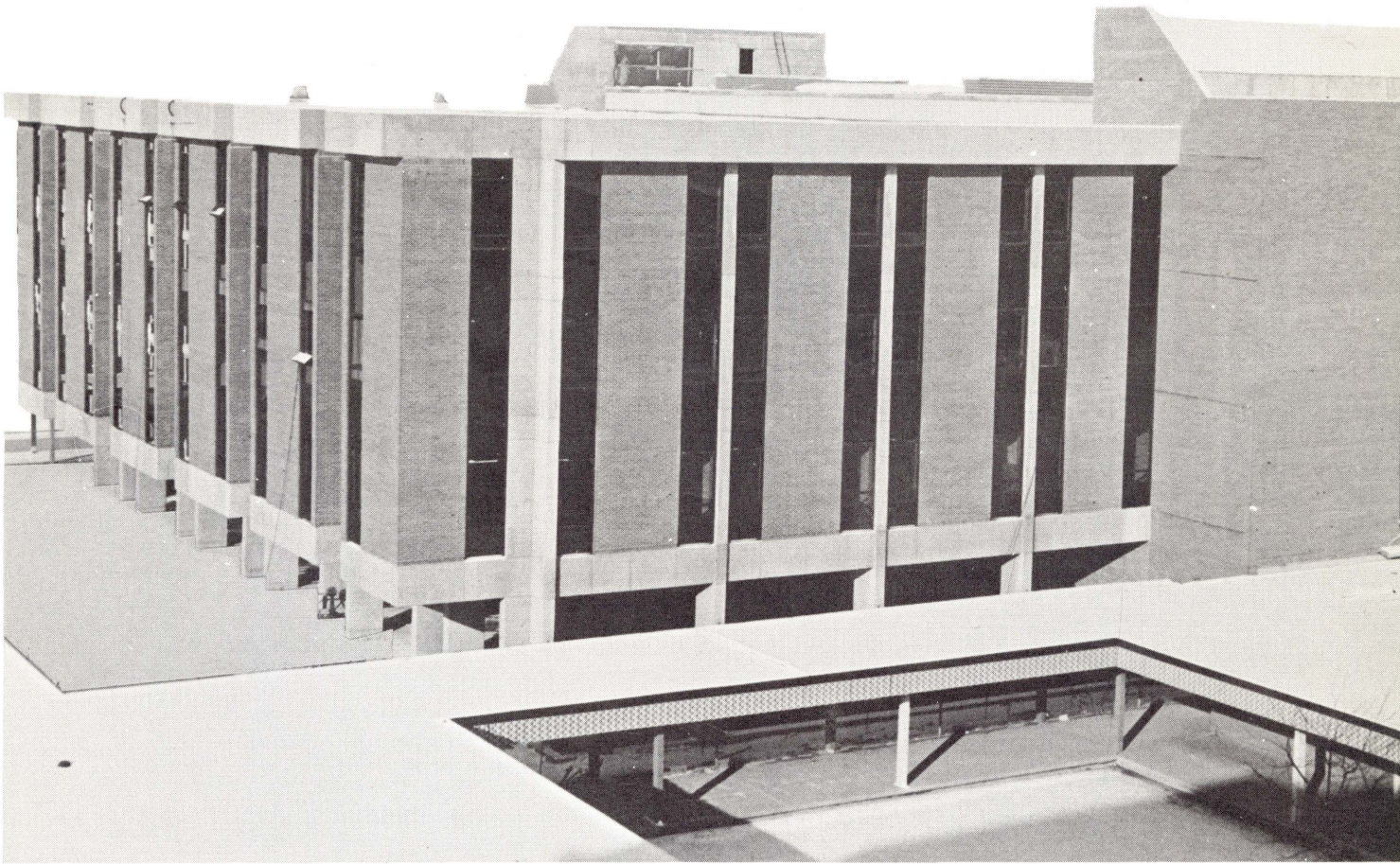
## accreditation

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



## **genesis of the university**

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The genesis of Northeastern Illinois University began in 1869 with the authorization by the General Assembly of the State of Illinois to establish a normal school in any county of the state. The Cook County Board of Supervisors, which had been operating experimental normal school classes at Blue Island, established a normal school in the Village of Englewood. Eventually ownership, control and support of the normal school was annexed to the City of Chicago. An agreement was reached in 1896 whereby the school system of Chicago was obligated to maintain teacher education on the site, and control of the school became the concern of the Chicago Board of Education.

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

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

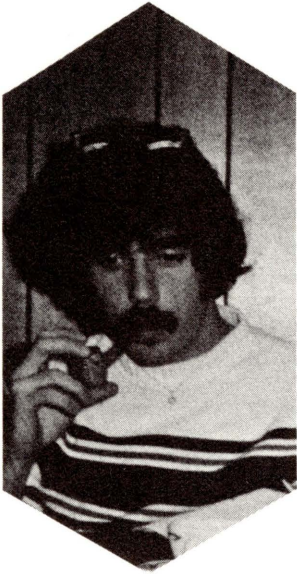
and the Cook County Normal School became Chicago Teachers College.

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

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

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

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



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

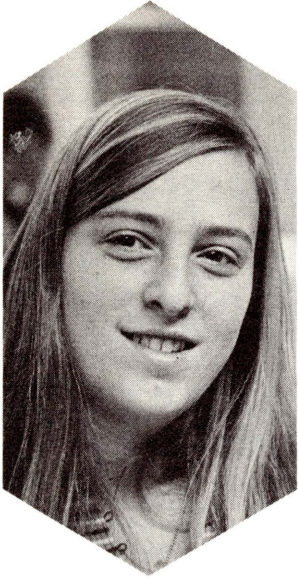
provide additional classroom and office facilities.

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

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

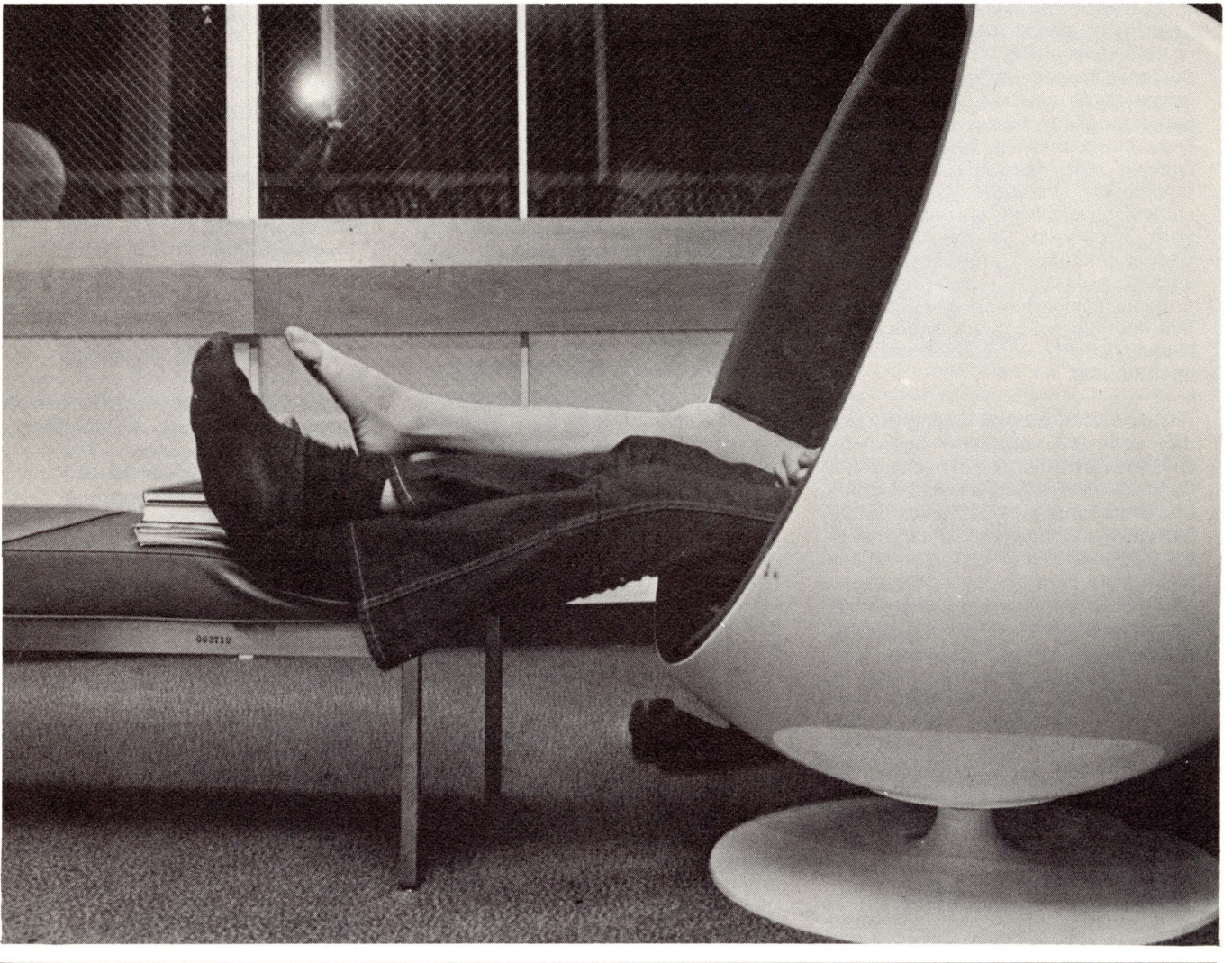
## the campus scene





## **the student commonwealth**

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### **Student's Viewpoint**

The student services philosophy at Northeastern Illinois University fosters and maintains a coalition of services which is reflected in the day-to-day operation of the university community. Suffering no loss of identification, attention is given to the student's well-rounded development—physical, social, emotional, as well as intellectual. The student is thought of as a responsible participant in his own development and not as a passive recipient of doctrine or skill. As a responsible participant in the process of democracy, his full maturity is viewed as a major goal of education.

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

### **Program of Service**

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

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

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

### **Counseling Center**

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

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

The Counseling Center is staffed by competent, professional counselors who are available to all students. The counselors are qualified to assist the student in making decisions related to his educational, vocational, and personal concerns. They assist the student in planning his academic program by helping him to understand his own abilities and interests and by interpreting for him the academic regulations of the University. Counselors may also help the student with problems which are affecting his academic progress. These difficulties are often in the areas of reading skills or study habits. Psychological counseling provides the atmosphere for each student to consider his own personal concerns.

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

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

### **Selective Service Counseling**

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

## **COMMUTER CENTER**

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

Student Government, the Commuter Center Activities Board, student publications, and very limited work space for other campus clubs.

The focal point of Northeastern's student life begins at the Commuter Center. UNI has no residential facilities; its student body is composed mainly of urban commuters. The facilities of the Commuter Center and the programs of the Activities Board are, therefore, designed to enrich the educational experiences of the university community and, at the same time, provide comfortable surroundings for informal study and relaxation.

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

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

### **On the Lower Level:**

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

### **On the Upper Level are the offices of:**

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

### **In addition, on the Upper Level:**

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

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

### North and South Halls

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

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

### Gymnasium

The gymnasium, at the southwest corner of the campus contains a swimming pool, two hardwood courts for instruction of games and dances as well as an area designated for the storage of supplies and equipment for gymnastics and sports. Adjacent outdoor areas are for tennis, softball, golf practice and other activities.

### Recreation and Athletics

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

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

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

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

### Health Service

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

Monday thru

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

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

When the services of a physician are required or hospital care is necessary, the student will be referred to his private doctor, the emergency room of the hospital of his choice, or the emergency room of the Swedish Covenant Hospital. The university does not assume any financial responsibility for the treatment given beyond the first aid in Health Service.

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

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

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

Additional functions of the office of Health Service include:

- Student Health Insurance
- Health Counseling
- Health Literature and Brochure Materials
- Health Exhibits and Displays
- Claim Processing for Athlete's Insurance
- Statistics on Accidents and Illnesses Incidence
- Environmental Health and Safety Reports and Promotions
- Referral Service to Doctors, Clinics, Health Agencies

### Group Hospitalization Plan

Blue Cross/Blue Shield provides a group insurance plan for all undergraduate students who are assessed full tuition. Students who do not pay full tuition cannot be included in this program. There is, also, a family plan for those students who desire it.

Undergraduates who present evidence of their own equivalent coverage may

have the insurance fee waived. This is done in the Health Service Office, G-138, before the day of registration.

Students enrolled in the plan during the fall and winter trimesters, but out of school through the summer trimester, can continue their insurance coverage by paying the fee and completing the necessary forms in the office of Health Service.

Each new subscriber is issued an I.D. card from the insurance carrier and this card will remain valid every trimester thereafter as long as the premium is paid.

### OFFICE OF CAREER PLANNING AND PLACEMENT

Placement service is available without charge to all undergraduates interested in obtaining positions upon completion of the baccalaureate. The Office of Career Planning and Placement provides information about teaching and other employment opportunities in education at all levels, with emphasis on the elementary and secondary schools. Career information and job assistance is also available for those seeking employment in business and industry and various levels of government service. Non-teaching graduates are assisted with resumes and references.

Graduates register with this office and the office lists notices of available positions and arranges interviews. However, no graduating student can be guaranteed employment. Graduate students in the Master's degree programs and alumni are encouraged to employ the services available.

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

Although no fee is charged for the assistance rendered by the Office of Career Planning and Placement, the applicant must assume responsibility for keeping his records accurate and current. Registration should be completed within the trimester prior to graduation.

In order to assist the growing numbers of Liberal Arts graduates, the Office invites these and all graduates to attend career education seminars which are scheduled throughout the three trimesters. All students are welcome to use career information. Undergraduates at all levels are urged to utilize occupational data in order to make informed career choices based on their interests, opportunities and capabilities.

or social events should be scheduled with this office.

### **Educational Assistance Programs**

**Project Success** is comprised of students recruited from inner-city minority-group disadvantaged students. Those students selected have academic potential but lack the necessary skills to meet standard admission requirements. Counseling and tutorial guidance services are utilized toward motivating and developing the capacity of these students. Confidence building and development of adequate study habits is also provided on an individual or small group basis. Project Success is a program which offers motivation plus capacity plus opportunity to equal success.

**Proyecto Pa'lante** is a university talent search program, whose primary function is recruiting students of Spanish-American ancestry who have demonstrated academic potential, but do not meet the standard admission requirements.

Pa'lante's students are usually bilingual and come from Puerto Rican, Mexican-American, Cuban and other Hispanic backgrounds. Proyecto Pa'lante has received the support of both the University administration and the Spanish-American students.

### **Orientation**

New students are introduced to Northeastern's campus and to various aspects of college life during orientation. At this time students meet the faculty, administrators and student leaders. These individuals, in turn, acquaint new students with the activities and student services which are an integral part of the university community.

Northeastern's orientation program continues for each freshman throughout his first trimester of enrollment. Each freshman participates in a small group which meets with a discussion leader who is an upperclassman and has successfully completed a course in group dynamics.

### **Commencement**

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

A committee plans the Commencement Program which honors those students who have fulfilled all necessary graduation requirements. Full details concerning these requirements

are explained in the section entitled, "The Academic Program."

### **Honors Convocation**

The Honors Convocation gives recognition to those students who have maintained a high level of scholastic achievement and to those who have shown outstanding effort in leadership and service.

Students who participate in the Honors Convocation are chosen by a joint committee of faculty and student representatives from the clubs on campus.

To receive an award in academic excellence a student must be enrolled in his seventh, eighth, or ninth trimester; have a cumulative grade-point average of 4.4 or better; and have been on the Dean's Honor List with a 4.0 grade-point average or above for two or more trimesters.

To receive an award for outstanding leadership and service a student must be in his seventh, eighth, or ninth trimester; must not have been previously honored, and must have fulfilled all requirements established by the Student Advisory Council. Currently students must meet the minimum requirements of 15 co-curricular activity service points earned in a system in which one activity point is given for being a member of a club and two points for holding an office in a club. These students must also be in good academic standing (3.0 average).

Other services to the University earn credit and are listed on the Co-Curricular Activity Record cards which are maintained in the Office of Student Services.

### **Honors**

A President's List for Honors and for High Honors is published at the conclusion of each trimester.

Names of students whose grade points average is B (4.0) with no grade below C shall be entered on the Honors List. Names of students whose grade point average is B+ or higher (4.5 or above) with no grade below B shall be entered on the High Honors List.

Graduates whose cumulative grade point average is B but less than B+ (4.0-4.4), shall be granted degrees "With Honors." Graduates whose cumulative grade point average is B+ or higher (4.5 or above), shall be granted degrees "With High Honors."

## **STUDENT LIFE**

College life should be an exciting life—an exciting community life planned for the development of the students. At Northeastern Illinois University, the educational process within the curriculum is furthered by involvement of the student in the totality of university community life. Beyond the classroom walls are many resources which the University can offer. Among these resources are many opportunities for accepting responsibilities, for rendering service, and providing leadership. Perhaps the most significant opportunity is the freedom inherent in the academic community. Students have freedom to do as much as their abilities will permit.

At Northeastern, effort is put forth toward the development of more and more faculty-student interaction; the students themselves are involved in setting up purposes and programs on campus. Regulations and plans for many phases of campus life are studied by joint faculty-student councils. Participation with the faculty provides an opportunity for rich and meaningful interaction and involvement.

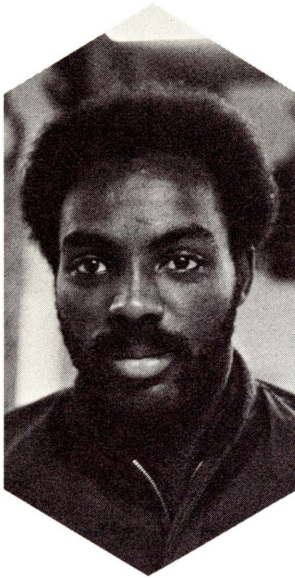
The Student Services faculty and staff use their abilities and resources to contribute to the growth of each student as an individual and as a member of society. While giving students freedom, the Student Services personnel provide leadership.

While the role of students in the development and governing of campus life is still the subject of debate at many colléges, the Student Services program at Northeastern maintains open communication with students at all times.

### **Activities**

A program of clubs and organizations, under supervision of the Office of Student Services, is supported and encouraged at Northeastern to insure the well-rounded education of all students. These organizations are both professionally and service oriented. Student activities are to a great extent initiated by the student body at Northeastern Illinois University.

Students desiring to form new organizations to meet special interests and needs should apply to the Office of Student Services. Projects, activities,



## LEARNING SERVICES

Learning Services, a major instructional resource at Northeastern, is a centralized facility which provides assistance to both faculty and students in implementing their learning objectives. The individual services consist of television, film production, audiovisual, multimedia, the listening room, the foreign language laboratory, photography, graphic arts, three-dimensional instructional materials, and electronic maintenance for instructional and learning purposes. Learning Services aims to provide a wide

range of opportunities for faculty and students to exploit fully the potentialities of non-print media in communication and learning. Therefore, the university community is strongly encouraged to develop and utilize these services as they pursue their learning activities.

The work of Learning Services is carried out by faculty, Civil Service and student personnel. The faculty personnel who supervise and coordinate the services are trained and experi-

## instructional resources



enced specialists who hold rank in academic disciplines. In addition to educational and teaching backgrounds, they also have experience in commercial and educational television, radio, theater, and other media operations. Non-faculty personnel are Civil Service employees who are trained and experienced creative artists and technicians. More and more, student employees, too, are gaining valuable experience in media and, at the same time, making a significant contribution to the university.

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

**Audio-Visual Services** . Most classroom usage of audio-visual material is handled through a centralized audio-visual storage center even though facilities are permanently located in some teaching areas. The equipment includes audio tape recorders; slide, overhead, 8mm, and 16mm projectors; projection screens; and a variety of self-study activities and systems. A film library is being added rapidly, and films are also borrowed from free services or rented for classroom use from both commercial and educational film services. Every student and faculty member has a standing invitation to

visit the Audio-Visual Department and learn how he may use the equipment and services. The Audio-Visual Self-Study Center is open to all students.

The production services of graphic arts, photography, instructional materials preparation (three-dimensional displays, models, etc.), and electronic maintenance are available to the instructional systems as well as to all other instructional, administrative, and student projects. Students make valuable contributions in these areas also, especially student artists and photographers who work on student publications and publicity for student activities.

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

**Closed Circuit Television** . Seventy locations are wired into a master television antenna system which allows television signals to be received from all UHF stations in our area, as well as from our own two closed-circuit channels. The classroom studio is equipped with excellent facilities including vidicon cameras, control equipment, a sophisticated lighting system, studio display units, and both professional and industrial model video-tape recorders. Television is used in a wide

variety of learning situations as well as for student programs and coverage of special events at the University. With the arrival of a TV mobile unit equipped with vidicon cameras, control and sound gear, and a professional model video-tape recorder, the range of television learning experiences has been greatly enlarged. Using either its own power generator or available power, the unit is capable of program origination in virtually any location on campus or in the urban community.

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

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

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## THE LIBRARY

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

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

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

**The Periodicals section** receives approximately 2800 titles in a wide va-

riety of fields on a continuous basis throughout the year. Students who are involved in research and reference work make considerable use of microfilm technology, through the availability of reading machines and microtext printout.

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

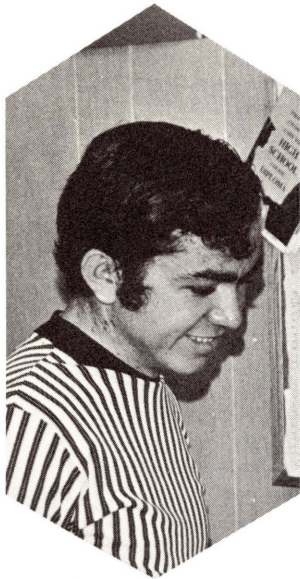
**The Curriculum Materials Center** is primarily concerned with supporting professional education and children's literature courses. However, part of the service provided to students and visitors includes general Library orientation.

Northeastern's Library offers some excellent display areas which are available for use by students as well as

faculty members. Arrangements for exhibits can be made through the Curriculum Materials Center.

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

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



**involvement**  
**.... a continuing**  
**enrichment**



**Alumni**

The Northeastern Illinois University Alumni Association is open to all former graduates as well as students in their last trimester at the University. Throughout the year, various social and cultural activities are planned for Alumni and their families. In addition, a quarterly publication entitled, "Alumni News" is issued for the membership of this association.

**International Museum  
of Psychology**

Northeastern's International Museum of Psychology is the first of its kind to be established in the world. Careful planning is underway to insure that this will be an institution of value and significance to researchers and scholars as well as the general public. The Museum has attracted considerable interest in Europe where most of the early work in psychology took place. Outstanding items already acquired include original notebooks and manuscripts of Alfred Binet and Theodore Simon, the memorabilia of Carl Rogers, and the only known original copy of the British-Indian Army test of intelligence called the color series test. Among other items promised the museum are the original Roschach plates, early work of Gestalt Psychologist. Exhibits which show the developmental history of concepts in psychology are planned and acquisition priorities bear this goal in mind. Current activities include securing items which have been offered for donation or purchase and setting up exhibits and searching for new projects to acquire.

**Northeastern  
Illinois University  
Foundation**

In an effort to expand and enrich the opportunities for the entire Northeastern community, the University has established the Northeastern Illinois University Foundation. As a separate, nonprofit corporation, the Foundation accepts and administers tax deductible gifts of money, property, works of art, historical and other materials for Northeastern Illinois University. Through its efforts the Foundation strives to provide funds for special programs and projects which cannot be fully supported through the State budget.



## off-campus profile



## EDUCATIONAL EXPERIMENTATION AND INNOVATION

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

The most novel and fruitful of these mechanisms, however, has proved to be the Center for Program Development. The Center was approved by the Board of Governors and the Board of Higher Education to foster, plan and coordinate programs of innovation and experimentation for the enrichment of the entire institution. Programs sponsored by the Center permit creativity in nontraditional academic techniques and procedures by all segments of the University community to be laboratory tested and evaluated for two years before becoming an established part of University programs. A committee of ten representative faculty members serves as an advisory body, aids in determination of policy, and makes some degree of objectivity possible in approval and evaluation of all new experimental programs. A center Director is responsible for carrying out policies recommended by the committee and endorsed by the Office of Academic Affairs. He is also responsible for the establishment and coordination of innovations thus approved, carries on evaluations of continuing experimental programs, and encourages the genesis of other new programs on a continuing basis. The Center, then, is a clearinghouse and incubator for educational experimentation at Northeastern.

The following programs are described briefly as some of the projects, both past and present, which have originated from the Center for Program Development.

In what can be considered a prototype of the Field Center concept, Northeastern initiated in 1963 a cooperative program with Camp Reinberg (a social agency children's camp, Palatine,

Illinois) which involved placement of students at the camp for an entire trimester. There they gained valuable work experience (on a half-time basis) while carrying on full academic programs under an independent study plan. Later, within the framework of the "Experimental College" Program, this opportunity also was provided at Pleasant Valley Farm Camp (Woodstock, Illinois).

As the Field Center concept was carried out it also provided a context in which students experienced relationships between academic course work and direct learning in a nearby urban community. Students put their training and interests to use in community service by tutoring children, providing adults with information about community resources, and engaging in vocational counseling.

Northeastern currently is operating urban field centers in the Austin, Humboldt Park, and Uptown neighborhoods of Chicago. The Austin Center provides an opportunity to study a community changing in population from primarily white to black. With an emphasis on the involvement of Northeastern students in the community, classes in black literature and dance as well as tutoring projects are offered. The Uptown Center is located in an ethnically mixed inner city area. The population is composed of Oriental, Mexican American, Puerto Rican, American Indian, and Southern Mountain White peoples. Many are from rural areas, and a primary focus of the program has been to help these people adjust to the complex urban environment. Area residents are able to attend Northeastern-sponsored classes in the center. The program has provided an excellent opportunity for college recruitment of community youth. The nationally known "Aqui Estoy" Center was originated as a store-front school in the Spanish-speaking Humboldt Park Community.

Efforts were focused on helping the Spanish-speaking residents learn English for job advancement and preparation for high school or college work. This program is being continued with the addition of GED classes and tutoring for grade school children having problems with English in regular classes. To serve other needs of the community, counseling services dealing with educational and job opportunities and cultural field trips to

acquaint newly arrived residents with city life and opportunities have also been added. The Field Center concept has evolved generally as a means of providing badly needed services to inner city peoples. At the same time the University benefits through the use of established centers for students and faculty to study the problems of inner city life, to develop new methods of teaching foreign languages, and to test the application of theoretical concepts in inner city communities.

As a member of the Union for Experimenting Colleges and Universities, Northeastern's field centers are available, by special arrangement, to students from other member institutions; conversely, UECU's field center program is available to interested and qualified students from Northeastern, at present carried on at several sites here and abroad. Aside from involvement with this inter-institutional program, Northeastern is expanding the number and kind of centers within Chicago on a continuing basis.

A rich variety of innovative programs has been conducted on campus over the last few years, some under departmental sponsorship, some using the Center for Program Development as sponsor and source of support, and others under direct Center administration or coordination. Examples of these three types of programs include:

- a. **Departmental ventures** into previously unexplored areas at Northeastern are represented by a number of ambitious undertakings. **The English Trimester Project** provides an opportunity for majors in the English Department to participate in a program of creative writing and literary criticism as an integrated concentrated effort rather than taking a series of individual courses. Two or more professors teach a class which is the equivalent of a twelve-hour load and are then able to integrate writing and criticism into a unified whole. Some eight of **the Psychology Department's** programs range from the opportunity for students to do intensive study and research to highly technical training in paraprofessional fields. Under professional supervision at Downey Veterans Hospital, students get laboratory and clinical experience—including participation in the widely heralded "Token Economy" program. At Grant Hospital in



Chicago, increasing numbers of students are enrolling as interns in the Alcoholism Treatment Program, a breakthrough in the training of paraprofessionals. Other programs include work with city youth commissions, experimental elementary schools, drug abuse clinics, and a parapsychology group.

The Field Center concept has won a decisive and important place in the programs of many departments, both within the College of Arts and Sciences and the College of Education, within the last two years. A few examples vividly illustrate this fact.

The English Department's **Creative Writing Program** grew out of a single course in writing taught by Gwendolyn Brooks. In the Fall of 1970, it expanded greatly when it was moved into the back of a remodeled store at 3307 Bryn Mawr. The purpose of the new Writing Center is to provide a place off-campus where students can mingle freely with Chicago writers to compare manuscripts and ideas; a place where typewriters and a ditto machine are always available for the manuscript that needs to be written and circulated now; a place where someone is always reading the collection of books and literary magazines; a place for readings by established writers such as Tom Raworth, Jeremy Prynne and Robert Creeley; a headquarters for assembling **Stone Wind City**, a new UNI writers' magazine.

The Center is run both by student writers and involved teachers. Teachers in the expanded program—Poet-In-Residence Edward Dorn, fiction writer Thomas Bracken, and playwright Allan Bates—share the belief that writing cannot be a parochial experience limited by the walls and hours of the campus, so workshops move continually to faculty and student homes, or to theatres around the city, to places for weekend retreats in the country. As a result, the program is involved presently with not only the 130 students enrolled in various workshops, but with a number of young writers who have no formal connection with UNI.

The Art Department's **Art Center**, located at 5001 N. Troy in a former synagogue, is an effort by UNI and the Department of Art to involve students, faculty, and the surrounding neighborhood in mutually satisfying and productive creative experiences. As an example of this

endeavor, the Center sponsored a summer workshop for children in the area for the first time May through August 1971 with a variety of opportunities and activities.

The Center idea is the prime focus of innovative breakthroughs in Teacher Education. In the Spring of 1971, the Center for Program Development approved the initiation and operation of two Center-oriented programs for the Departments of Early Childhood Education and Elementary Education. Highlights of the **Early Childhood Program** are:

- Combine pre-service (UNI students), in-service (district personnel and teachers), and professional consultation (UNI faculty) in continuing cooperative ventures in school settings using workshops and counseling techniques in place of University classroom settings.
- Involves the Department **directly** in concerns of the Community; faculty become change agents in real and practical solutions to existing problems.
- Involves students much earlier in real school learning situations; direct contact with in-service teachers and administrators as co-partners with University faculty broadens and enriches their academic program in needed ways.

The Department of **Elementary Education** is offering an innovative and updated program to prepare more effective teachers who will be able to meet the demands of increasing knowledge and professional accountability. Three major factors have been developed to help achieve the objective.

1. Students are involved from the freshman year in public school settings in a graduated and progressively more demanding series of practical experiences. The experiences progress from those of an exploratory nature designed to give freshmen an opportunity to make career decisions based on actual classroom experiences to full-time residency in the school setting during the senior year. Students serve as teacher assistants in supervised instructional roles with individual pupils, small groups, and finally large groups of pupils in Inner-City, Uptown and suburban schools.

2. All of the professional study of education will be done on a seminar basis with the seminars held in the cooperating schools. While the students are studying the theoretical, they will be involved in the practical application of their study as they work with teachers and pupils.

3. Master elementary school teachers will work with college faculty in a team teaching arrangement to provide the instruction in the seminars. Master teachers who have demonstrated success with pupils in methods of instruction in the various academic areas will team with college faculty in building the bridge between theory and practice.

It was felt that these factors would combine to make this a program of teacher education to meet the demands of the Seventies.

- b. A number of **University-wide programs** are under the direct sponsorship of the Center for Program Development. Each program has its own coordinator and student-faculty advisory committee. The three largest and most significant of this type are:

1. The **Kaskaskia Plan**. This is a pilot program with the purpose of giving the undergraduate a four-year experience in designing his own curriculum. To give maximum freedom to the Kaskaskia student, the Plan exempts him from fulfilling the basic 33 hours required of undergraduates outside the Plan, nor need he pursue a standard academic major. To assure academic rigor and intellectual discipline, however, the Plan allows three channels to a Bachelor of Arts degree, any one of which the student, in consultation with his adviser, is free to choose. The channels are: (a) General Studies, (b) Concentration, and (c) Major. While careful definition has been given to these three areas, the single requirement a student must fulfill is the 129 hours for graduation. One-hundred students are now a part of the Plan, with 50 Freshmen having been admitted in 1970-71, and another 50 during 1971-72. The program is presently being evaluated, however, and, subject to this review, may be reconstituted by September, 1972.

2. The **Program for Interdisciplinary Education** (PIE) has had a number of names, formats, and

even styles over the last five years. "Mini-College," a volunteer, experimental student-faculty group with a common core of courses made possible through block programming, evolved into "Program C," which in turn came to be known as the "Experimental College." Over several years' duration, the "Experimental College" experience evolved into what is now known as the **Hospital Programs** of the Department of Psychology. During 1970-71, the "Experimental College" program's structure and educational value were evaluated. The **Final Report** indicated a great deal of strength and potential for such activities as had been encouraged by the "Experimental College." A new student-faculty advisory committee was appointed to build upon these past experiences and upon the findings and recommendations of the *Report*. PIE, then, is the result. It is a student-faculty initiated and designed, concentrated study program based on the development of new curricular approaches, whereby the student may earn from three to eighteen units of credit (including a three-unit planning course, **Man the Innovator**) based upon one full trimester, with the "design" selected from appropriate units of PIE's "credit bank" (three to fifteen units each of **Man and the Natural Order**, **Man and the Social Order**, and **Man and Civilization**). Students choose advisers from at least two disciplines and together they develop an experimental study project. This frequently entails off-campus work in the community with hospitals, social agency centers and schools. Courses are not graded and students earn Pass Credit. If the attempt is incomplete or otherwise aborts, no penalty is imposed. Grades do not appear on the transcript. Seminars, advisement periods, and course requirements are determined jointly by advisers, the PIE committee and coordinator, and the students, in consultation with the Director for Program Development. Advisers from many departments have participated in the program. Examples of current PIE projects are: an Israeli Kibbutz Living/Learning experience for 16 students, a Bilingual Education Project for eighteen students, several "free school" projects, and involvement with **Inter-Future**, a national program of overseas educational travel.

3. The **University Without Walls** is the newest academic degree program at Northeastern, first accepting students in September, 1971. It is one of twenty such units across the country sponsored by the Union for Experimenting Colleges and Universities and receiving grants from the U.S. Office of Education and the Ford Foundation. The program began with sixty students and expanded toward 100 by September, 1972.

UWW dispenses with course requirements, grades, and credit hours, instead featuring individual program planning in cooperation with UNI faculty and experts in the student's areas of interest, and culminating in a bachelor's degree. Students are encouraged to creatively use new kinds of learning situations far beyond the range of the campus, including internships and other experiential learning. There is close liaison with other UWW units, and students can use resources in other states and even foreign countries to meet specific learning needs. Continuous interaction with other students and advisers, as well as contracts between students and faculty, discourage narrow or superficial programs.

Although regular on-campus courses can be utilized when they are the most efficient means of implementing a program objective, few UWW students sign up for formal coursework. Under the guidance of University faculty and adjunct faculty, students design their own programs of study. Most emphasize experiential as well as theoretical learning, providing immediate feedback from practical situations as well as a broad range for a knowledgeable overview.

Practical experiences in the areas of emphasis are an integral part of most students' programs through UNI field centers, specialized on-site studies, and positions as volunteers or employees with businesses, social service agencies, museums, alternative schools or government offices. Such experiences provide truly interdisciplinary study focused upon real tasks and problems, guard against impractical theorizing and outdated texts, and provide testing of a student's mettle before graduation.

UWW programs at UNI currently involve fifty academic faculty from almost every department and adjunct faculty from a wide variety of fields. The students themselves bring many different backgrounds and interests, and range in age from 17 through 75.

The administrative staff, with the counsel of the UWW Advisory Committee, screens and selects students, approves their plans of study, helps students find off-campus learning situations, coordinates the elements of each program, provides stimuli to take the place of normal class support, records agreements and achievements during participation, and convenes the review committee for graduation.

UWW not only breaks the pattern of classroom compartmentalization, but of neighborhood, city, regional, or even national isolation. Foreign languages are a good example of learning which can be done in indigenous settings. Students have an opportunity for perspective seldom available previously even to the well-educated person.

The Center for Program Development will continue to emphasize and encourage further innovation and experimentation in a variety of on-campus and community programs. As illustrated briefly here, these programs may not fit easily into most present departmental operations nor correspond with many of the traditional attitudes about established academic structures. Nonetheless they do enhance and enrich the entire academic program. They may even point the way to the academic future for the University.

## CENTER FOR INNER CITY STUDIES

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

The Center for Inner City Studies represents a departure from the general academic framework. Its primary concern is with the human condition in the inner city. Although it must relate to the given institutional framework, the Center is committed to fit its resources

to the total community program. This means that in training teachers the Center must equip the prospective teacher to deal from within the framework of the community in its complex of cultural, economic, social and political problems. Traditionally, education has attempted to categorize its courses of study. However, the Center is subjective, people-oriented, rather than objective-oriented.

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

Twenty-five students were selected to enroll in the Experienced Teacher Fellowship program during the first fall trimester. Today, the Extended Day Enrollment has increased to approximately 300 students. The student body includes teachers, social workers, policemen, politicians, lawyers, poverty agency workers and nurses. These individuals come from various parts of the United States.

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

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

In addition, CICS was involved in the Co-Plus Project in the Chicago Public Schools. The Cooperatively Planned Urban Schools (CO-PLUS) Project is a comprehensive program which encompasses not only a pre-school program for children ages 3 and 4, but also opens the school for six extra hours daily and up to seven days a week for a program designed jointly by the community and school. The

plan endeavors to serve the community needs as the community sees them.

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

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

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

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

## OFFICE OF COMMUNITY SERVICES

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

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

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

1. Resource and advisory services to faculty and students concerning special needs in certain communities.

2. Student Field Placement for academic credit or voluntary service in various areas throughout the city.

3. Sponsorship of Forums and Workshops on educational issues of interest to the University Community, teachers in public schools and the general public.

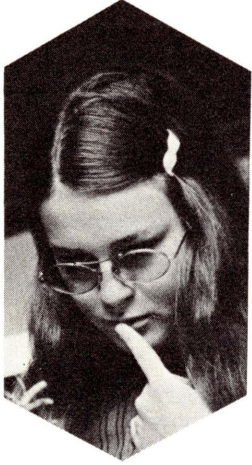
4. Consulting, planning, referring and training services to community agencies interested in broader educational programs.

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

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

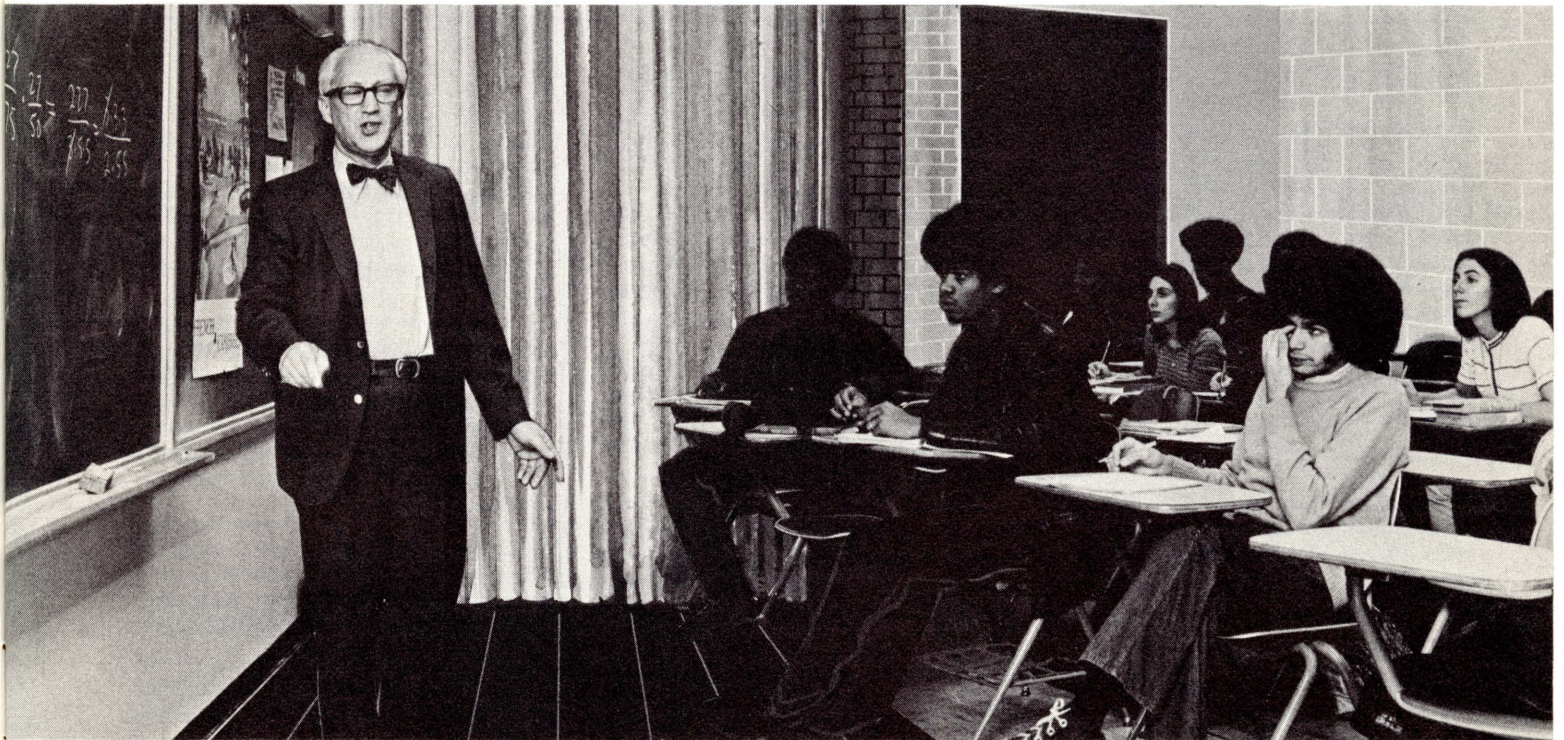
## CONTINUING EDUCATION

Extension classes are scheduled at approximately thirty locations in Chicago and the north, northwest, west and far west suburbs. The majority of students in the program have graduate degrees and are interested in professional advancement, enrichment or graduate study. Undergraduate unclassified students may enroll in a representative number of classes. New locations and special programs are developed according to needs established by extension administrators, superintendents, groups of teachers and other agencies. Information concerning participation in the extension program may be obtained by contacting the Office of Extension and Continuing Education.



## the undergraduate program

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## GENERAL INFORMATION

The general requirements for admission to Northeastern Illinois University are graduation from an accredited high school (one which is recognized by a State Department of Education) with class rank and American College Test scores meeting the minimum standards of the University. Only those students who are well-qualified to benefit from the educational opportunities at Northeastern Illinois University will be considered for admission.

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

Each student must make his own application for admission. The necessary forms may be obtained by writing the Office of Admissions. A non-refundable application fee of \$15.00—check or money order, **not** cash—must accompany the application for admission.

### Recommended Course of Study

No special pattern of high school courses is currently required for admission. It is highly recommended, however, that the applicant present a strong academic program as follows: four years of English, three of social science, two of laboratory science, two of mathematics, and two or more of one foreign language.

### Advanced Placement Program

Credit or advanced placement may be

granted to students who have participated in the College Entrance Examination Board "Advanced Placement Program" in their high schools. Students who intend to enter the College under this program should arrange to have their Advanced Placement examination records sent to the Director of Admissions.

### Transcripts

All transcripts and other documents submitted in support of a student's application for admission become the property of the University. The Admissions Office will retain such documents, for a period of two years from the time of initial application. At the close of this period, all such papers will be destroyed for those applicants who for whatever reason do not enroll at Northeastern.

## ELIGIBILITY FOR ADMISSION

### Students With No College Work

1. Students who graduate in the upper half of the high school graduating class from an accredited high school, or who have passed the General Educational Development Test, and who present satisfactory scores on the ACT are eligible to apply for admission. A person seeking admission with GED test scores will be considered only after his high school class would have graduated.

2. Students in the lower half (Illinois residents only) may be considered on presentation of evidence of ability to do satisfactory college work.

3. Consideration for admission is established by a combination of both high school rank and ACT scores.

### Students With College Work

1. In order to be considered for admission, students who have attended other colleges must have an over-all "C" average (computed on the point system at Northeastern Illinois University) from all colleges attended, and must be in good standing at the last college attended as a full time student. Priority for consideration for admission will be given to transfer students who have earned the A.A. degree or at least 60 semester hours of credit.

2. If the applicant has earned fewer than 30 semester hours of credit, the above applies; but he also must have graduated in the upper half of his high school class and present satisfactory scores on ACT in order to be considered for admission. Transfer students with less than 30 semester hours of credit will be classified as Freshmen.

3. In general, Northeastern Illinois University will accept, on an hour-for-hour basis, credit shown on official transcripts from other accredited institutions:

(a) Students with credit from junior colleges only must earn at least 60 additional hours at Northeastern after attaining junior standing.

(b) Students with credit from senior institutions must earn at least 30 credit hours of upper-division level courses—normally the last 30 credits—at Northeastern in order to graduate from this institution.

4. Students who were graduated from high school five or more years prior to application for admission to Northeastern Illinois University need not present ACT scores in order to be considered.

5. Course credit earned 15 or more years ago is subject to acceptance only on recommendation of the Deans of the Colleges.

### Veterans

Persons returning from at least a year's active military service will be admitted or reinstated regardless of previous scholastic record, provided Northeastern Illinois University is the first institution of higher education attended following release from service.

### Students from Foreign Countries

Students from countries other than the United States who are well qualified to benefit from the educational opportunities at Northeastern Illinois University must meet the following requirements:

1. Submit official copies of all educational records. Transcripts in a language other than English must be accompanied by certified translations.

2. Have a satisfactory score on Test of English as a Foreign Language (TOEFL).

3. Furnish evidence that adequate provisions have been made to meet all financial needs for the entire period of stay in the United States while pursuing a full-time course of study applicable to the degree program. The University will assume no responsibility for a student who arrives with inadequate financial resources.

4. File official application and medical report forms which will be provided when items 1, 2 and 3 have been completed with and approved.

## CLASSIFICATIONS FOR ADMISSIONS

The University has four classifications for new students:

1. **Beginning Freshmen Students.** A person who has never registered at any college.
2. **Transfer Students.** A person who has at some time registered at another college whether or not he completed any work.
3. **Unclassified Students.**
  - (a) Students who have an earned de-

gree from an accredited college or university may register for any courses for which they meet the prerequisites. No more than 9 semester hours taken in an unclassified status may be applied toward a master's degree at Northeastern Illinois University.

- (b) Students in good standing who are working toward their baccalaureate degree at another accredited senior college may take courses in the **8-week Summer term only.** A letter from

a dean or registrar of his college which grants him permission to register for courses at Northeastern Illinois University must accompany the application. The title of courses should be clearly indicated to protect the student at his home school.

4. **Graduate Students.** A person who has completed at least a four-year baccalaureate degree and wishes to do advanced study in the Graduate College at Northeastern should contact the Graduate Office.

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## APPLICATION PROCEDURES

### Students With No College Work

High school graduates or those about to graduate must submit the following:

1. The official application form.
2. A \$15.00 non-refundable application fee.
3. Transcripts from the high school from which the applicant was graduated. If a sixth semester transcript is submitted, a supplementary final transcript must also be submitted after the applicant has graduated.
4. Scores on the American College Test.
5. A medical report is required after permission to register is granted.

### Students With College Work

Students who wish to transfer to Northeastern Illinois University must submit the following:

1. The official application form.

2. A \$15.00 non-refundable application fee.

3. Transcripts from the high school from which the applicant was graduated and from all colleges or universities subsequently attended. Transcripts indicating courses and hours of credit must be requested by applicants who are currently enrolled at another college or university. Supplementary final transcripts must be requested at the close of the term of current enrollment. Transcripts will not be accepted from the student.

4. A medical report is required after permission to register is granted.

### Unclassified Students

1. An unclassified student registering at the College for the first time must obtain a Permit to Register issued by the Office of Admissions.

2. Permits may be obtained by com-

pleting the application form and verifying the degree held. Permits must be obtained well in advance of registration for any given term.

3. Undergraduates from other colleges or universities must also secure permits well in advance of registration for the Summer term. A letter from the dean or registrar of his college granting him permission to register for courses at Northeastern Illinois University must be presented at the time the permit is requested. Permits for unclassified students without an earned degree are valid only for the trimester of issue.

4. Unclassified students without a degree, registering at Northeastern Illinois University for the first time, must pay a \$15.00 application fee. This fee is not refundable nor is it applicable toward any other fee.

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## READMISSION

### Students Withdrawn in Good Academic Standing

1. Students who are off campus more than one trimester are required to apply for readmission. Forms for this purpose are available on written request to the Admissions Office.
2. Applications for readmission must be on file two months prior to the opening of the desired trimester of readmission.
3. If the student has attended another college, he must have an official transcript forwarded to the Admissions Office.

### Students Withdrawn Not in Good Academic Standing

1. A student who has been dropped for poor scholarship and who desires to be readmitted to the University, must petition, in writing, The Committee on Academic Standards requesting consideration for readmission.
2. Petitions must be on file two months prior to the opening of the desired trimester of readmission.
3. If the student has attended another college, he must have an official transcript forwarded to the Office of Guidance and Counseling.

### Schedule for Submitting Applications

Prospective students who are still in high school may apply for admission at any time during their senior year. Sixth semester transcripts will be considered as a basis for admission if rank in class is indicated and ACT scores are on file.

Ordinarily transfer students or high school graduates without college work may apply for admission for any trimester except as restricted on the basis of space limitations. Currently, freshmen are not admitted for the Summer 8-week term. Decisions are

made only when all documents have been received and evaluated.

Applications for all applicants may be submitted to the Office of Admissions after September 1 and until such time as enrollment limits have been reached, except that in no case may such credentials be submitted later than dates indicated in the following schedule:

FALL TRIMESTER		SPRING TRIMESTER	
Freshmen Sept. 1 to Apr. 15	Transfers Jan. 15 to Apr. 15	Freshmen Jan. 15 to Mar. 15	Transfers Jan. 15 to Mar. 15
WINTER TRIMESTER		SUMMER 8 WEEK (JULY-AUGUST)	
Freshmen Sept. 1 to Nov. 15	Transfers Sept. 1 to Nov. 15	Freshmen Not open to freshmen	Transfers Jan. 15 to Apr. 15

All deadlines are subject to change without notice.

## statement of fees

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

### RESIDENTS

#### Per Trimester

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

Students who show evidence of equivalent insurance to the Health Service Office, prior to payment of fees, may have this charge waived.

Extension Courses, per credit hour	\$ 24.00
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#### Per Eight-Week Term

Registration Fee	
4 credit hours or more	\$105.00
3 credit hours or less, per credit hour	32.00
<b>Student Fees</b>	
Student Union	\$ 5.00
3 credit hours or less	2.50
Student Activity	9.00

### NON-RESIDENTS

#### Per Trimester

Registration Fee	
7 credit hours or more	\$633.00
6 credit hours or less, per credit hour	95.00
<b>Student Fees</b>	
Student Union	\$ 10.00
6 credit hours or less	5.00
Student Activities	18.00
<b>Health Insurance</b>	
single plan	19.40
family plan	72.00

Students who show evidence of equivalent insurance to the Health Service Office, prior to payment of fees, may have this charge waived.

### Per Eight-Week Term

Registration Fee	
4 credit hours or more	\$316.50
3 credit hours or less, per credit hour	95.00
<b>Student Fees</b>	
Student Union	\$ 5.00
Student Activity	9.00

### Fees Applicable to All Students

Application Fee	\$ 15.00
Required of all undergraduate on campus students registering at Northeastern Illinois University for the first time. This fee is not refundable and not applicable toward other fees.	
Late Registration Fee	\$10.00
Late Examination Fee	1.00
Graduation Fee, includes cap and gown rental	
Undergraduates	12.50

### REFUNDS

Final dates for refunds upon complete withdrawal from the University will be stated in the schedule of classes. In the regular 16 week trimester, the final date for full refund, less service charge, will be the tenth calendar date after classes begin. The final date for partial refund, less service charge, will be the twentieth calendar day after

Graduates (includes hood rental)	15.50
Thesis Fee (3 copies required)	15.00
Additional copies, per copy	2.50
<b>Transcript Fee</b>	
(each copy after first)	1.00
ID Card Replacement Fee	1.00
Change of Registration Fee	5.00

This fee is not charged if:

- a student drops all courses
- a student must make a program change because of a failure the preceding term
- a program change is required because of a cancelled class, or
- a student adds a class

Vehicle Registration	\$6.00
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Special fees, where applicable, are shown in the schedule of classes.

### OUT-OF-STATE FEES

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

1. Students under 21 years of age are considered residents of Illinois only if their parents (or legal guardians) are residents of Illinois. This means that the parents or legal guardians have a permanent place of abode in Illinois of such a nature as would qualify them to vote in this state.
2. Students over 21 years of age are considered residents of Illinois only if they have established a bona fide residence in Illinois for a period of 12 months preceding reg-

istration and are residents at the time of registration.

3. An exception to these criteria is made for a woman student of any age who becomes an Illinois resident upon marriage to a man who is a legal resident.
4. Students who move into the State of Illinois and formally file an intent to remain here.
5. In all cases where questions as to residence arise, the student is responsible for furnishing evidence to support his claim, which will be taken to the Vice-President for Academic Affairs for settlement.

## financial aid

Northeastern Illinois University extends to qualified students with financial need the opportunity to acquire a higher education. Not to provide such assistance would waste human resources and deprive the individual of a dimension of enrichment which he otherwise would probably not acquire.

Combined assistance available from federal, state and local agencies and university sources affords a very favorable chance to begin college for anyone who can show that he has financial need and meets admission requirements.

The following items represent typical expenses for Illinois residents for one trimester:

Tuition .....	\$210.00
Student Fees	
Student Union .....	10.00
Student Activities .....	18.00
Health Insurance	
Single Plan .....	19.40
(Family Plan is also available 72.00)	

Individual expenses such as books, supplies, food, housing and transportation are not included in the above costs.

The Financial Aid Office offers assistance through Loans, Grants, Scholarships and Student Employment Programs. Following are brief descriptions of the aid sources most commonly available to Northeastern Students.

### LOANS

**\*National Defense Education Act (NDEA) Loan.** (Federal). Maximum \$1000 per 2-trimester academic year at UNI—long-term repayment 3% interest — cancellation-of-debt privilege for teachers.

**Illinois Guaranteed Loan.** (State) Maximum \$1500 per 2-trimester academic year at UNI (freshmen limited to

\$1000)—long-term repayment—interest-free to most students until 9 months following graduation (or withdrawal); thereafter, 7% interest — no cancellation privilege for teachers.

**Northeastern Emergency Loan Fund.** (UNI). Maximum \$100—short-term repayment—no interest—student must have emergency need.

### GRANTS

**\*Educational Opportunity Grant (EOG).** (Federal). Grants range between \$200 and \$1000—student must show extreme need — preference to families with gross incomes \$6000 or below—limited availability

\*See "How to Apply," following.

**Illinois State Grant. (State).** Pays tuition and general fees, for Illinois

residents, based on need alone, no measure of scholastic achievement required—many grants available—high school seniors should contact their high school counselors — transfer students should contact UNI Financial Aid Office. NOTE: All students completing general Financial Aid applications for assistance at UNI are expected to apply for the Illinois State Grant as well.

## NORTHEASTERN SCHOLARSHIPS

**UNI Talent Scholarship.** 4-year retention by student—two letters of recommendation from persons qualified to evaluate talent—approval of UNI talent committee—no need analysis required —contact UNI Financial Aid Office for application—limited availability.

**Note: Consult Financial Aid Brochure for information on additional local scholarships offered from time to time.**

## STATE SCHOLARSHIPS

**All Pay Tuition and General Fees Teacher Education Scholarship for Adults.** 4-year retention by student, no renewal necessary — student must be over 21 — A.C.T. score and intent to teach in Illinois required—no need analysis — contact UNI Financial Aid Office — limited availability. (500 in State of Illinois).

**Special Education Scholarship.** 4-year retention by student, no renewal necessary—student must express intent to take courses in preparation for teaching special education—no need analysis—contact high school counselor or UNI Financial Aid Office — limited availability.

**Illinois State Scholarship.** 1-year retention by student, must be renewed annually — upper half of high school class plus A.C.T. score — need analysis required — see high school counselor — many available.

**Illinois General Assembly Scholarship.** 4-year retention by student—competitive examination—no need analysis required—contact state senator or representative—limited availability.

**County Scholarship.** 4-year retention by student — competitive examination —no need analysis—contact county superintendent of schools—limited availability.



## STUDENT EMPLOYMENT

**Student Aide Employment.** Part-time, on-campus jobs are available to students who apply early each term. Application may not be made in advance of admission to the University.

**\*Work-Study Employment.** (Federal). Federally financed jobs on-campus or off-campus are available to UNI students. Off-campus jobs are arranged with public or private non-profit agencies and must be in the public interest. Preference is given to students from low-income families, although any applicant who shows a general need will also be considered.

*\*See "How to Apply," following.*

## VETERANS' BENEFITS

**Veterans' Readjustment Benefits Act of 1966.** New G.I. Bill. (Federal). Veterans with at least 181 days active duty after January 31, 1955 are eligible for up to \$175 per month in benefits (plus additional funds for dependents) from the federal government.

**Illinois State Veterans Scholarship.** (State). Covers tuition and general fees each trimester—4-year retention (leave of absence may extend retention to 6 years) — veteran must have been resident of Illinois until at least 6 months prior to entering armed forces — no need analysis required — contact UNI Financial Aid Office.

**Note: All questions or concerns related to veteran's problems or benefits should be referred to the Financial Aid Office.**

information is held in strictest confidence.

3. **Transfer Students** being supported by their families must also complete a PCS, which they may obtain from the Financial Aid Office of the University they are presently attending, or by writing to the College Scholarship Service, Box 881, Evanston, Illinois 60204.

4. **Self-Supporting Students and Married Students** are required to complete Part III of the general Financial Aid Application (showing their own income, assets, etc.) No student will be considered self-supporting if he was claimed as an income tax exemption by his parents during the preceding tax year.

**Important:** All applications for financial aid must be on file in the UNI Financial Aid Office by **April 1** if aid is desired for the following September. No aid awards become final until the student is accepted for admission to UNI.

When an aid award has been determined for a particular student, that student will receive an **Aid Award Letter** specifying the amount and kind(s) of aid being offered. If the student agrees to accept the aid as offered, he will return the **Letter of Acceptance** accompanying the **Aid Award Letter**.

*For additional information, write or call the UNI Financial Aid Office.*

## HOW TO APPLY

Applicants who wish to be considered for general financial aid or any of the above aid sources marked with an asterisk (that is, those which require need-analysis by UNI) must comply with the following instructions:

1. Write for UNI Financial Aid application.

2. **High School Seniors** must obtain a Parents Confidential Statement (PCS) from their counselor and ask their parents to complete it as soon as possible during their senior year. The PCS provides Northeastern with information for determining the amount of aid necessary. Parents are assured that such

## scholastic regulations

### THE ACADEMIC YEAR

The regular academic year consists of three trimesters of 16 weeks each, which will allow a student to com-

plete the requirements for graduation in three years (9 trimesters). Concurrent with the spring trimester, two sessions of eight weeks each are offered.

### ATTENDANCE

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

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

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

one for which he is registered.

A student may not attend meetings of a class without first registering for it. However, a student dropping a course within the first nine weeks of the sixteen week trimester, or within the first five weeks of an eight week term, may remain in attendance without possibility of credit, provided he has the consent of the instructor and continues in residence at the University.

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

### UNIT OF CREDIT

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

### COURSE LOAD

The maximum credit hour load for day students is 16 semester hours of academic work in the regular sixteen-week trimester, 8 semester hours of academic work in the eight-week terms. The recommended credit hour load per sixteen week trimester for part-time graduate students engaged in full-time employment is six credit

hours and three credit hours in the eight week term. There is no minimum credit hour load for students who are not on probation.

To carry more than the allowable credit hour load, undergraduates must

obtain written permission from their academic advisor. Permission forms are available in the Record Office.

Undergraduates working for a degree at Northeastern Illinois University must obtain written permission before

taking courses at another college or university. Forms and information concerning procedures to follow are available in the Record Office. Failure to follow these procedures may jeopardize acceptance of credits earned elsewhere.

## MARKING SYSTEM

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

Letter Grade	Grade Points Per Credit Hour
A	5
B	4
C	3
D	2
F (failure)	1
PIE (Program for Interdisciplinary Education)	No grade point value
V (visitor)	No credit, No grade point value
I (incomplete)	

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

I (**Incomplete**), may be given if a student is absent from the final exam-

ination or fails to complete a special research or individual study project because of some unavoidable circumstances, such as illness. The instructor should be notified within twenty-four hours after the time scheduled for the examination or completion of the paper or project. It is the responsibility of the student to make arrangements for removal of an incomplete grade. The I (incomplete) will be retained until such time as the instructor assigns a regular grade.

V (**Visitor**). A student who wishes to audit courses must obtain the written permission of the instructor, must register in the regular manner, and pay all fees charged students earning credit in the same course. Auditors' names will appear in the record designated as V, and no credit will be conferred. Once a student has enrolled as an auditor in a course, he may not change his registration to earn credit.

## DROPPING CLASSES

A student who wishes to drop a class during the first nine weeks of instruction in the regular sixteen-week trimester, or during the first five weeks of instruction in the eight-week terms, must fill out a change of registration form in the Record Office and pay a change of registration fee. Before the end of the ninth week of the sixteen-week term, or the end of the fifth week of the eight-week term, a student may be dropped from class for absence as well as for other reasons with a grade of "F". A student who drops a class or withdraws from the University during these periods receives an L (left).

Beginning with the tenth week of the sixteen-week trimester or the sixth week of the eight-week term, official withdrawal from any class is no longer possible; **unofficial withdrawal results in an F**. Special circumstances, such as extended serious illness, may make it necessary or advisable for a student to drop courses after this period. In that event, at the discretion of the instructor, a grade of W/P (withdrew passing) or W/F (withdrew failing)—depending on the student's status in the class—may be given instead of F.

## WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the University must apply in person or in writing, giving reasons, to the Record Office. Unofficial withdrawal results in a grade of F.

Beginning with the tenth week of the sixteen-week trimester, and until one month before the end of the trimester, any student who withdraws from the University receives W/P (withdrew passing) or W/F (withdrew failing), depending upon his status in each class at the time of withdrawal. The same regulations apply beginning with the sixth week of any eight-week term. Students who withdraw during the final month of the sixteen-week trimester or the last two weeks of the eight-week term receive a grade of F in each course, except that under special circumstances a grade W/P or W/F may be given.

A student who withdraws from the University must return all borrowed books to the library, pay any fines due, turn in his ID card to the Record Office, and clear all outstanding accounts.

## GRADE POINT AVERAGE

1. A student shall be on probation if his cumulative grade point average does not meet the following minimum requirements. During the trimester he is on probation, he must carry a minimum of twelve hours of academic credit, regardless of his semester placement.

The minimum cumulative grade point average which must be maintained in order to be classified as a student in good standing is 3.0 or a C average.

The cumulative grade point average is computed on the basis of credit earned at Northeastern Illinois University only. (A = 5, B = 4, C = 3, D = 2, and F = 1.)

- A student will be removed from probation whenever his cumulative grade point average meets the requirements as stated in 1.
- A student who has been on probation and again fails to meet requirements as stated in 1 will be dismissed from the University.
- Students dropped for poor scholarship may apply for readmission after an absence of one trimester. During this period it is advisable that students wishing to be consid-

ered for readmission attend an accredited college and carry at least twelve hours of academic subjects. A "B" average should be maintained. Students who have completed sixty hours of college work may not attend a junior college. A student who has been readmitted will be on probation and will be dropped permanently from the University if, at the end of the trimester, his cumulative grade point average does not meet University requirements.

- Students with bachelor's degrees and unclassified students without bachelor's degrees will be dropped permanently from the University if, upon completion of three courses, they have less than a C (3.0) cumulative grade point average.
- A Committee on Academic Standards, composed of members of the faculty, may recommend changes in the rules governing probation, dismissal, and readmission. This Committee shall also consider individual student petitions for readmission and suspension of specific rules for good and sufficient reason. Committee decisions to grant or deny such petitions shall be final.

## READMISSION

**Following Withdrawal in Good Standing:** Students who are off campus more than one trimester must request permission to re-enter the University. Forms for that purpose may be requested from the Director of Admissions. If a request for permission to re-enter is filed before the end of the eighth week of a trimester, and approved, the student will be permitted to register for the next trimester with

students who are attending. If such request is filed after the end of the eighth week, re-entering students may register if they are eligible, but will complete their registration after all other scheduled registrants have been accommodated.

**Following Withdrawal Not in Good Standing:** A student who has been dropped for poor scholarship and who

desires to be readmitted to the University must petition, in writing, the Committee on Academic Standards. This petition must reach the committee at least one month prior to the beginning of the term for which the student is requesting permission to enroll. If the student has attended another college in the interim, he must request that an official transcript be forwarded for review by the committee.

## the academic program

### REQUIREMENTS FOR GRADUATION

At the time of its establishment on the present campus in 1961, this University was committed exclusively to the education of elementary school teachers within the framework of a broad academic program. The stress of expansion under growing community needs which is common to most public institutions of higher education necessitated a revision of the University's goals. To provide a sound academic program for the many students seeking careers outside professional education, as well as those who intend to teach, the University in 1967 was reorganized into a College of Arts and Sciences, a College of Education and the Graduate College.

The curriculum has been restructured to provide a Basic Program of 33 credit hours for all students, upon which are constructed three separate undergraduate programs leading to the Bachelor of Arts degree. The basic curriculum is designed to afford a smooth transition from the core courses into specialization provided in the separate programs.

The three undergraduate programs (detailed below) are:

- a) Elementary Education, with subject matter majors and a major in Early Childhood Education,
- b) Secondary Education with a variety of subject-matter majors,
- c) Liberal Arts with majors in selected disciplines.

Students are encouraged to seek help from the Counseling Center or their

departmental advisor with respect to their programs of study and other regulations, particularly, those governing graduation.

At least 30 credit hours, normally the last 30, must be completed at Northeastern Illinois University in order to graduate from this institution.

Students in all programs must pass a test, prescribed by law, on the constitutions of the United States and the State of Illinois.

All degree-program students must file a preliminary application for graduation with the Record Office at the beginning of the trimester **preceding** the one in which they expect to graduate. They must file a second application, the final one, also with the Record Office, at the beginning of their last trimester. Responsibility for such filing is entirely the student's.

### COURSE NUMBERS

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

The 400-level courses are for graduate students only. All course descriptions are listed in a separate booklet.

### COURSE REQUIREMENTS

Following is the list of courses required of students enrolled at Northeastern Illinois University as candidates for the Bachelor of Arts degree in Elementary Education (including early childhood or upper elementary pro-

grams) or Secondary Education or Liberal Arts. The courses the student must complete in each of these special programs are listed immediately following the University's basic curriculum.

### BASIC PROGRAM

The Basic Program for all undergraduates is relatively unstructured to encourage student selection of specific courses according to individual interests and needs. The total number of credit hours to fulfill Basic Program requirements for graduation is thirty-three (33). Students must take a minimum of three courses in each of the nine credit hours categories and a minimum of four courses in the twelve hours category. In each of the categories students may not take more than two courses in any one discipline to meet the Basic Program requirements.

#### I. NATURAL SCIENCES AND MATHEMATICS 9 credit hours

Biology  
Chemistry  
Earth Science  
Physics  
Mathematics

#### II. BEHAVIORAL AND SOCIAL SCIENCES 9 credit hours

Anthropology  
Economics  
Geography  
History  
Political Science  
Psychology  
Sociology

#### III. HUMANITIES 12 credit hours

Art  
English  
Foreign Languages  
Linguistics  
Music  
Philosophy  
Speech and Performing Arts

#### IV. PHYSICAL EDUCATION

3 credit hours

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

- I. Elementary Education: Early Childhood Education and Intermediate-Upper grades with majors in various subjects.
- II. Secondary Education: Majors in various subjects.
- III. Liberal Arts: Majors in various subjects.

I. ELEMENTARY EDUCATION

A. EARLY CHILDHOOD EDUCATION MAJOR

The Bachelor of Arts degree in Early Childhood Education is awarded upon the completion of 128 credit hours.

	Credits
Basic Program .....	33
Early Childhood Education Major .....	24
Professional Education ..	28
Electives .....	43
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Total.....	128

EARLY CHILDHOOD EDUCATION MAJOR (Kindergarten-Grade 3)

12-394 Contemporary Art Education in Kindergarten-Primary Grades .....	3
13-112 Class Piano I (may place out) ..	2
13-113 Class Piano II (may place out) ..	2
13-391 Contemporary Music Education in Kindergarten-Primary Grades ..	3
62-201 Educational Psychology .....	3
63-201 Orientation to Kindergarten-Primary Teaching .....	3
63-202 Literature for Children in the Primary Grades ..	3
63-307 Play and Rhythmic Expression ..	3
Choice of one of the following:	
64-314 Teaching the Gifted Child .....	2
64-315 Teaching in the Inner City School ..	2
64-316 Teaching the Slow-Learning Child .....	2
Professional Preparation .....	28
36-212 Child Psychology ..	3
62-215 Philosophical and Historical Foundations of Public Education ..	4
64-301 Curriculum of the Elementary School .....	3
63-305 Language Arts in the Primary Grades .....	3
63-306 Teaching Reading in the Primary Grades ...	3
63-315 Practicum in Kindergarten-Primary Methods	

	Credits
of Teaching Science, Mathematics, and Social Studies with Pre-Practice ..	6
63-325 Student Teaching and Seminar—Grades Kg-3 .....	6

B. INTERMEDIATE-UPPER GRADES MAJOR (Grades 3-8)

	Credits
BASIC PROGRAM .....	33
Intermediate-upper Grades Major in Area of Concentration .....	18-30
Professional Education ..	28
Electives .....	59-37
<hr/>	
Total.....	128

Intermediate-Upper Grades (3-8) Major .....	18-30
Professional Preparation ..	28
62-201 Educational Psychology .....	3
62-215 Philosophical and Historical Foundations of Public Education ..	4
64-301 Curriculum of the Elementary School .....	3
64-302 Methods of Teaching Language Arts—Elementary School .....	2
64-306 Methods of Teaching Reading—Elementary School .....	2
64-317 Micro Teaching in one methods area .....	2
64-325 Student Teaching and Seminar—Grades 3-8 ..	6
Choice of two of the following:	
64-303 Methods of Teaching Mathematics—Elementary School .....	2
64-304 Methods of Teaching Social Studies—Elementary School .....	2
64-305 Methods of Teaching Science—Elementary School .....	2
Choice of one of the following:	
64-314 Teaching the Gifted Child .....	2
64-315 Teaching in the Inner-City School ..	2

	Credits
64-316 Teaching the Slow-Learning Child .....	2

II. SECONDARY EDUCATION MAJOR IN VARIOUS SUBJECTS

The Bachelor of Arts degree in a secondary education program is awarded upon the completion of 129 credit hours .

Basic Program .....	33
Required Courses for Major .....	30
The specific program required to complete a major is to be worked out with faculty advisor in department offering the major.	
Professional Education ..	19
62-215 Philosophical and Historical Foundations of Public Education ..	4
62-201 Educational Psychology .....	3
65-331 Methods of Teaching on the Secondary Level ..	3
—— 'The Methods course in the student's academic major ...	3
77-301 'Secondary Student Teaching	
and Seminar in .....	6
Electives .....	47
<hr/>	
Total.....	129

<sup>1</sup>Each discipline which offers a secondary teaching major has a methods course in that discipline.

<sup>2</sup>All secondary student teaching and seminar courses are numbered 77-301. Each department has its own section.

III. LIBERAL ARTS MAJORS IN VARIOUS SUBJECTS

The Bachelor of Arts degree in a liberal arts program is awarded upon the completion of 129 credit hours.

Basic Program .....	33
Required Courses for Major .....	30
The specific program required to complete a major is to be worked out with the faculty advisor in the department offering the major.	
Electives .....	66
<hr/>	
Total.....	129

# major programs

## college of arts and sciences

The College of Arts and Sciences includes these eighteen departments and one program:

- ANTHROPOLOGY**
- ART**
- BIOLOGY**
- CHEMISTRY**
- COMPUTER SCIENCE**  
(program)
- EARTH SCIENCE**
- ENGLISH**
- FOREIGN LANGUAGES**
- GEOGRAPHY AND**
- ENVIRONMENTAL STUDIES**
- HISTORY**
- LINGUISTICS**
- MATHEMATICS**
- MUSIC**
- PHILOSOPHY**
- PHYSICS**
- POLITICAL SCIENCE AND**
- ECONOMICS**
- PSYCHOLOGY**
- SOCIOLOGY**
- SPEECH AND**
- PERFORMING ARTS**

All entering freshmen at Northeastern Illinois University receive assistance in planning their basic program through the Counseling Center. When a student formally selects a major program of study, he is assigned an advisor in the area of his academic major. Within each department listed on this page, a student generally has the choice of one of three programs of study:

- 1) A liberal arts major in the discipline;
- 2) Preparation for secondary school teaching in the discipline; or
- 3) Preparation for elementary school teaching, with emphasis in the discipline.

The College offers a number of interdisciplinary courses, and, working through the Kaskaskia Plan, a limited number of freshmen are given the opportunity to construct programs of study uniquely fitting their own academic or professional ambitions.

A strong tradition to faculty and student cooperation in the decision-making process has evolved within the College of Arts and Sciences. Students enrolled in major programs assist in giving shape to departmental offerings and requirements, and student opinions traditionally contribute to the effecting of basic changes in the direction of college-wide efforts.

### DEPARTMENT OF ANTHROPOLOGY

This department offers a series of courses which provide the student with an overview of the major areas of anthropology. In these courses it seeks to develop:

1. An understanding of the basic concepts and methodology associated with the anthropological approach to the study of man.
2. An appreciation of the biological and cultural factors, in a time and space perspective, which have been operative in the development of "man and his works."
3. A cross-cultural perspective for achieving greater understanding of the problems of today's world.

#### LIBERAL ARTS MAJOR IN ANTHROPOLOGY

	Credits
<b>Required Courses</b>	
42-212 Cultural Anthropology . . .	3
42-215 Human Origins . . . . .	3
42-325 Old World Prehistory or 42-326 New World Prehistory . . . . .	3
42-362 Senior Seminar in Anthropology . . . . .	3
<b>Choice of two from the following: . .</b>	<b>6</b>
42-301 Peoples of Africa—The Anthropology of Africa . . . . .	3
42-302 Peoples of Asia—The Anthropology of Asia . . . . .	3
42-303 Peoples of Oceania The Anthropology of Oceania . . . . .	3
42-304 Peoples of Southeast Asia—The Anthropology of Southeast Asia . .	3
42-327 Indigenous Peoples of North America .	3
<b>Choice of four from the following: . .</b>	<b>12</b>
42-311 Kinship and Social Structure . . . . .	3

### DEPARTMENT OF ART

The study of visual art commits the student toward a deeper understanding of man and the visual factors of his environment.

The courses are arranged in sequential order beginning with a broad liberal arts approach in the freshman and sophomore years, with emphasis on visual art as a basic form of communi-

	Credits
42-314 Religion, Society and the Individual . . . . .	3
42-341 Culture of Poverty . .	3
42-343 Culture and Personality—Theory and Application . .	3
42-344 Racial and Cultural Minorities . . . . .	3
42-345 Physical Anthropology . . . . .	3
42-354 Economic Anthropology . . . .	3
42-355 History of Anthropological Theory .	3
<b>Total . . . . .</b>	<b>30</b>

#### ELEMENTARY EDUCATION AREA OF CONCENTRATION IN ANTHROPOLOGY

Students in this program must take 47-316 Urban Ecology. In addition, 21 credits in Anthropology with an urban emphasis are required as follows:

<b>Required Courses</b>	
42-212 Cultural Anthropology . .	3
42-215 Human Origins . . . . .	3
42-315 Family Society and the Individual . . . . .	3
42-344 Racial and Cultural Minorities . . . . .	3
91-312 History and Cultures of Afro-Americans . . . .	3
42-341 Culture of Poverty . . . . .	3
<b>Choice of one from the following: . .</b>	<b>3</b>
42-327 Indigenous Peoples of North America .	3
91-314 History and Cultures of Southern White Migrants . .	3
<b>Total . . . . .</b>	<b>21</b>

#### MINOR IN ANTHROPOLOGY 21 CREDIT HOURS

Required: 42-212 Cultural Anthropology, 3 cr. hrs; 42-215 Human Origins, 3 cr. hrs.; and 15 additional credit hours in Anthropology to be chosen in consultation with an advisor assigned by the Department.

cation dependent on a development of knowledge of the physical, perceptual, and social aspects of art. In the junior and senior years the art program provides for development into specific areas. Students are required to express their ideas with materials, involve themselves in the examination and appraisal of works of art of past

and contemporary cultures, and develop aesthetic problem-solving behavior.

The art program provides three tracks for the Bachelor of Arts degree. They are an art major in Liberal Arts, an art major in Secondary Education, and an area of concentration in art for students in Elementary Education. Visual Foundations of Art (11-101) is the required basic art course for all students including art majors.

Opportunity for individual advanced study in art is available, with approval of a faculty committee on visual art, through courses 12-351 Seminars in Visual Art, for 1 credit, and 12-352 Independent Study in Visual Art, for 3 credits. Geared to the needs of in-service teachers and giving opportunity for post-graduate learning are courses 12-322 Studio in Drawing, 12-323 Studio in Painting, 12-324 Studio in Sculpture, and 12-325 Studio in Graphics, all 3-credit courses.

### Fifth Studio Evaluation

When the major has completed five studio courses beyond Visual Foundations, he is required to submit the portfolio of his best work (which he started during his first studio course) for presentation to a committee of faculty members. This committee will evaluate the work and send the student an evaluation chart indicating strengths and weaknesses of the student's work to that point. A copy of this chart is sent to the student's art department advisor to be reviewed by the advisor and placed in the student's file. The student will not be allowed to register for his 8th studio course, nor any further studio courses without having presented his portfolio for evaluation.

Students preparing to teach at the secondary level are expected to have completed their Fifth Studio Evaluation at the same time as the other art majors, and to have their portfolios ready for presentation to their cooperating teacher before they begin student teaching.

Students in elementary education with a concentration in art will be required to participate in Fifth Studio Evaluation.

### CURRICULUM IN VISUAL ART

	Credits
Required Courses	
11-101 Visual Foundations of Art .....	3
12-101 Art in Society .....	3
12-219 Physical Aspects of Two-Dimensional Art ...	3
12-221 Physical Aspects of Three-Dimensional Art .....	3

	Credits
12-222 Social Aspects of Historical Art Forms ...	3
12-223 Social Aspects of Contemporary Art Forms .....	3
12-224 Perceptual Aspects of Art I .....	3
12-225 Perceptual Aspects of Art II .....	3
<b>Total .....</b>	<b>24</b>
Electives	
Three electives from list below ..	9
(Not required in Elementary Education)	
Additional for Elementary Education	
Area of Concentration .....	3
12-388 Contemporary Art Education in Grades Three to Eight	
or	
12-394 Contemporary Art Education in the Kindergarten-Primary Grades	
Additional for Secondary Education	
Major in Art	
72-302 Contemporary Art Education in the Secondary School. A course for 3 credits which are charged to professional education requirements.	
Choice of Electives for Art Majors in Secondary Education and Liberal Arts .....	
11-313 The Art of Africa and Oceania ...	3
11-314 The Art of Pre-Columbian Indian, American Indian, and Eskimo .....	3
11-315 The Art of the Far East .....	3
11-316 The Art of the Renaissance ...	3
11-317 The Art of the United States of America .....	3
11-321 Commonwealth of the Arts .....	3
11-341 Architecture I .....	3
11-342 Architecture II ...	3
12-213 Painting Techniques and Processes I: General Aqueous Media .....	3
12-214 Painting Techniques and Processes II: General Non-Aqueous Media ..	3
12-215 Painting Techniques and Processes III: Contemporary Media .....	3
12-216 Sculpture Techniques and Processes I: Modeling and Casting .....	3
12-217 Sculpture Techniques and Processes II: Subtractive .....	3

	Credits
12-218 Sculpture Techniques and Processes III: Welding and Construction .....	3
12-315 Ancient Art .....	3
12-316 Early Christian and Medieval Art ...	3
12-317 Visual Communication Fundamentals	3
12-318 Advanced Visual Communication ..	3
12-319 Advanced Sculpture I .....	3
12-320 Advanced Sculpture II .....	3
12-321 Advanced Sculpture III ...	3
12-331 Drawing I .....	3
12-332 Drawing II .....	3
12-333 Graphics I—Relief Printing ...	3
12-334 Graphics II—Intaglio .....	3
12-335 Graphics III—Lithography .....	3
12-336 Advanced Graphics.	3
12-337 Industrial Design ..	3
12-338 Graphics IV: Serigraphy .....	3
12-341 Advanced Painting I	3
12-342 Advanced Painting II	3
12-343 Advanced Painting III .....	3
12-361 Ceramics I .....	3
12-362 Ceramics II .....	3
12-363 Ceramics III .....	3
12-364 Color .....	3
12-371 Textiles I .....	3
12-372 Textiles II .....	3

### DEPARTMENT OF BIOLOGY

The major programs in biology provide students with a modern view of biology, utilizing a wide array of advanced elective courses. Thus, regardless of the direction that a student will eventually want to take in establishing a career goal, he will find that the major requirements have given him a solid broad base upon which to build in preparing for the various specialized applications in biology.

The programs available in biology include major emphasis in elementary education, secondary education, and liberal arts.

In addition, for students interested in qualifying for entrance into a Medical or Dental School Program, there is a Pre-Med/Pre-Dent Sequence. This sequence requires the completion of the regular liberal arts major in biology. The taking of specified additional courses as given below provides the student with the preparation necessary for acceptance into Medical and Dental School programs.

**LIBERAL ARTS  
MAJOR IN BIOLOGY\***

	Credits
<b>Required Courses</b>	
56-101 Biology of Cells . . . . .	3
56-102 Biology of Organisms . . . . .	3
56-103 Biology of Populations . . . . .	3
56-311 Genetics . . . . .	3
56-312 Evolution . . . . .	3
56-316 Biochemistry . . . . .	3
56-317 Ecology or 56-373 Biological Geog- raphy or 57-321 Plant Ecology . . . . .	3
57-211 Plant Kingdom or 57-318 General Plant Morphology . . . . .	3
57-315 Plant Physiology or 58-312 Animal Physiology . . . . .	3
58-211 Animal Kingdom . . . . .	3
Biology electives . . . . .	6
Total . . . . .	36
<b>Supporting Minor Courses</b>	
54-211 General Chemistry I . . . . .	4
54-231 Organic Chemistry I . . . . .	4
59-201 College Physics I and 59-203 Introductory Experimental Physics I . . . . .	4
59-202 College Physics II and 59-204 Introductory Experimental Physics II . . . . .	4
22-104 College Algebra or 22-275 Statistics . . . . .	3
Choice of two from the following: . . . . .	6
Chemistry elective . . . . .	3
Earth Science elective . . . . .	3
Physics elective . . . . .	3
56-351 Physical Methods in Biology . . . . .	3
56-371 History of Science . . . . .	3
Total . . . . .	25

\*Note: Non-major courses such as 56-104 *Man and His Natural Environment* and 56-201 *Biological Issues in Contemporary Society* may not be used to satisfy the major or minor requirements in Biology.

**LIBERAL ARTS BIOLOGY MAJOR  
WITH MEDICAL TECHNOLOGY  
EMPHASIS**

Students interested in preparing for a career in medical technology may do so by following the regular Liberal Arts major in Biology. In addition to meeting the regular Liberal Arts Program requirements, the student should take the courses listed below. Completion of these additional courses will qualify the student to apply for admission to an accredited hospital approved by the American Society of Clinical Pathologists for the year of clinical laboratory courses prerequisite to taking the examination for certification as a medical technologist (ASCP).

**Credits**

**Additional Biology Courses:**

56-318 General Microbiology . . . . .	3
58-318 Comparative Animal Histology . . . . .	3
<b>2 Courses to be chosen from below:</b>	
56-351 Physical Methods in Biology . . . . .	3
58-213 Mammalian Anatomy or 58-323 Developmental Anatomy . . . . .	4
58-317 Animal Parasitology . . . . .	3
<b>Additional Chemistry Courses:</b>	
54-212 General Chemistry II . . . . .	4
54-213 Chemical Analysis . . . . .	4

**LIBERAL ARTS MAJOR  
WITH PRE-MED/PRE-DENT  
SEQUENCE**

	Credits
<b>Required Courses</b>	
56-101 Biology of Cells . . . . .	3
56-102 Biology of Organisms . . . . .	3
56-103 Biology of Populations . . . . .	3
56-311 Genetics . . . . .	3
56-312 Evolution . . . . .	3
56-316 Biochemistry . . . . .	3
56-317 Ecology or 56-373 Biological Geogra- phy or 57-321 Plant Ecology . . . . .	3
57-211 Plant Kingdom or 57-318 General Plant Morphology . . . . .	3
58-211 Animal Kingdom . . . . .	3
58-312 Animal Physiology . . . . .	3
Biology Electives . . . . .	6*
Total . . . . .	36
<b>Additional Biology Requirements</b>	
56-318 General Microbiology . . . . .	3
58-318 Comparative Animal Histology . . . . .	3
58-323 Developmental Anatomy . . . . .	4
<b>Suggested additional biology courses recommended as being desirable, but not required, for the Pre-Med/Pre- Dent. Sequence.</b>	
56-314 Cellular Physiology . . . . .	3
56-351 Physical Methods in Biology . . . . .	3
57-311 General Mycology . . . . .	3
57-315 Plant Physiology . . . . .	3
58-317 Animal Parasitology . . . . .	3
<b>Supporting Minor Courses</b>	
54-211 General Chemistry I . . . . .	4
54-212 General Chemistry II . . . . .	4
54-231 Organic Chemistry I . . . . .	4
54-232 Organic Chemistry II . . . . .	4
59-201 College Physics I . . . . .	3
59-202 College Physics II . . . . .	3
59-203 Introductory Experi- mental Physics I . . . . .	1

\*The 6 hours of biology elective credit may be satisfied by using course credits listed below as additional biology courses required for the sequence.

**Credits**

59-204 Introductory Experi- mental Physics II . . . . .	1
Total . . . . .	24
<b>NOTE:</b> The Mathematics requirement is variable depending on the high school background of the student. However, completion of the Pre-Med/Pre-Dent Sequence requires mathematics through calculus. Those students with a minimum of high school training in mathematics should complete the following courses including at least one course in Calculus:	
22-104 College Algebra . . . . .	3
22-105 Trigonometry . . . . .	3
22-113 Calculus and Analytic Geometry I . . . . .	5
22-215 Calculus and Analytic Geometry II . . . . .	5
22-216 Calculus and Analytic Geometry III . . . . .	5

A student with a good background in high school mathematics may start with calculus. Consultation with the Department of Mathematics concerning this decision is advised. A student so approved to start mathematics at the advanced level should complete at least one course in calculus while considering the advisability of additional credit in this area.

22-113 Calculus and Analytic Geometry I . . . . .	5
22-215 Calculus and Analytic Geometry II . . . . .	5
22-216 Calculus and Analytic Geometry III . . . . .	5

**ELEMENTARY EDUCATION AREA OF  
CONCENTRATION IN BIOLOGY\***

Required Courses	Credits
56-101 Biology of Cells . . . . .	3
56-102 Biology of Organisms . . . . .	3
56-103 Biology of Populations . . . . .	3
56-202 Introduction to Biochemistry or 56-316 Biochemistry . . . . .	3
56-311 Genetics . . . . .	3
56-317 Ecology or 57-321 Plant Ecology . . . . .	3
57-211 Plant Kingdom or 57-318 General Plant Morphology . . . . .	3
57-315 Plant Physiology or 58-312 Animal Physiology . . . . .	3
58-211 Animal Kingdom . . . . .	3
Biology Elective . . . . .	3
Total . . . . .	30

**Supporting Minor Courses**  
54-211 General Chemistry I . . . . . 4

	Credits
59-201 College Physics I and 59-203 Introductory Experimental Physics I or 51-105 The Physical World and 51-106 The Physical World: Laboratory . . . . . 4	
51-121 Earth Science I . . . . . 3	
Total . . . . . 11	

\*Note: Non-major courses such as 56-104 Man and His Natural Environment and 56-201 Biological Issues in Contemporary Society may not be used to satisfy the major or minor requirements in Biology.

**SECONDARY EDUCATION  
MAJOR IN BIOLOGY\***

Required Courses	
56-101 Biology of Cells . . . . . 3	
56-102 Biology of Organisms . . . 3	
56-103 Biology of Populations . . 3	
56-311 Genetics . . . . . 3	
56-312 Evolution . . . . . 3	
56-316 Biochemistry . . . . . 3	
56-317 Ecology or 56-373 Biological Geog- raphy or 57-321 Plant Ecology . . . . . 3	
57-211 Plant Kingdom or 57-318 General Plant Morphology . . . . 3	
57-315 Plant Physiology or 58-312 Animal Physiology . . . . . 3	
58-211 Animal Kingdom . . . . . 3	
Biology Elective . . . . . 4**	

	Credits
75-314 Materials and Methods for Teaching High School Science. (This course will carry 4 hours of credit: 3 from profes- sional education and 1 from biology) . . . . . 1	
Total . . . . . 35	

\*Note: Non-major courses such as 56-104 Man and His Natural Environment and 56-201 Biological Issues in Contemporary Society may not be used to satisfy the major or minor requirements in Biology.

\*\*One hour may be earned by taking a 4 hour elective in the supporting minor category.

Supporting Minor Courses	
54-211 General Chemistry I . . . . 4	
54-231 Organic Chemistry I . . . . 4	
59-201 College Physics I and 59-203 Introductory Experimental Physics I . . . . . 4	
59-202 College Physics II and 59-204 Introductory Experimental Physics II . . . . . 4	
22-104 College Algebra or 22-275 Statistics . . . . . 3	
Choice from one of the following . . 3	
Chemistry elective . . . . . 3	
Earth Science elective . . . . . 3	

	Credits
Mathematics elective . . . . . 3	
Physics elective . . . . . 3	
56-351 Physical Methods in Biology . . . . . 3	
56-371 History of Science . . . . . 3	
Total . . . . . 22	

**MINOR IN BIOLOGY  
18 CREDIT HOURS**

A biology minor shall consist of a choice by the student of two of the three basic biology courses (56-101, 56-102, and 56-103) plus an additional four elective courses in biology. Three out of four of the electives must be laboratory courses. Thus, the minor in biology will total at least eighteen hours of credit.

The following non-major biology courses, such as 56-104 Man and His Natural Environment, and 56-201 Biological Issues in Contemporary Society, may not be used to satisfy the biology minor requirements.

Permission must be secured from a departmental advisor for any deviation from the biology minor requirements in advance of registration.

Further, a student following a minor in biology will be expected to consult regularly with a biology advisor for assistance in planning his program.

**DEPARTMENT OF CHEMISTRY**

The department offers a number of degree programs which are designed to (1) prepare students for teaching chemistry at the elementary and secondary level, (2) prepare students for graduate study in chemistry, (3) prepare students for a career in business or industry. To these ends the following degree programs are offered:

1. Elementary Education—Chemistry
2. Secondary Education—Chemistry
3. Liberal Arts—Chemistry

**CHEMISTRY  
LIBERAL ARTS  
MAJOR IN CHEMISTRY**

Required Courses  
Same as for Secondary Education, Supporting Minor Requirements  
Same as for Secondary Education, except for 75-314 Materials and Methods of Teaching High School Science; student will take elective in mathematics or physics instead.

**ELEMENTARY EDUCATION  
AREA OF CONCENTRATION  
IN CHEMISTRY**

Required Courses	Credits
54-211 General Chemistry I . . . . 4	
54-212 General Chemistry II . . . . 4	
54-213 Chemical Analysis . . . . . 4	
54-231 Organic Chemistry I . . . . . 4	
54-351 Physical Chemistry I . . . . 3	
59-201 College Physics I . . . . . 3	
59-202 College Physics II . . . . . 3	
59-203 Introductory Experi- mental Physics I . . . . . 1	
59-204 Introductory Experi- mental Physics II . . . . . 1	

**SECONDARY EDUCATION  
MAJOR IN CHEMISTRY**

Required Courses	Credits
54-211 General Chemistry I . . . . 4	
54-212 General Chemistry II . . . . 4	
54-213 Chemical Analysis . . . . . 4	
54-231 Organic Chemistry I . . . . 4	
54-232 Organic Chemistry II . . . . 4	
54-351 Physical Chemistry I . . . . 3	

	Credits
54-352 Physical Chemistry Laboratory . . . . . 2	
54-353 Physical Chemistry II . . . 3	
Choice from the following: . . . . . 4	
54-316 Inorganic Chemistry . . . . . 2	
54-324 Instrumental Analysis . . . . . 3	
54-327 History of Physical Science . . . . . 2	
54-346 Radiochemistry . . . . . 4	
Supporting Minor Requirements	
22-113 Calculus and Analytic Geometry I . . . . . 4	
22-215 Calculus and Analytic Geometry II . . . . . 4	
75-314 Materials and Methods for Teaching High School Science . . . . . 4	
59-201 College Physics I . . . . . 3	
59-202 College Physics II . . . . . 3	
59-203 Introductory Experi- mental Physics I . . . . . 1	
59-204 Introductory Experi- mental Physics II . . . . . 1	



## DEPARTMENT OF EARTH SCIENCE

The aim of the Department of Earth Sciences is to provide an integrated approach to the study of problems of the entire earth and its environment by a synthesis of disciplines such as geology, astronomy, meteorology, marine sciences, and earth science education.

The introductory courses focus on geologic and meteorologic processes, as well as some aspects of space sciences, and emphasize the student's relationships and responsibilities to the earth.

Major or advanced programs will be individually arranged to the needs of the student as determined in discussions with members of the department. The degree of Bachelor of Arts in either secondary or elementary education is offered.

### EARTH SCIENCE

#### ELEMENTARY EDUCATION AREA OF CONCENTRATION IN EARTH SCIENCE

Required Courses	Credits
51-105 The Physical World	3
51-106 The Physical World: Laboratory	1
51-121 Earth Science I	3
51-214 Earth Science II	3
53-272 Fundamentals of Meteorology and Climatology	3
53-322 Economic Geology	3
59-391 Astronomy	3

## DEPARTMENT OF ENGLISH

The advanced program in English is designed to give the student a familiarity with our literary heritage and a grasp of the principles of criticism and appreciation needed for postgraduate involvement and growth. Authors and their works are studied within the cultural framework which helps to explain them. Our central concern, however, is with the principles and methods which enable us to analyze and appreciate individual works of poetry, fiction, and drama.

### LIBERAL ARTS MAJOR IN ENGLISH

Required Courses in English	Credits
14-229 Practical Criticism	3
Electives in English (not more than 9 credit hours of 200-level courses may apply toward the major)	27
<b>Total</b>	<b>30</b>

### ELEMENTARY EDUCATION MAJOR IN ENGLISH

Required Courses	Credits
14-391 Children's Literature	3
14-311 Shakespeare	3
Electives in English (at least 6 credits at the 300 level)	12-18
<b>Total</b>	<b>18-24</b>

### SECONDARY EDUCATION MAJOR IN ENGLISH

Required Courses	Credits
14-229 Practical Criticism	3
Electives in Literature	27
<b>Total</b>	<b>30</b>

*(No more than 9 credit hours of 200 level courses may apply to the major.)*

A secondary education minor in English requires 12 credit hours.

Credits

Choice from the following:	12
53-311 Mineralogy	3
53-312 Structural Geology	3
53-314 Paleontology	3
53-317 Principles of Sedimentation	3
53-319 Petrology	3
53-323 Field Geology	3
53-327 Geology of the National Parks	3
53-371 Geomorphology	3
54-211 General Chem- istry I	4
54-212 General Chem. istry II	4
43-324 Oceanography I or	3
53-328 Marine Geology	3

### SECONDARY EDUCATION MAJOR IN EARTH SCIENCE

Required Courses	
51-121 Earth Science I	3
51-214 Earth Science II or 53-212 Historical Geology	3
53-272 Fundamentals of Meteorology and Climatology	3
53-311 Mineralogy	3
53-319 Petrology	3
53-322 Economic Geology	3
53-328 Marine Geology or 43-324 Oceanography	3
53-329 Soil Science	3
<b>Total</b>	<b>24</b>

Credits

Electives from below	9
53-371 Geomorphology or 43-371 Geomorphology	3
43-372 Physiography of the Americas	3
53-327 Geology of the National Parks	3
43-376 Cartography I	3
43-322 Aerial Photographic Interpretation in Geography	3
53-323 Field Geology	3
53-317 Principles of Sedimentation	3
59-391 Astronomy (highly recommended)	3
53-314 Paleontology	3
Supporting Minor Requirements	
59-201 College Physics I	3
59-203 Introductory Experi- mental Physics I	1
54-211 General Chemistry I	4
75-314 Materials and Methods of Teaching High School Science	1

This course carries 4 credit hours; 3 credit hours are charged to professional education and 1 to Earth Science.

In addition, if the student takes the following courses he will qualify for the Chicago Board of Education Certificate in General Science.

1. One course in Zoology with lab (invertebrate recommended) ... 3
2. One course in Botany with lab ... 3

6

## DEPARTMENT OF FOREIGN LANGUAGES

The departmental program for foreign language majors is designed to perfect the communication skills acquired through the basic courses to acquaint the student with literary masterpieces as well as special topics in the literature of the foreign language and to give the student an understanding of the principal ways in which the foreign culture resembles and differs from our own, through an organized body of information about the foreign people and their civilization.

Professional preparation of foreign language majors aims at mastery of the recognized teaching methods and the ability to experiment with and evaluate new methods and techniques.

### FRENCH

#### LIBERAL ARTS MAJOR IN FRENCH

Required Courses	Credits
25-313 Etude de Morphologie de Syntax et de Style	3

	Credits
25-319 Histoire de la Civilisation Française .....	3
25-321 Initiation à la Littérature Française I XVII Siecle .....	3
25-322 Initiation à la Littérature Française II XVIII Siecle .....	3
25-333 Initiation à la Littérature Française III XIX Siecle .....	3
Elective Courses .....	15
25-311 Conversation-Composition I ...	3
25-312 Conversation-Composition II ...	3
35-317 La Phonétique Française .....	3
25-318 La Génération du 1890 .....	3
25-328 Masterpieces of French Literature.	3
25-331 Les Philosophes et Moralistes du XVII Siecle .....	3
25-351 La Littérature Contemporaine ..	3
25-354 Le Théâtre Classique .....	3
25-372 Applied French Linguistics .....	3
Total .....	30

#### ELEMENTARY EDUCATION MAJOR IN FRENCH

Required Courses	
21-372 Fundamental Skills. Methods of Teaching Modern Foreign Language in Elementary Schools ..	3
25-311 Conversation and Composition I .....	3
25-312 Conversation and Composition II .....	3
25-313 Etude de Morphologie de Syntaxe et de Style	3
25-319 Histoire de la Civilisation Française .....	3
25-328 Masterpieces of French Literature .....	3
25-372 Applied French Linguistics .....	3
Elective Courses .....	3
Total .....	24

#### SECONDARY TEACHING MAJOR IN FRENCH

Required Courses	
25-311 Conversation-Composition I .....	3
25-312 Conversation-Composition II .....	3
25-313 Etude de Morphologie, de Syntaxe, et de Style .....	3
25-317 La Phonétique Française.	3
25-328 Masterpieces of French Literature .....	3

	Credits
25-372 Applied French Linguistics .....	3
Elective Courses .....	12
Total .....	30
Electives	
25-318 La Génération du 1890 ..	3
25-319 Histoire de la Civilisation Française .....	3
25-321 Initiation à la Littérature Française I XVIII Siecle .....	3
25-322 Initiation à la Littérature Française II XVII Siecle .....	3
25-333 Initiation à la Littérature Française III XIX Siecle .....	3
25-331 Les Philosophes et Moralistes du XVII Siecle .....	3
25-351 La Littérature Contemporaine .....	3
25-354 Le Théâtre Classique ...	3

#### GERMAN

This program is in an initial stage. For the courses available see the course description section of this catalog.

#### RUSSIAN

##### ELEMENTARY EDUCATION MAJOR IN RUSSIAN

Required Courses	
21-372 Fundamental Skills. Methods of Teaching Modern Foreign Language in Elementary Schools .....	3
24-311 Russian Conversation and Composition I .....	3
24-312 Russian Conversation and Composition II ...	3
24-313 Russian Literature—Prose and Poetry of the 19th-20th Centuries .....	3
24-314 Russian Drama—19th-20th Centuries ...	3
24-315 History of Russia and Outstanding Features of Soviet Society .....	3
24-324 The Structure of Russian Language ...	3
24-325 Advanced Russian Syntax .....	3
Total .....	24

Courses in Russian available to the student as electives are as follows:

24-316 Seminars in Russian .....	3
24-317 Independent Study in Russian .....	3
24-326 Modern Soviet Russian Prose .....	3

#### SPANISH

A student exchange program with the University of Puerto Rico, which provides free tuition, room and board, has

been established during the junior year of the foreign language major.

Available to all Spanish majors is a summer at the University of Guadalajara, Mexico, whereby students live with Mexican families and may earn 6 transferable credit hours in Spanish. Both university transfer programs immeasurably help Northeastern students to improve their command of Spanish and gain insightful understanding of that culture and its people.

#### LIBERAL ARTS MAJOR IN SPANISH

Required Courses	Credits
23-313 Intensive Course in the Reading of Spanish ...	3
23-314 Conversation and Composition I .....	3
23-323 Advanced Conversation and Composition II ...	3
23-326 Modern Readings in Spanish .....	3
23-328 Masterpieces of Spanish Literature ...	3
Electives in Spanish .....	15
Total .....	30

#### ELEMENTARY EDUCATION MAJOR IN SPANISH

Required Courses	
21-372 Fundamental Skills. Methods of Teaching Modern Foreign Language in Elementary Schools ..	3
23-313 Intensive Course in the Reading of Spanish ...	3
23-314 Conversation and Composition I .....	3
23-319 Applied Spanish Linguistics .....	3
23-323 Advanced Conversation and Composition II .....	3
23-326 Modern Readings in Spanish .....	3
23-328 Masterpieces of Spanish Literature ...	3
Electives in Spanish .....	3
Total .....	24

#### SECONDARY EDUCATION MAJOR IN SPANISH

Required Courses	
23-313 Intensive Course in the Reading of Spanish ...	3
23-314 Conversation and Composition I .....	3
23-319 Applied Spanish Linguistics .....	3
23-323 Advanced Conversation and Composition II ...	3
23-326 Modern Readings in Spanish .....	3
23-328 Masterpieces of Spanish Literature ...	3
Electives in Spanish .....	12
Total .....	30

**DEPARTMENT OF  
GEOGRAPHY AND  
ENVIRONMENTAL STUDIES**

The Geography program is designed to serve one or more of the following purposes:

1. To provide one important ingredient of a liberal arts education.
2. To train teachers in the elementary and secondary schools.
3. To develop undergraduate and graduate programs of professional geography.
4. To assist related disciplines in enriching their major programs.

LIBERAL ARTS MAJOR IN GEOGRAPHY	
Required Concentrations	Credits
Physical Geography	9
Human Geography	9
Regional Geography	6
Electives in Geography	6
<b>Total</b>	<b>30</b>

ELEMENTARY EDUCATION MAJOR IN GEOGRAPHY	
Required Courses	Credits
43-205 Physical Geography I	3
43-312 Economic Geography	3
43-313 Cultural Geography or 43-317 Urban Geography	3
43-333 Geography of Anglo- America or 43-331 Geography of Illinois	3
Electives	12
Must include Physical Geography and Regional Geography	3
<b>Total</b>	<b>24</b>

SECONDARY EDUCATION MAJOR IN GEOGRAPHY	
Required Concentrations	Credits
Physical Geography	6
Human Geography	6
Regional Geography	6
Geography electives	6
Electives in Geography or related fields	6
<b>Total</b>	<b>30</b>

E. The student will choose the remaining fifteen (15) hours of 300-level electives in History with the consent of advisor. . . 15

**Total** . . . . . 36

**ELEMENTARY EDUCATION  
MAJOR IN HISTORY**

Students who have successfully taken a college level course in either U. S. History or Western Civilization, or who pass a qualifying examination administered by this department in these subjects may substitute a 300-level history course in the same area.

- A. Six (6) hours of a European Civilization sequence. This requirement will be fulfilled by two (2) of the following courses:
- 44-201 History of the Ancient World, 3000 B.C.-476 A.D. . . . . 3
  - 44-202 Currents in Western Civilization, 476 A.D.-1700 A.D. 3 6
  - 44-211 Currents in Western Civilization, 1700 A.D. to the Present 3

- B. Six (6) hours of United States History sequence which includes the following:
- 44-214 United States History 1607-1877 . . . . . 3
  - 44-215 United States History 1877-Present . . . 3
  - 44-302 History of Afro-Americans to 1877 . . . . . 3 6
  - 44-303 History of Afro-Americans, 1877- to the Present . . . . . 3

C. Six (6) hours in a Non-European or Non-United States History area. These electives may be chosen from such areas as Latin America, Asia, Africa, the Black in World History, etc. 6

D. Students will elect the remaining twelve (12) hours of 300-level courses with the approval of advisor . . . . . 12

E. Illinois law requires that those seeking permanent certification in Illinois must successfully pass a test on the Illinois Constitution or take either American National Government (45-216) or Comparative Political Systems (45-211). . . . .

**Total** . . . . . 30

**SECONDARY EDUCATION  
MAJOR IN HISTORY**

Students who have successfully taken a college level course in either U. S.

**DEPARTMENT OF HISTORY**

The Department of History offers a multi-faceted program of traditional, innovative and experimental courses which complement all disciplines offered at Northeastern Illinois University. The focus of the academic training is to acquaint the student with the past and contemporary development of institutions, ideas, and society. All areas of the globe as well as all time periods are covered in the department's attempt to provide a comprehensive list of offerings to the history student. Students with a background in history easily find employment opportunities in publishing, journalism, law, business, commerce and industry as well as teaching.

The Department of History provides advisement in coursework and programs designed to equip the student for a variety of careers and for graduate and professional training.

There are three different undergraduate programs in history, described below:

**LIBERAL ARTS  
MAJOR IN HISTORY**

Students who have successfully taken a college level course in either U. S. History or Western Civilization or who pass a qualifying examination administered by the department in these subjects may substitute a 300-level history course in the same area.

- A. Six (6) hours in European History. Select two (2) courses from the following:
- 44-201 History of the Ancient World, 3000 B.C.-476 A.D. . . . . 3
  - 44-202 Currents in Western Civilization, 476 A.D.-1700 A.D. . . . . 3 6
  - 44-211 Currents in Western Civilization, 1700 A.D. to the Present . . . . . 3

- B. Six (6) hours in United States History. Select two (2) courses from the following:
- 44-214 United States History 1607-1877 . . . . . 3
  - 44-215 United States History 1877-Present . . . 3
  - 44-302 History of Afro-Americans to 1877 . . . . . 3 6
  - 44-303 History of Afro-Americans, 1877 to the Present . . . 3

C. Six (6) hours in Non-European and Non-United States History areas. These electives may be chosen from such areas as Latin America, Asia, Africa, the Black in World History, etc. 6

D. Three (3) hours in 44-339 Undergraduate Historical Method and Historiography, preferably during the student's junior year. . . . . 3

History or Western Civilization, or who pass a qualifying examination administered by this department in these subjects may substitute a 300-level history course in the same area.

- A. Six (6) hours in European History. Select two (2) courses from the following:
- 44-201 History of the Ancient World, 3000 B.C.-476 A.D. .... 3
  - 44-202 Currents in Western Civilization, 476 A.D.-1700 A.D. 3
  - 44-211 Currents in Western Civilization, 1700 A.D. to the Present 3
- B. Six (6) hours in United States History. Select two (2) courses from the following:
- 44-214 United States History 1607-1877 .... 3
  - 44-215 United States History 1877-Present ... 3
  - 44-302 History of Afro-Americans to 1877 ..... 3
  - 44-303 History of Afro-Americans, 1877 to the Present .. 3
- C. Six (6) hours in Non-European and Non-United States History areas. These electives may be chosen from such areas as Latin America, Asia, Africa, the Black in World History, etc. 6
- D. Three (3) hours in 44-339 Undergraduate Historical Method and Historiography, preferably during the student's junior year or an elective in History with the consent of advisor. .... 3
- E. The student will choose the remaining fifteen (15) hours of 300-level electives in History with the consent of advisor. .. 15
- F. Illinois law requires that those seeking permanent certification in Illinois must successfully pass a test on the Illinois Constitution or take either American National Government (45-216) or Comparative Political Systems (45-211).
- Total.....36

**MINOR IN HISTORY**  
18 CREDIT HOURS

A student must complete 18 hours in history course work for a Minor in History.

**DEPARTMENT OF LINGUISTICS**

The Department of Linguistics deals with the language component of liberal arts studies. The objectives of the various programs offered by the department are to introduce the student to the nature of language, and the principles and methods of linguistic study; to the phonological and syntactic structure of language generally, and of particular languages, with special emphasis upon the English language; to comparative and historical linguistics; and to applied linguistics.

The department offers a major in linguistics for those who want intensive training in linguistic theory and applied linguistics, whether for general use or as preparation for graduate study. The department offers an area of concentration for those students who plan to become language arts teachers in the elementary schools; and a major for those students who plan to teach English in the secondary schools. In both these latter programs, arrangements may be made (in consultation with the departmental advisor) to combine linguistics with literature.

The department offers two graduate degrees: An M.A. in English Linguistics, and an M.A.T. in English: Language and Applied Linguistics.

**LIBERAL ARTS**  
**MAJOR IN LINGUISTICS**

- 28-101 Introduction to General Linguistics ..... 3
  - 28-211 Introduction to Phonology ..... 3
  - 28-212 History of the English Language ..... 3
  - 28-213 Introduction to Syntax ..... 3
  - 29-327 Seminar in Linguistics ..... 3
- Electives  
Choice of any 6 other courses the department offered in ..... 18

Total.....33

Students will be encouraged to take a 15-credit minor in one of these areas:

- Anthropology
- Foreign Language
- Speech Pathology
- English
- Psychology

**ELEMENTARY EDUCATION**  
**AREA OF CONCENTRATION**  
**IN LINGUISTICS**

- 28-101 Introduction to General Linguistics ..... 3
  - 28-211 Introduction to Phonology ..... 3
  - 28-212 History of the English Language ..... 3
  - 28-213 Introduction to Syntax ..... 3
  - 29-325 The Child's Acquisition of Language 3
- Electives  
Choice of any 3 other courses in the department ..... 9

Total.....24

**SECONDARY EDUCATION**  
**MAJOR IN LINGUISTICS**

- 68-301 Teaching Reading in Junior and Senior High School ..... 3
  - 28-101 Introduction to General Linguistics ..... 3
  - 28-211 Introduction to Phonology ..... 3
  - 28-212 History of the English Language ..... 3
  - 28-213 Introduction to ... 3
  - 69-333 Library Materials for Language and Creative Arts ... 3
- Electives  
Choice of any 5 other courses offered in the department ..... 15

Total.....33

**MINOR IN LINGUISTICS**  
18 CREDIT HOURS

A minor in Linguistics to be most effective should vary in accordance with the student's major. Therefore, no actual course requirements are established for the minor. Rather, it is recommended that courses be selected in consultation with the major advisor and the linguistics advisor, using the following suggested programs and partial programs as a guide.

For majors in Social Science (Anthropology, Sociology and possibly General Social Science, American Studies, History):

- 28-213 Introduction to Syntax .. 3
- 29-201 Language and Culture .. 3
- 29-344 Historical Linguistics ... 3
- or
- 28-212 History of the English Language ..... 3
- 29-203 The Development of American English ..... 3

For majors in Psychology:

28-213 Introduction to Syntax .. 3

28-211 Introduction to Phonology ..... 3

29-325 The Child's Acquisition of Language ..... 3

For majors in Speech:

28-213 Introduction to Syntax .. 3

28-211 Introduction to Phonology ..... 3

29-316 Linguistic Analysis-Prose ..... 3

or

29-314 Linguistic Analysis-Poetry ..... 3

For majors in English:

28-212 History of the English Language ..... 3

29-316 Linguistic Analysis-Prose ..... 3

29-314 Linguistic Analysis-Poetry ..... 3

28-211 Introduction to Phonology ..... 3

28-213 Introduction to Syntax .. 3

For majors in Foreign Languages:

28-213 Introduction to Syntax .. 3

28-211 Introduction to Phonology ..... 3

29-201 Language and Culture .. 3

29-344 Historical Linguistics ... 3

28-212 History of the English Language ..... 3

or

29-203 The Development of American English .... 3

For majors in Philosophy, Mathematics:

28-213 Introduction to Syntax .. 3

29-201 Language and Culture .. 3

## DEPARTMENT OF MATHEMATICS

The Department of Mathematics offers a program which leads to the Bachelor of Arts degree. A student may elect the Liberal Arts program which will prepare him to continue his studies at the graduate level or he may elect a program leading to the teaching of mathematics at the secondary or elementary school level.

All students are required to take 22-101 Mathematical Concepts except the following: I) Mathematical majors. II) Students in a department which requires a higher level course in mathematics. III) Students who have three or more years of high school and wish to elect a higher level course in mathematics. Students who wish to enter an elementary teaching program are advised to take 22-101 Mathematical Concepts since this course is designed to prepare them in the modern approach to mathematics.

### LIBERAL ARTS AND SECONDARY EDUCATION MAJORS IN MATHEMATICS

Mathematics majors are required to take at least 18 hours in mathematics in addition to 22-216 Calculus and Analytic Geometry III. 22-101 Mathematical Concepts may not be used toward the major sequence. There are 27 hours which are required.

Required Courses	
22-113 Calculus and Analytic Geometry I .....	5
22-215 Calculus and Analytic Geometry II .....	5
22-216 Calculus and Analytic Geometry III .....	5

22-251 Foundations of Mathematics .....	3
22-312 Foundations of Geometry .....	3
22-325 Foundations of Analysis I .....	3
22-331 Foundations of Algebra I .....	3
Electives at 300 level .....	6
<b>Total .....</b>	<b>33</b>

If a student's high school background is not sufficient to start with 22-113 Calculus and Analytic Geometry I, he must take 22-104 College Algebra and/or 22-105 Trigonometry. These courses may not be applied to the 33 required hours. These courses may be used to satisfy the basic core requirements.

If a student begins with 22-113 Calculus and Analytic Geometry I, he will be required to elect three additional hours in mathematics to satisfy the 3 hour requirement of the basic core.

### ELEMENTARY TEACHING PROGRAM

If a student plans to teach mathematics at the elementary school level, then he is required to take all of the required hours with the exception of 22-325 Foundations of Analysis I. If he begins with 22-113 Calculus and Analytic Geometry I, then he will be required to elect 3 additional hours in mathematics in order to satisfy the 3 hour requirement of the basic core.

The Department of Mathematics, realizing the difference in students' interests, recommends that the student, early in his career, consult with a member of the department so that he may select a program which would best lead him to his ultimate goal.

## DEPARTMENT OF MUSIC

The major programs in music are designed to provide students with creative and functional musical experiences and knowledge. The focal points are musical performance, music theory, the history and literature of music and music pedagogy.

The following programs are offered, all of which lead to the Bachelor of Arts degree.

Elementary Education, major in Music

Secondary Education, major in Music

Option I—Vocal Music

Option II—Instrumental Music

Liberal Arts, major in Music

Option I—Vocal or Instrumental Music

Option II—Music Theory

Information on study in music may be obtained from the Chairman of the Music Department.

### ELEMENTARY EDUCATION MAJOR IN MUSIC

Required Courses Credits

#### Music Theory

13-121 Music Theory I .....	3
13-122 Music Theory II .....	3

#### Music History and Literature

Choice of one of the following: .... 3

13-214 Studies in Vocal Music .....	3
13-215 Studies in Instrumental Music .....	3
13-216 Studies in Keyboard Music .....	3

#### Piano

13-112 Class Piano I .....	2
13-113 Class Piano II .....	2
13-151 Applied Music I—Piano ..	2

#### Voice

13-151 Applied Music I—Voice ..	2
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### Music Education

Choice of one of the following: .... 3

13-391 Contemporary Music Education in Grades Kindergarten—Three ..	3
13-392 Contemporary Music Education in Grades 3-8 .....	3
Elective in Music .....	3
<b>Total .....</b>	<b>23</b>

### SECONDARY EDUCATION MAJOR IN MUSIC

Option I—Vocal Music

Required Courses .....

#### Music Theory

13-121 Music Theory I .....	3
13-122 Music Theory II .....	3
13-201 Music Theory III ...	3
13-202 Music Theory IV or 13-301 Counterpoint I ...	3

	Credits
<b>Music History and Literature</b>	
Choice of two of the following:	
13-314 Music Before 1600..	3
13-315 Music of the Baroque Era ....	3
13-316 Music of the Classical Era ....	3
13-317 Music of the Romantic Era ....	3
13-318 Music of the Twen- tieth Century ....	3
13-319 Music of America ..	3
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<b>Applied Music</b>	
Private study in voice 13-151(I), 13-152(II), 13-153(III), 13-154(IV), 13-251(V), 13-252(VI) .....	12
Related Area Courses .....	14
13-112 Class Piano I .....	2
13-113 Class Piano II .....	2
13-151 Applied Music I .....	2
Private Study in Piano	
13-223 Conducting .....	2
Choice of two of the following:	
13-214 Studies in Vocal Music .....	3
13-215 Studies in Instru- mental Music ...	3
13-216 Studies in Key- board Music ....	3
13-302 Counterpoint II ....	3
13-305 Form and Analysis I .....	3
Methods	
73-301 Methods and Tech- niques of Teaching Music in the Sec- ondary Schools. This course carries 3 credits, which are charged to profes- sional education	
Total .....	44
Option II—Instrumental Music	
Required Courses .....	30
<hr/>	
<b>Music Theory</b>	
13-121 Music Theory I ....	3
13-122 Music Theory II ....	3
13-201 Music Theory III ...	3
13-202 Music Theory IV or 13-301 Counterpoint I ...	3
Choice of two of the following:	
13-314 Music Before 1600..	3
13-315 Music of the Baroque Era ....	3
13-316 Music of the Classical Era ....	3
13-317 Music of the Romantic Era ....	3
13-318 Music of the Twen- tieth Century ....	3
13-319 Music of America ..	3
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<b>Applied Music</b>	
Private study of an instrument 13-151(I), 13-152(II), 13-153(III), 13-154(IV), 13-251(V), 13-252(VI) .....	12

	Credits
Related Area Courses .....	15
13-112 Class Piano I .....	2
13-113 Class Piano II .....	2
13-223 Conducting .....	2
13-308 Orchestration .....	3
Choice of three of the following:	
13-115 Instrumental Music Studies—Brass Instruments .....	2
13-116 Instrumental Music Studies—Percus- sion Instruments..	2
13-117 Instrumental Music Studies—String Instruments .....	2
13-118 Instrumental Music Studies— Woodwind Instruments .....	2
Methods	
73-301 Methods and Tech- niques of Teaching Music in the Sec- ondary Schools. This course carries 3 credits, which are charged to profes- sional education	
Total .....	45
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<b>LIBERAL ARTS MAJOR IN MUSIC</b>	
Option I—Vocal or Instrumental	
Required Courses .....	30
<hr/>	
<b>Music Theory</b>	
13-121 Music Theory I ....	3
13-122 Music Theory II ....	3
13-201 Music Theory III ...	3
13-202 Music Theory IV or 13-301 Counterpoint I ...	3
<hr/>	
<b>Music History and Literature</b>	
Choice of two from the following:	
13-314 Music Before 1600 .	3
13-315 Music of the Baroque Era ....	3
13-316 Music of the Classical Era ....	3
13-317 Music of the Romantic Era ....	3
13-318 Music of the Twen- tieth Century ....	3
13-319 Music of America ..	3
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<b>Applied Music</b>	
Private study in voice or instrument 13-151(I), 13-152(II), 13-153(III), 13-154(IV), 13-251(V), 13-252(VI) .....	12
Related Area Courses .....	15
13-112 Class Piano I .....	2
13-113 Class Piano II .....	2
13-223 Conducting .....	2
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<b>Applied Music</b>	
Study of one or more instru- ments other than the major instrument. Choice of two from 13-151(I), 13-152(II), 13-153(III), 13-154(IV), 13-251(V), 13-252(VI) ....	6

	Credits
Elective in Music Theory or History and Literature of Music .....	6
Total .....	45
Option II—Music Theory	
Required Courses .....	30
<hr/>	
<b>Music Theory</b>	
13-121 Music Theory I ....	3
13-122 Music Theory II ....	3
13-201 Music Theory III ...	3
13-202 Music Theory IV ...	3
13-301 Counterpoint I .....	3
13-302 Counterpoint II ....	3
<hr/>	
<b>Music History and Literature</b>	
Choice of four from the following:	
13-314 Music Before 1600 .	3
13-315 Music of the Baroque Era ....	3
13-316 Music of the Classical Era ....	3
13-317 Music of the Romantic Era ....	3
13-318 Music of the Twen- tieth Century ....	3
13-319 Music of America ..	3
Related Area Courses .....	15
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<b>Music Theory</b>	
13-305 Form and Analysis I .....	3
Choice of two of the following:	
13-214 Studies in Vocal Music .....	3
13-215 Studies in Instru- mental Music ....	3
13-216 Studies in Key- board Music .....	3
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<b>Piano</b>	
13-112 Class Piano I .....	2
13-113 Class Piano II .....	2
13-151 Applied Music I— Piano .....	2
Total .....	45
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<b>MUSIC ORGANIZATIONS</b>	
<b>Band and Instrumental Ensembles.</b> All students who have played band or orchestra instruments are given the opportunity of participation in a variety of instrumental groups at Northeastern Illinois University. The University concert band is completely instrumented and performs a great variety of music literature. The pep band participates at basketball games and pep rallies. Both groups perform at other campus and off-campus events.	
Smaller ensembles of brass, woodwind, string and percussion instruments are organized each trimester. All play a variety of interesting music and are presented in concert at frequent intervals. University instruments are normally available for student use by written request.	
One credit hour may be earned each semester in each of the various ensembles; a total of three such credits may be used as elective credits toward degree requirements.	

**Orchestra.** The orchestra of the University meets three times a week. It performs a variety of music of different styles and eras. Instruments are available to students of the University. The group performs at the University and at off-campus appearances. One credit is earned each semester; three such credits may be used as elective credits toward degree requirements.

**Choral Groups.** The mixed chorus, women's chorus and various small vocal ensembles of the University offer students opportunities to sing a wide variety of music representative of the great repertoire of choral music and music for small ensembles from medieval times to current American musicals. Open to all students, each group rehearses three times a week. One credit hour may be earned each semester; a total of three such credits may be used as elective credits toward degree requirements.

**Collegium Musicum.** The Collegium Musicum of Northeastern Illinois University is an ensemble performing primarily the music of medieval, renaissance and baroque eras. Membership is open upon an audition. The group performs in concerts at the University and off-campus. One credit hour may be earned each semester; a total of three such credits may be used as elective credits toward degree requirements.

**MINOR IN MUSIC  
23 CREDIT HOURS**

The courses are to be selected from the departmental curriculum on the basis of the need and interest of the individual student in consultation with the Chairman of the Department and subject to his approval.

**DEPARTMENT OF  
PHILOSOPHY**

Philosophy, broadly conceived, is a systematic inquiry into the perennial problems of human existence; in this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential ingredient of a liberal education. The exercise in reflection and criticism to be derived from the reading of the great philosophical classics enables the student to understand and correlate the many insights afforded by other disciplines; the wide perspectives that philosophy makes possible guide the student in his search for a sound sense of values.

The primary functions of the Department of Philosophy are: (1) to contribute significantly to the liberal education of the students of the College, and (2) to provide philosophy majors with an adequate preparation to pursue advanced studies in their chosen field.

**LIBERAL ARTS  
MAJOR IN PHILOSOPHY**

The major in Philosophy, leading to the Bachelor of Arts degree, fully prepares the student for graduate work. Students majoring in Philosophy must take 30 credit hours of work within the department including 15 credit hours of Philosophy electives.

Required Courses	Credits
16-102 Introduction to Philosophy .....	3
16-222 History of Ancient Philosophy .....	3
16-241 History of Modern Philosophy .....	3
16-302 Logic I .....	3
16-332 Contemporary Philosophy .....	3

Electives in Philosophy (9 hours must be from courses at the 300 level) .....	15
<b>Total .....</b>	<b>30</b>

A student minoring in philosophy is required to take 18 credit hours of work in the department. The minor in philosophy must take Introduction to Philosophy and at least one course in the history of philosophy, and 9 additional credits to be selected in consultation with the major and minor departments.

16-101 Persuasion and Reason ..	3
16-102 Introduction to Philosophy .....	3
16-202 Comparative Religion ...	3
16-211 Philosophy of Religion ..	3
16-212 Social Ethics .....	3
16-213 Ethics .....	3
16-222 History of Ancient Philosophy .....	3
16-231 History of Medieval Philosophy .....	3
16-241 History of Modern Philosophy .....	3
16-251 Philosophy of Art .....	3
16-302 Logic I .....	3
16-303 Logic II .....	3
16-306 Logic III .....	3
16-313 Recent Theories of Value .....	3
16-332 Contemporary Philosophy .....	3
16-333 American Philosophy ...	3
16-335 Analytic Philosophy ...	3
16-337 Existentialism .....	3
16-339 Nineteenth-Century Philosophy .....	3
16-345 Social and Political Philosophy .....	3
16-371 Theory of Knowledge ...	3
16-375 Philosophy of Science ...	3
16-381 Independent Study in Philosophy .....	3

**DEPARTMENT OF  
PHYSICS**

The Major Programs available in Physics provide the student with a variety of educational opportunities. The available programs are Elementary Education with an area of concentration in Physics, Secondary Education with a Physics Major, as well as a Liberal Arts Physics Major. Regardless of the program selected by the student, he will find that the major requirements prepare him for a career either as a teacher or in some phase of industry. Moreover, these same courses will enable the student to comprehend the universe as only the Physics Major can.

For the forward looking student, the Physics Department provides the M.S. program which is a logical extension of the following programs.

**PHYSICS**

**LIBERAL ARTS  
MAJOR IN PHYSICS**

Required Courses	Credits
59-201 College Physics I .....	3
59-202 College Physics II .....	3
59-203 Introductory Experimental Physics I .....	1
59-204 Introductory Experimental Physics II .....	1
59-215 Physics III .....	3
59-311 Mechanics I .....	3
59-312 Mechanics II .....	3
59-336 Modern Physics .....	3

Credits	
59-337 Modern Physics Lab ....	1
59-321 Electricity and Magnetism I .....	3
59-323 Electricity and Magnetism II .....	3
59-393 Electronics .....	3

Required 6 additional hours from below

59-326 X-ray Theory and Techniques .....	3
59-324 Quantum Mechanics I ...	3
59-333 Vibration and Sound ....	3
59-331 Optics .....	3
59-335 Thermodynamics and Kinetic Theory .....	3
59-343 Nuclear Physics .....	3

Supporting Minor Courses

54-211 General Chemistry I ....	4
54-212 General Chemistry II ....	4
22-113 Calculus and Analytic Geometry I ...	4

	Credits
22-215 Calculus and Analytic Geometry II ..	4
22-216 Calculus and Analytic Geometry III ..	4
22-301 Ordinary Differential Equations I .....	3

**ELEMENTARY EDUCATION  
AREA OF CONCENTRATION  
IN PHYSICS**

Required Courses	
22-113 Calculus and Analytic Geometry I .....	4
54-211 General Chemistry I .....	4
54-212 General Chemistry II .....	4
59-201 College Physics I .....	3
59-202 College Physics II .....	3
59-203 Introductory Experimental Physics I .....	1
59-204 Introductory Experimental Physics II .....	1
59-215 Physics III .....	3
Choice from the following: .....	12
59-311 Mechanics I .....	3
59-312 Mechanics II .....	3
59-321 Electricity and Magnetism I .....	3
59-323 Electricity and Magnetism II .....	3
59-324 Quantum Mechanics I .....	3
59-326 X-ray Theory and Techniques .....	3
59-331 Optics .....	3
59-333 Vibration and Sound .....	3
59-335 Thermodynamics and Kinetic Theory .....	3
59-336 Modern Physics .....	3
59-337 Modern Physics Lab .....	3
59-343 Nuclear Physics .....	3
59-391 Astronomy .....	3
59-393 Electronics .....	3

**SECONDARY EDUCATION  
MAJOR IN PHYSICS**

Required Courses	
59-201 College Physics I .....	3
59-202 College Physics II .....	3
59-203 Introductory Experimental Physics I .....	1
59-204 Introductory Experimental Physics II .....	1

**DEPARTMENT OF  
POLITICAL SCIENCE  
AND ECONOMICS**

The offerings in Political Science are designed to provide an understanding of:

1. The rapidly increasing politicalization of social life.
2. Policy formation, execution, and the values that guide or ought to guide policy.
3. Political processes in diverse societies.

	Credits
59-215 Physics III .....	3
59-311 Mechanics I .....	3
59-312 Mechanics II .....	3
59-336 Modern Physics .....	3
59-337 Modern Physics Lab .....	1
59-321 Electricity and Magnetism I .....	3
59-323 Electricity and Magnetism II .....	3
59-393 Electronics .....	3
75-314 Materials and Methods of Science .....	1
(This course carries 4 credit hours; 3 credit hours are charged to Physics and 1 credit hour is charged to Professional Education certification requirements)	

Required 3 additional hours from below

59-326 X-ray Theory and Techniques .....	3
59-324 Quantum Mechanics I ..	3
59-333 Vibration and Sound .....	3
59-331 Optics .....	3
59-335 Thermodynamics and Kinetic Theory .....	3
59-343 Nuclear Physics .....	3

Supporting Minor Courses

54-211 General Chemistry I .....	4
54-212 General Chemistry II .....	4
22-113 Calculus and Analytic Geometry I .....	4
22-215 Calculus and Analytic Geometry II ..	4
22-216 Calculus and Analytic Geometry III ..	4
22-301 Ordinary Differential Equations I .....	3

**MINOR IN PHYSICS  
18 CREDIT HOURS**

The Physics Minor will consist of the following 18 hours:

59-201 College Physics I .....	3
59-202 College Physics II .....	3
59-215 Physics III .....	3
59-311 Mechanics I .....	3
59-321 Electricity and Magnetism I .....	3
Elective .....	3

and department approval.

LIBERAL ARTS MAJOR IN POLITICAL SCIENCE	
Required Courses	Credits
Choice of one of the following:	
45-211 Comparative Political Systems ..	3
45-216 American National Government .....	3
45-213 Concepts of Political Science ..	3
3	
(a) Three courses from one of the following areas: .....	
American Government	9
Urban Politics	
International Relations	
Asian Studies	
Comparative Politics	
Political theory	
(b) One course from each of the three areas listed above, not including the area chosen in (a) .....	
9	
Three additional courses. Two of the courses may be from a cognate field .....	
9	
Total.....30	

**ELEMENTARY EDUCATION  
MAJOR IN POLITICAL SCIENCE**

Required Courses	
45-211 Contemporary Political Systems .....	3
45-216 American National Government .....	3
45-313 Contemporary International Relations .....	3
45-318 Municipal Government ..	3
Choice from any political science or cognate area, with advisor's approval .....	
9	
Total.....21	

Liberal Arts Political Science majors who wish to teach at the secondary level may take the secondary education courses for history teachers if they have completed 8 credit hours in American History and 8 credit hours in European History. Students interested in secondary certification should plan to take the following education courses: 62-201, 62-215, 65-331, 74-301 and 77-301.

**American Government and Politics**

45-212 Contemporary Issues in American Politics: Varies	
45-216 American National Government	
45-301 Legislative Process	
45-302 U.S. Foreign Policy Since World War II	
45-303 Public Opinion and Propaganda	
45-304 Constitutional Law: The Supreme Court's Role in American Government	

4. The domestic political problems of local and national communities.
5. The political and legal problems of the community of nations.
6. The social bases and the institutional arrangements of democracies and dictatorships.
7. The causes of war and the conditions of peace.
8. The interrelatedness of political problems and other social problems.



- 45-305 Constitutional Law: Civil Liberties
- 45-311 Policy Making in American National Government
- 45-315 Political Parties and Pressure Groups
- 45-317 Independent Study in Political Science
- 45-328 Seminar in Domestic Politics and Government
- 45-332 Public Administration
- 45-333 State Government and Politics
- 45-349 Cities and the Federal System
- 45-353 Practical Politics
- 45-358 The Judicial Process

**Urban Government and Politics**

- 45-212 Contemporary Issues in American Politics: Varies
- 45-307 The Government and Politics of Metropolitan Areas
- 45-317 Independent Study in Political Science
- 45-318 Municipal Government
- 45-328 Seminar in Domestic Politics and Government
- 45-334 Urban Politics
- 45-349 Cities and the Federal System
- 45-357 Laboratory in Urban Politics

**Asian Studies**

- 45-251 Introduction to Asian Studies I
- 45-252 Introduction to Asian Studies II
- 45-317 Independent Study in Political Science
- 45-324 Communist China: Politics and Government
- 45-325 The Government and Politics of Pakistan
- 45-341 Governments in Asia
- 45-342 International Relations in Asia
- 45-343 Seminar on Asian Politics
- 45-344 Politics of the Middle East
- 45-345 Politics of Southeast Asia
- 45-346 Political Doctrines of Asia
- 45-347 Seminar in Asian Studies
- 45-348 Government and Politics of South Asia
- 45-356 South Asia in International Relations

**Political Theory**

- 45-213 Concepts of Political Science
- 45-306 Contemporary Political Philosophy
- 45-317 Independent Study in Political Science
- 45-321 Political Theory
- 45-326 Selected Political Theorists: Theorist Varies

- 45-335 Political Theory I: Man and the State
- 45-336 Political Theory II: Man and Society
- 45-339 Political Theory III: Contemporary Political Analysis
- 45-346 Political Doctrines of Asia
- 45-352 African Political Thought

**Comparative Politics**

- 45-211 Comparative Political Systems
- 45-312 Modern European Governments
- 45-317 Independent Study in Political Science
- 45-322 Politics and Governments of South America
- 45-323 Government in New Nations
- 45-324 Communist China: Politics and Government
- 45-325 Government and Politics of Pakistan
- 45-329 Seminar in Comparative Politics
- 45-338 Politics of Sub-Sahara Africa
- 45-341 Governments in Asia
- 45-344 Politics of the Middle East
- 45-345 Politics of Southeast Asia
- 45-348 Government and Politics of South Asia
- 45-351 The Soviet Union: Government and Politics
- 45-354 Political Modernization in Africa
- 45-355 Politics and Government of Mexico, Central America and the Carribean

**International Relations**

- 45-215 Contemporary World Issues: Varies
- 45-302 U.S. Foreign Policy Since World War II
- 45-313 Contemporary International Relations
- 45-314 The United Nations and World Order
- 45-316 War and Peace
- 45-317 Independent Study in Political Science
- 45-319 International Law and Organization
- 45-331 Seminar in International Relations
- 45-342 International Relations in Asia

**MINOR IN POLITICAL SCIENCE  
18 CREDIT HOURS**

Each student minoring in political science shall select an advisor within the faculty in political science, subject to the approval of the departmental chairman, and arrange his program in political science in consultation with the advisor.

There are no specific course requirements, but the student in working out his program with his advisor is expected to fashion a reasonably coherent and rounded program.

**LIBERAL ARTS MAJOR  
IN ECONOMICS**

The liberal arts major in Economics consists of thirty credit hours. The major has a prerequisite of three years of high school mathematics or equivalent.

Required Courses	Credits
46-215 Principles of Economics I.....	3
46-216 Principles of Economics II.....	3
46-303 Economic Theory —National Income.....	3
46-304 Economic Theory —The Price System.....	3
46-305 Economic Statistics.....	3
46-313 Economic History of Europe.....	3
OR	
46-331 American Economic History.....	3
	18

Four elective courses from below with no more than two courses in Economic Development: .....12

46-306 Labor Economics ..	3
46-307 Money and Banking	3
46-308 Comparative Economic Systems ..	3
46-314 The Development of Economic Thought.....	3
46-315 American Capitalism.....	3
46-322 International Economics.....	3
46-332 Government and Business.....	3
46-302 Economic Development....	3
46-321 The Indian Experiment in Economic Development....	3
46-323 Economic Development of East Asia	3
46-324 Modern Economic Development in the Middle East ..	3
46-309 Public Finance....	3

Total.....30

It is strongly recommended that students concentrating in Economics and planning to go into graduate work in this field take the equivalent of two years of college mathematics including differential and integral calculus.

For those planning to terminate their college education at the B.A. level in economics, one year of college mathematics in addition to Economic Statistics is recommended.

**MINOR IN ECONOMICS  
18 CREDIT HOURS**

Required: Two courses—Six credit hours

Either

46-215 Principles of Economics I and

46-216 Principles of Economics II  
or

46-212 Contemporary Economic Society and

46-301 Elements of Economics

Electives: Four courses—twelve credit hours

46-302 Economic Development

46-303 Economic Theory—National Income

46-304 Economic Theory—The Price System

46-305 Economics Statistics

46-306 Labor Economics

46-307 Money and Banking

46-308 Comparative Economic Systems

46-313 Economic History of Europe

46-314 The Development of

Economic Thought

46-315 American Capitalism

46-322 International Economics

46-331 American Economic History

46-332 Government and Business

46-309 Public Finance

If the student wishes, he may fulfill the four-course elective requirements by taking any *three* of the above listed elective courses plus any *one* of the courses given below.

46-321 The Indian Experiment in Economic Development

46-323 Economic Development of East Asia

46-324 Modern Economic Development in the Middle East

**DEPARTMENT OF  
PSYCHOLOGY**

The Psychology Department offers a multipurpose program to meet the many different curriculum requirements of undergraduate students. The area of psychology permits a variety of interpretations and differing levels of emphasis so that in the course offerings and in the background and experience of the faculty the department tries to present a broad and balanced perspective. Various courses help a student work toward his professional interests. Some contribute toward helping a student get a better understanding of himself as a person, and others show psychology as a science with an emphasis on that approach. The curriculum is regularly evaluated to bring old courses up to date and to introduce new ones which accept the commitments of the present while looking toward the future.

**LIBERAL ARTS MAJOR**

Required Courses Credits

36-101 Psychological Perspectives of Human Experience . . . . . 4  
or

36-102 Topics in Contemporary Psychology . . . . . 3  
or

36-204 Research Experience in the Behavioral Sciences . . . . . 3

36-201 General Psychology . . . . . 3  
(A prerequisite for all other psychology courses)

36-317 Introduction to Statistical Methods in Psychology . . . . . 3

36-318 Introduction to Experimental Psychology . . . 3

36-351 Senior Seminar in Psychology . . . . . 3

Plus four electives in psychology . . 12

Total . . . . . 27/28

**ELEMENTARY EDUCATION:  
PSYCHOLOGY MAJOR**

(Intermediate upper grades 3-8)

36-201 General Psychology . . . . . 3

36-212 Child Psychology or  
36-301 Developmental Psychology . . . . . 3

36-331 Tests and Measurements . . . . . 3

One course in the Mental Health, Adjustment or Learning areas . . 3

Plus two electives in psychology . . 6

Total . . . . . 18

**NOTE:** Educational Psychology is required as part of the Professional Educational Curriculum.

**DEPARTMENT OF  
SOCIOLOGY**

The Sociology program is designed for students who wish to develop greater insight into the nature of social groups as part of a general, liberal education, or to develop specific theoretical and methodological skills to be more effective in the social services or educational professions, or to be sociologists.

The curriculum provides:

1. A group of related courses in the behavior of groups, collective behavior and social movements.
2. A group of related courses on social welfare, social organization and social change.
3. A core curriculum in Research and Theory.
4. A group of related courses in social organization.
5. Courses in Independent Study and Community Field Studies.

**LIBERAL ARTS MAJOR IN  
SOCIOLOGY**

Required Courses Credits

47-202 Introductory Sociology . . 3

47-335 Sociological Theory . . . . 3

47-337 Methods of Sociological Inquiry . . . . . 3

Electives in Sociology . . . . . 21

Total . . . . . 30

With written consent of his advisor a student may use 42-355 History of Anthropological Theory and either 36-317 Introduction to Statistical Methods in Psychology or 22-275 Statistics among electives in Sociology.

**ELEMENTARY EDUCATION MAJOR  
IN SOCIOLOGY**

Required Courses Credits

47-202 Introductory Sociology . . 3

47-301 Socialization Process . . . 3

47-332 Education as a Social Institution . . . . . 3

Credits

Electives in Sociology . . . . . 9

Total . . . . . 18

With written consent of his advisor a student may use 42-212 Cultural Anthropology among electives in Sociology.

**MINOR IN SOCIOLOGY  
18 CREDIT HOURS**

Required Courses Credits

47-202 Introductory Sociology . . 3  
OR

47-316 Urban Ecology . . . . . 3  
AND

47-335 Sociological Theory . . . . 3  
AND

47-337 Methods of Sociological Inquiry . . . . . 3

Plus 9 credit hours of elective courses in Sociology.

## DEPARTMENT OF SPEECH AND PERFORMING ARTS

The prime objective of the Speech and Performing Arts Department is to develop students who are discriminating in their judgment of the speech arts, proficient in their use of the speech arts, and capable of applying their speech skills to the solution of problems of the present and future. For students seeking careers in education, further objectives are the development of classroom effectiveness, broad orientation to several of the speech arts and related disciplines, and the development of specialized skills in one of the speech arts.

There are three programs available: Liberal Arts, Elementary Education, and Secondary Education. In addition to selecting one of the programs, the department recommends that the student choose an area of concentration from one of the following: Public Address, Performing Arts, Mass Media, or Communicative Disorders.

All transfer students must take a minimum of fifteen hours of course work in Speech and Performing Arts from Northeastern Illinois University.

### LIBERAL ARTS MAJOR IN SPEECH AND PERFORMING ARTS

The liberal arts program consists of a minimum of 30 credits in Speech and Performing Arts, not including 15-101 Foundations of Communication. Nine credits will be required in specific courses, and the remaining twenty-one credits will be elected by the student in consultation with his advisor.

#### Required Courses

15-130 Performing Arts I	3
15-202 Voice and Diction	3
15-255 Oral Interpretation of Literature OR	3
15-215 Group Discussion	3
15-212 Parliamentary Pro- cedure (1 cr.) or	1
15-249 Make-up (1 cr.)	1
Electives in Speech	20
<b>Total</b>	<b>30</b>

### ELEMENTARY EDUCATION MAJOR IN SPEECH AND PERFORMING ARTS

The elementary education program consists of a minimum of twenty-one credits in Speech and Performing Arts, not including 15-101, Foundations of Communication. Fifteen credits are required in specific courses and a minimum of six speech credits are elected by the student in consultation with his advisor. In addition, students must fill

requirements effecting them in College of Education.

#### Required Courses

15-202 Voice and Diction	3
15-255 Oral Interpretation of Literature	3
15-390 Speech Improvement in the Classroom	3
15-393 Creative Dramatics	3
15-397 Speech Activities in the Elementary School	3
Electives in Speech	6
<b>Total</b>	<b>21</b>

### SECONDARY EDUCATION MAJOR IN SPEECH AND PERFORMING ARTS

The secondary education program consists of a minimum of 30 credits in Speech and Performing Arts, not including 15-101, Foundations of Communication. Nine credits are in specific required speech courses and twenty-one credits are elected by the student in consultation with his advisor. In addition, students must fulfill an eighteen hour secondary certification requirement in the College of Education which includes course 75-398 Speech Activities in the Secondary School, as the methods course in the student's academic major.

#### Required Courses

15-130 Performing Arts I	3
15-202 Voice and Diction	3
15-215 Group Discussion	3
15-249 Make-up or 15-212 Parliamentary Procedure	1
Electives in Speech	20
<b>Total</b>	<b>30</b>

#### 75-398 Speech Activities in the Secondary School

3 Students wishing certification in the secondary schools of the Chicago Public School system will need to take a minor in English so that they can meet the special requirements of the city for English/Speech certification. It is recommended that all speech teacher candidates at the secondary level fulfill the English requirements, even though they do not plan to teach in Chicago schools. The city requirements are:

Teaching of Reading	2
Library Materials (69-333)	2
English Literature	6
American Literature	6
Rhetoric (14-101, 15-101, 28-101)	6
<b>Total</b>	<b>22</b>

Students fulfill the Rhetoric requirement in the Basic Program. Students with exceptional abilities or exceptional problems may petition through the office of the chairman of the department for adjustment or waiver of major requirements.

## SPEECH AND PERFORMING ARTS MINOR

#### A. 6 credits required:

15-101 Foundations of Communication	3
15-202 Voice and Diction	3

#### B. 6 hours from the following:

15-130 Performing Arts I	
15-201 Introduction to Semantics	
15-215 Group Discussion	
15-255 Oral Interpretation of Literature	
15-260 Introduction to Radio, T.V., and Film	6
15-270 Introduction to the Field of Communicative Disorders	

#### C. Electives

Total.....18

## AMERICAN STUDIES— ELEMENTARY EDUCATION

The American Studies program combines social sciences and humanities courses. It provides opportunity for interested students to study in some depth related aspects and problems of American civilization, here defined as referring chiefly to the United States.

Each student who chooses the American Studies program should plan his course with an advisor.

Twenty-four credit hours are required, divided equally between the humanities and the social science courses. Courses in the humanities related to **American** studies, such as American literature, music and art, are applicable. In the social sciences, all courses in **American** history, political science, anthropology and economics are appropriate.

## THE COMPUTER SCIENCE PROGRAM

The philosophy of the Computer Science Program is based on the recognition by the University of the increasing role of the computer as a research tool in the majority of scholarly disciplines and the growing interest in the potential of the computer as an aid in solving the severe problems with which society is beset.

The program has as its primary objective that of acquainting the student with the basic concepts of Computer

Science; to provide him with the ability to decide whether or not some form of computing device will be useful in an anticipated research project; and if so, how best to design the project to take maximum advantage of the capabilities of such devices.

In addition to providing courses of interest to students in the various departments of the College of Arts and Sciences, the Computer Science Program offers courses whose content is appropriate for students in the College of Education who wish to become familiar with applications of computer methods in educational institutions at both the elementary and secondary levels.

Course Offerings	Credits
86-201 Computer Utilization in	

	Credits
Class and Research Work .....	3
86-301 Computer Concepts for Teachers .....	3
86-303 Basic Concepts in Computer Assisted Instruction (CAI) .....	3
86-305 Computer Logic and Circuitry .....	3
86-311 Electronic Computer Programming .....	3
86-313 Quantitative Methods and Computer Use ...	3
86-315 Fundamentals of Programming Logic ...	3
86-321 FORTRAN Programming I .....	3
86-325 Fundamentals of Teaching Computer Studies .....	3

86-326 Introduction to Error Analysis of Numerical Methods ...	3
86-331 COBOL Programming I ...	3

**MINOR IN COMPUTER SCIENCE  
18 CREDIT HOURS**

An 18-credit hour program of study is to be arranged for each student on a "contract" basis in consultation between the student and an advisor selected from the faculty of the Computer Science Program. The "contract" is then to be signed by the student and his advisor, and approved by the Program Coordinator. The terms of the "contract" may be modified whenever the student, his advisor, and the Program Coordinator agree that a new "contract" is advisable.

**GENERAL  
SOCIAL SCIENCE—  
ELEMENTARY EDUCATION**

The General Social Science program is designed to give the student a broad view of the many disciplines in social science. The student who selects this program will be given opportunity to do concentrated work in one of these disciplines at the same time that he can select work in others.

**ELEMENTARY EDUCATION  
MAJOR IN GENERAL  
SOCIAL SCIENCE**

Required Courses	Credits
One area of concentration .....	9
Second area of concentration ...	6
Third area of concentration .....	6
	—
Total .....	21

The student's choice in this program, made in consultation with his advisor, will provide specialized knowledge in three fields of the social sciences.

**NATURAL SCIENCE—  
ELEMENTARY EDUCATION**

**ELEMENTARY EDUCATION  
AREA OF CONCENTRATION  
IN NATURAL SCIENCE**

Required Courses	
56-101 Biology of Cells .....	3
56-102 Biology of Organisms ...	3
56-103 Biology of Populations ..	3
51-121 Earth Science I .....	3
54-211 General Chemistry I ....	4
59-201 College Physics I .....	3
59-203 Introductory Experimental Physics I .....	1
In addition:	
a) One of the following .....	3
51-214 Earth Science II ...	3
56-317 Ecology .....	3
59-391 Astronomy .....	3

b) Natural Science electives .....

12 including at least 3 credits in biology and 3 credits in chemistry or earth science or physics

**PHYSICAL SCIENCE—  
ELEMENTARY EDUCATION**

**ELEMENTARY EDUCATION  
AREA OF CONCENTRATION  
IN PHYSICAL SCIENCE**

Required Courses	
51-121 Earth Science I .....	3
54-211 General Chemistry I .....	4
54-212 General Chemistry II ...	4
59-201 College Physics I .....	3
59-202 College Physics II .....	3
59-203 Introductory Experimental Physics I .....	1
59-204 Introductory Experimental Physics II .....	1
Choice from the following .....	12
Physics, chemistry, earth science electives	

**college of education**

The College of Education of Northeastern Illinois University has outlined as its basic purpose to:

1. Prepare beginning teachers and other personnel in specialized fields of work in elementary schools and secondary schools.
2. Seek out and select for the teacher education program those students who possess the abilities and characteristics that are necessary for the teaching and

guidance of students in those developmental tasks for which American schools take responsibility.

3. Provide leadership and assistance in the improvement of educational programs of public and private schools and other educational agencies.
4. Develop, design and conduct innovation and experimentation for the improvement of teacher education.

To realize these goals every effort is made to maintain coordination of the component areas of the total University in developing an all-University approach to the education of teachers. Thus, the program of teacher education is predicated on a well-rounded general education in the liberal arts. The professional education program is further developed through courses offered in the College of Education, as well as in school-community laboratory experiences and the culminating program in student teaching.

All graduates preparing to teach must meet the requirements of the teacher certification boards of the City of Chicago and the State of Illinois.

Students may prepare for City of Chicago certification in the following areas: a) Kindergarten-Primary, intended for teachers of grades kindergarten through three; b) Intermediate-Upper Grades, intended for teachers of grades three through eight; c) Secondary, intended for teachers of grades seven through twelve, and nine through twelve. Certificates for elementary and

secondary schools in the State of Illinois may also be prepared for through Northeastern Illinois University teacher education programs.

The College of Education to carry out its stated objectives operates through the following departments: Early Childhood Education, Elementary Education, Secondary Education, Educational Foundations, Special Education, Guidance and Counselor Education, Physical Education, and Inner City Studies Education, as well as through developing programs in Instructional Media and Reading.

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## THE CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES

Northeastern Illinois University is a member of the Chicago Consortium of Colleges and Universities, a union of seven metropolitan Chicago institutions of higher education formed to sponsor a collective effort in teacher

education. The seven participating institutions are Chicago State University, Concordia Teachers College, DePaul University, Governors State University, Loyola University, Northeastern Illinois University, and Roosevelt University.

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## IN-SERVICE AND INSTITUTE PROGRAMS

The University also provides an opportunity for teachers to improve their academic background and their classroom skills by specialized course offerings and in-service institutes. These courses are scheduled in the late day, evenings, and Saturdays or during the

summer. Many of these courses are given at the graduate level and may be used for promotional credits or salary adjustments. Separate brochures describe these institutes and workshops.

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## TEACHER CERTIFICATION REQUIREMENTS

Northeastern Illinois University has received approval from the Illinois State Teacher Certification Board for its general elementary education programs, its Kindergarten-Primary program, and its secondary programs in Art, Biology, Chemistry, English, French, General Social Studies, Geography, History, Linguistics, Mathematics, Music, Physical Education, Physics, Spanish, and Speech and Performing Arts.

To be eligible to graduate through the College of Education and to be eligible for entitlement or certification, all students must successfully complete the required courses in professional education. In addition, students in early and elementary childhood education must complete:

- 1 course in Art
- 1 course in Music
- 1 course in Health Education
- 1 course in Physical Education "Activity"
- 1 course in American History or Government
- 1 course in Mathematics
- 1 course in English
- Completion of the Constitution ex-

amination: State of Illinois and United States

Secondary education students must complete:

- 1 course in English
- 1 course in American History or Government
- 1 course in Health Education
- 1 course in Physical Education "Activity"

Completion of the Constitution examination: State of Illinois and United States

Graduates of Northeastern's approved programs are eligible to apply for certification or entitlement to either the State of Illinois or the City of Chicago Board of Education. Specific questions concerning teacher certification requirements for the City of Chicago should be directed to the Board of Examiners, Board of Education, 228 N. La Salle Street, Chicago, Illinois 60601. Specific questions concerning teacher certification for the State of Illinois should be directed to the State Teacher Certification Board, 212 East Monroe Street, Springfield, Illinois 62701 or to the Illinois State Teacher Certification Board 188 West Randolph Street, Chicago, Illinois 60601.

## ADMISSION REQUIREMENTS FOR UNDERGRADUATE STUDY IN EDUCATION

Admission to Northeastern Illinois University does not automatically constitute admission to and acceptance in the professional programs for teacher education in the College of Education. Students who have completed any prescribed programs of study in curricula which lead to admission to teacher education programs are not obligated to make application for admission to teacher education in the College of Education nor is such admission assured.

Freshman and Sophomore students (those with less than 60 credits) who plan to prepare for admission to teacher education in the College of Education and who have not declared a major are advised by the Student Counseling Center. Members of the faculty engaged in teacher education programs cooperate with the Center counselors in planning these programs of study.

### Admission Requirements

As of the Fall, 1972, admission to teacher education programs in the College of Education should be requested by the end of the second week of the second term of the sophomore year. Admission into said programs then becomes effective at the beginning of the student's junior year.

Students are expected to meet the following minimum requirements for admission to teacher education programs:

- (1) Completion of approximately 45 credits at time of application and approximately 60 credits by the end of the term in which admission is sought;
- (2) A cumulative average of 3.25 or higher for all courses completed must be held prior to submitting an application for admission;
- (3) Competence in oral and written English as evidenced by a grade of "C" or higher in appropriate courses or the successful passing of proficiency tests in oral and written English, exclusive of dialectical and/or foreign influences which do not interfere with classroom communication;
- (4) Evidence of competence in the student's major discipline in the form of a written recommendation from the department;
- (5) In addition, the following may be considered as constituting a

basis for denial of admission: evidence of specific behavior indicating that impairment of physical or mental health will be likely to interfere with satisfactory performance as a future teacher.

Although not a requirement, evidence of work or experience with children over a sustained period of time would be of advantage to the student.

Upon request, all students should be available for personal interviews relevant to admission to teacher education in the College of Education. Students may be requested and should be willing to take examinations or submit to other testing procedures appropriate to the particular teaching program and discipline in which he is enrolled, in order to assess his potentiality for teacher preparation.

New students are admitted each term. A candidate for admission should obtain application forms from the Office of the Dean of the College of Education. Applications should be submitted by the end of the second week of the trimester immediately preceding the term for which admission is sought.

Although admission requirements may be met satisfactorily and students may be admitted to teacher education programs at the beginning of the junior year, graduation from the said programs is not necessarily assured. Unless the professional criteria and achievement standards are met continuously, students may be asked to withdraw or may be placed on probation. For graduation from teacher education programs, all students must have a cumulative average of at least 3.25.

### Transfer Students

Transfer students may be admitted to teacher education programs in the College of Education only after completion of a minimum of twelve (12) credits at Northeastern Illinois University. All other requirements for admission applicable to nontransfer students apply to transfer students.

### Academic Standing

Students not doing satisfactory academic work are placed on probation.

Schedules may be reduced to twelve (12) credits. When students are not able to improve the quality of their work, in spite of reduced schedule and other assistance, so that they have a reasonable chance of being graduated, withdrawal is requested. Students asked to withdraw may, after a given period of time, apply for readmission.

### Reinstatement or Readmission

A student who has withdrawn while in good standing will be automatically reinstated on application to the Dean if the period of withdrawal has not exceeded four years.

A student who has withdrawn while on probation or who has been asked to withdraw because of unsatisfactory academic work may be readmitted by action of the Admission, Retention and Appeals Committee of the College of Education upon evidence of a change in scholastic behavior which indicated greater readiness to resume his studies adequately.

## DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Credits

- I. Courses in the Basic Program ..... 33
- II. Professional Preparation ..... 28
- 36-212 Child Psychology .. 3
- 62-215 Philosophical and Historical Foundations of Public Education ..... 4
- 64-301 Curriculum of the Elementary School ..... 3
- 63-305 Language Arts in the Primary Grades .. 3
- 63-306 Teaching Reading in the Primary Grades .. 3

Credits	Credits
63-315 Practicum in Kindergarten-Primary Methods of Teaching Science, Mathematics, and Social Studies with Pre-practice . 6	13-391 Contemporary Music Education in Grades Kindergarten-3 ..... 3
63-325 Student Teaching and Seminar—Grades Kg-3 ..... 6	62-201 Educational Psychology . 3
III. Kindergarten—Primary Major.	63-201 Orientation to Kindergarten-Primary Teaching ..... 3
12-394 Contemporary Art Education in Kindergarten-Primary Grades ..... 3	63-202 Literature for Children in the Primary Grades ..... 3
13-112 Class Piano I (or proficiency test) ... 2	63-307 Play and Rhythmic Expression ..... 3
13-113 Class Piano II (or proficiency test) ... 2	Choice of one of the following: ... 2
	64-314 Teaching the Gifted Child ..... 2
	64-315 Teaching in the Inner City School . 2
	64-316 Teaching the Slow-Learning Child ... 2

## DEPARTMENT OF EDUCATIONAL FOUNDATIONS

The department of Educational Foundations offers courses in Historical, Philosophical, Psychological and Sociological Foundations of Education. More advanced courses are offered in Comparative Education, Selected Philosophic Concepts in Education, Interpersonal and Intergroup Relations, Group Dynamics and Educational Administration and Supervision. These courses reflect the commitment

of the College toward understanding and seeking solutions for the multifaceted problems and issues in the urban community. The courses have been developed and organized to give students the opportunity to obtain greater self-understanding and sensitivity toward others from different cultures and ethnic groups; including Black, Latin-American, Indian and other minority groups.

### Undergraduate courses

- 62-201 Educational Psychology . 3
- 62-205 Social Foundations of Education ..... 3

- 62-212 American Public Education —History of Education ..... 2
- 62-213 Philosophy of Education ..... 2
- 62-215 Philosophical and Historical Foundations of Public Education ... 4

### Upper level courses

- 62-312 Seminar in Current Educational Literature . 3
- 62-313 Problems, Issues, and Practices in Education ..... 3
- 62-321 Group Dynamics ..... 3
- 62-371 Education as a Social Institution ..... 3

**DEPARTMENT OF  
ELEMENTARY EDUCATION  
GRADES 3-8**

I. Courses in Basic Program ..... 33

II. Professional Preparation ..... 28

62-201 (prior to 1970-1971 36-213) Educational Psychology . 3

62-215 Philosophical and Historical Foundations of Public Education ..... 4

64-301 Curriculum of the Elementary School 3

64-302 Methods of Teaching Language Arts—Elementary School ..... 2

64-306 Methods of Teaching Reading—Elementary School . . 2

64-317 Micro-Teaching in a Major Methods Area—Elementary School ..... 2

Choice of two of the following:

64-303 Methods of Teaching Mathematics—Elementary School ..... 2

64-304 Methods of Teaching Social Studies—Elementary School ..... 2

64-305 Methods of Teaching Science—Elementary School . . 2

Choice of one of the following:

64-314 Teaching the Gifted Child ..... 2

64-315 Teaching in the Inner City School ..... 2

64-316 Teaching the Slow-Learning Child ... 2

(Above course sequence must be completed before the student is eligible for student teaching)

64-325 Student Teaching and Seminar—Grades 3-8 ..... 6

In addition to the professional educational sequence and basic curriculum cited above, students seeking certification require completion of one course in each of the following areas:

- English
- Math or Science
- American History or Government
- Music
- Art
- Health (82-301)
- Physical Education

(The State Constitution examination is required for certification unless the student has taken either 45-211 Comparative Political Systems or 45-216 American National Government. Either of these courses will exempt the student from the State Constitution examination).

**DEPARTMENT OF  
GUIDANCE AND  
COUNSELOR EDUCATION**

The Guidance and Counselor Education Department offers work at the Master's level; however, six hours of undergraduate course work may be applied toward state certification.

There are some undergraduate prerequisites for admission to the Guidance and Counseling programs. Please refer to the Graduate Catalog for further information.

**DEPARTMENT OF  
INNER CITY STUDIES  
EDUCATION**

**ELEMENTARY EDUCATION MAJOR  
IN INNER CITY STUDIES**

The Elementary Education major in Inner City Studies consists of 30 credit hours (a core of 18 credit hours required of all majors and 12 credit hours of electives). All majors will complete the Basic Program of 33 credit hours required of all undergraduates, plus 9 additional credit hours required for state certification; in addition they must complete 28 credit hours of professional education. The program leads to a B.A. in Inner City Studies.

	<b>Credits</b>
Basic Program .....	33
Additional General Education Courses .....	9
Inner City Studies Major .....	30
Professional Education .....	28
Electives .....	28
<b>Total Credit Hours for B.A. ....</b>	<b>128</b>

**DETAILED STATEMENT OF  
PROGRAM**

	<b>Credits</b>
<b>CORE (required of all students) 18</b>	

91-103 Introduction to Inner City Studies ..... 3

91-201 History and Culture of Ethnic Groups in America ..... 3

91-301 Racism in Theory and Fact ..... 3

91-302 The Inner City Community ..... 3

91-303 Theories and Methodology in Ethnic Group Research ..... 3

91-304 Communication in the Inner City ... 3

Elective Courses ..... 12

91-305 Business, Welfare, and Labor Systems in America ..... 3

91-306 Colonial Systems .. 3

91-307 Revolutionary Movements ..... 3

91-308 Ethnic Politics in America ..... 3

91-102 The Paraprofessional in the Inner City School ..... 3

91-104 Introduction to Ethnomusicology 3

Total..... 30

Advanced undergraduate students of Northeastern Illinois University who plan to work in the inner city are permitted to enroll in the following courses at the Center for Inner City Studies:

91-312 History and Culture of Afro-Americans ..... 3

91-313 The Idioms of Afro-American Communities ..... 3

91-314 History and Culture of Southern White Migrants ..... 3

91-315 History and Culture of Americans of Spanish Descent: Mexican, Puerto Rican, Cuban ..... 3

91-316 History and Culture of American Indians .. 3

91-324 Problems in Testing Inner-City Children ... 3

91-326 Language Behavior in Inner City Communities ..... 3

91-331 Literature of Minorities .. 3

91-341 Culture of Poverty ..... 3

91-348 Intergroup Dynamics ... 3

91-352 Research Methods in Inner City Studies .... 3

91-353 Research Writing ..... 3

91-354 Methods of Teaching in the Inner City ..... 3

For details see the course description section of this catalog.

## DEPARTMENT OF PHYSICAL EDUCATION

The Physical Education Department serves the entire University Community. The function of the department is to contribute to the education of students in health, physical education, recreation and the development of physical well being and the wise use of leisure time. Extra-curricular programs include intra-murals for men and women, Physical Health Club and its many special clubs, "Fun Nights," special events and intercollegiate athletics for men and women. Schedules are designed so students will take part in numerous areas of physical education to help them develop skills for leisure time activities in the future. Confidence, proper mental and physical well-being, release of tensions and socialization of the individuals are benefits to be gained by participation. Educational principles govern and guide the aims and objectives of the program and adaptive programs are outlined (with physicians approval) for the student with medical problems. Major courses in physical education may be chosen by all undergraduates for elective credit toward graduation with permission of their advisor.

### REQUIREMENTS FOR GRADUATION

Full details concerning requirements for graduation are explained in the section entitled, "The Academic Program."

All undergraduate students of North-eastern Illinois University are required to complete three credit hours in health and/or physical education. These may be chosen from courses numbered with the prefixes 81-, 82-, 83-, and 84-.

Early Childhood, Elementary and Secondary Education majors must successfully complete work in health education and physical education to meet certification standards of the State of Illinois.

Courses numbered with prefixes 82-, 83-, 84-, and 85- may be chosen as elective credit for graduation.

#### BASIC PHYSICAL EDUCATION REQUIREMENTS

- 81-104 Beginning Swimming
- 81-105 Intermediate Swimming
- 81-106 Advanced Swimming
- 81-107 Synchronized Swimming
- 81-108 Scuba
- 81-109 Fitness and Tennis
- 81-111 Fitness and Volleyball
- 81-112 Fitness and Table Tennis

- 81-116 Fitness and Badminton
- 81-115 Fitness and Archery
- 81-119 Fitness and Basketball (men only)
- 81-113 Fitness and Bowling
- 81-121 Fitness and Soccer (men only)
- 81-118 Fitness and Recreational Games
- 81-123 Fitness and Field Hockey (women only)
- 81-114 Fitness and Basketball (women only)
- 81-122 Fitness and Speedball (women only)
- 81-117 Fitness and Softball
- 81-127 Latin-American Dance
- 81-124 Beginning Folk and Square Dance
- 81-125 Intermediate Folk and Square Dance
- 81-128 Introduction to Modern Dance
- 81-126 Social Dance

#### ELEMENTARY EDUCATION MAJOR IN PHYSICAL EDUCATION

Elementary Physical Education majors follow a course of study which prepares them for certification as Grades 3 to 8 classroom teachers as well as specialists in physical education.

All candidates for this program must meet the 33-hour Basic Program, the 28-hour Elementary Education Professional Education Program, four hours of Mammalian Anatomy, and a 32-hour Physical Education Major Program. Candidates should notify the department chairman of their intentions at an early date. At this time they will be interviewed and assigned to an advisor who will assist the candidate in program planning.

It is recommended that majors choose

- 56-101 Biology of Cells
- 56-102 Biology of Organisms

#### ELEMENTARY PHYSICAL EDUCATION MAJOR CORE COURSES

- |   | Credits |
|---|---------|
| 82-301 Health Education in the Elementary Schools .....   | 2       |
| 82-101 Basic First Aid .....  | 1       |
| 83-131 Beginning Gymnastics .....   | 1       |
| 83-151 Fundamentals of Rhythms .....  | 3       |
| 83-171 Softball .....   | 1       |
| 83-173 Volleyball .....   | 1       |
| 83-181 Foundations of Swimming .....  | 1       |
| (Swimming with advanced proficiency in swimming replace this course with an elective in Physical Education) |         |
| 83-191 Beginning Stunts, Tumbling, and Trampoline .....   | 1       |

- 83-281 Senior Lifesaving .. 1
  - 83-292 Advanced Tumbling, Gymnastics, and Trampoline .....
  - 83-381 Water Safety Instructor .....
  - 84-302 Kinesiology .....
- Total.....18

#### ELEMENTARY SEQUENCE

- 83-172 Basketball .....
  - 83-271 Track and Field ....
  - 83-276 Soccer, Speedball and Football .....
  - 83-341 Foundations of Physical Education for Elementary Schools .....
  - 84-201 Principles and Methods in Physical Education .....
  - 84-301 Physical Education Seminar .....
  - Physical Education Electives .....
- Total.....14

Total credit hours in Physical Education .....

#### SECONDARY PHYSICAL EDUCATION MAJOR

Secondary Physical Education majors follow a course of study which prepares them for certification as specialists in secondary physical education. They may choose as electives the courses in the Driver Education sequence which qualifies them to be teachers of driver education in the high schools of Illinois.

All candidates for this program must meet the 33-hour Basic Program, 18-hour Secondary Professional Education Program, four hours of Mammalian Anatomy, and a 32-hour Physical Education Major Program. Candidates should notify the department chairman of their intentions at an early date. At this time they will be interviewed and assigned to an advisor who will assist the candidate in program planning.

It is recommended that secondary majors choose

- 56-101 Biology of Cells
- 56-102 Biology of Organisms

#### SECONDARY PHYSICAL EDUCATION MAJOR CORE COURSES

- 82-101 Basic First Aid ....
- 82-305 Health Education in the Secondary School .....
- 83-131 Beginning Gymnastics .....



83-151 Fundamentals of Rhythms . . . . .	3
83-171 Softball . . . . .	1
83-173 Volleyball . . . . .	1
83-181 Foundations of Swimming . . . . .	1

(Students with advanced proficiency in swimming replace this course with an elective in Physical Education)

83-191 Beginning Stunts, Tumbling, and Trampoline . . . . .	1
83-281 Senior Lifesaving . . . . .	1
83-292 Advanced Tumbling, Gymnastics and Trampoline . . . . .	1
83-381 Water Safety Instructor . . . . .	2
84-302 Kinesiology . . . . .	3

Total . . . . . 18

**SECONDARY SEQUENCE**

83-344 Foundations of Physical Education for Secondary Schools . . . . .	3
84-341 Organization of High School Classes . . . . .	3

Major Courses required of Men:	
84-321 Intra-Murals—High School . . . . .	3
84-311 Coaching and Team Management—High School . . . . .	3
Electives . . . . .	2

Total . . . . . 8

Major Courses required of Women:	
83-252 Folk, Round and Square Dancing . . . . .	1
83-253 Social Dancing . . . . .	1
83-274 Advanced Team Games for Women . . . . .	3
Electives . . . . .	3

Total . . . . . 8

Total credit hours in Physical Education . . . . . 32

In addition to the above 32 credit hours in Physical Education the major in the secondary sequence must take 58-213 Mammalian Anatomy (4 cr. hrs.) which is taught by the faculty in the Department of Biology.

him to concentrate on one of these disciplines.

The secondary teaching major in general social studies consists of 36 credit hours in the combined disciplines of anthropology, economics, political science, and sociology. Each student will take 15 credit hours in one of the four disciplines, 9 credit hours in a second discipline, 9 credit hours in a third discipline, and 3 credit hours in a fourth. In this way, the student will satisfy the State of Illinois certification requirements to teach on the secondary level in three subject areas. The program is administered by the Department of Secondary Education.

Since the student will elect the discipline in which he will take fifteen, nine or three hours, each of the four disciplines listed below contains a fifteen-hour sequence, a nine-hour sequence and the listing of the one three-hour course which will be taken by all students in this major.

**ANTHROPOLOGY**

1. 15-hour sequence	
42-212 Cultural Anthropology . . . . .	3
42-215 Human Origins . . . . .	3
42-325 Old World Prehistory or	3
42-326 New World Prehistory . . . . .	3
42-341 Culture of Poverty . . . . .	3
Choice of one of the following three hour courses: . . . . .	3
42-301 Peoples of Africa—The Anthropology of Africa	
42-302 Peoples of Asia—The Anthropology of Asia	

42-303 Peoples of Oceania—The Anthropology of Oceania	
42-304 Peoples of Southeast Asia—The Anthropology of Southeast Asia	
42-327 Indigenous Peoples of North America	

Total . . . . . 15

2. 9-hour sequence	
42-212 Cultural Anthropology . . . . .	3
42-215 Human Origins . . . . .	3
42-325 Old World Prehistory or	
42-326 New World Prehistory . . . . .	3
9	
3. 3-hour course	
42-212 Cultural Anthropology . . . . .	3

**SOCIOLOGY**

1. 15-hour sequence	
47-202 Introductory Sociology . . . . .	3
Choice of one of the following three-hour courses: . . . . .	3
47-302 Contemporary Social Issues	
47-338 Sociology and Social Policy	
47-216 Contemporary American Institutions	
47-345 Social Movements	
47-322 Social Change	
47-353 Race and Ethnic Relations	
Three sociology courses to be selected from the undergraduate offerings of the department, including those listed above not used for the specific requirement . . . . .	9

Total . . . . . 15

2. 9-hour sequence	
47-202 Introductory Sociology . . . . .	3
Choice of one of the following three-hour courses: . . . . .	3
47-302 Contemporary Social Issues	
47-338 Sociology and Social Policy	
47-216 Contemporary American Institutions	
47-345 Social Movements	
47-322 Social Change	
47-353 Race and Ethnic Relations	
One sociology course to be selected from the offerings of the department, not including those listed above . . . . .	3

Total . . . . . 9

3. 3-hour course	
47-202 Introductory Sociology . . . . .	3

**POLITICAL SCIENCE**

1. 15-hour sequence	
45-211 Comparative Political Systems* . . . . .	3
Choice of two of the following three-hour courses from American Government courses: . . . . .	6

**DEPARTMENT OF SECONDARY EDUCATION GRADES 9-12**

Credits

I. Courses in Basic Program . . . . .	33
II. Professional Education . . . . .	19

62-215 Philosophical and Historical Foundations of Public Education . . . . .	4
62-201 Educational Psychology . . . . .	3
65-331 Methods of Teaching on the Secondary Level . . . . .	2

_____ <sup>1</sup> The methods course in the student's academic major . . . . .	3
77-301 <sup>2</sup> Secondary student Teaching and Seminar in _____ . . . . .	6

<sup>1</sup>Each discipline which offers a secondary teaching major has a methods course in that discipline.

<sup>2</sup>All secondary student teaching and seminar courses are numbered 77-301. Each department has its own section.

**INTERDISCIPLINARY SECONDARY EDUCATION MAJOR IN GENERAL SOCIAL STUDIES**

The secondary teaching major in general social studies is planned to provide for the student a broad view of several of the social sciences taught on the secondary level while allowing

45-216 American National Government	
45-311 Policy Making in American National Government	
45-315 Political Parties and Pressure Groups	
45-318 Municipal Government	
45-333 State Government and Politics	
45-304 Constitutional Law: The Supreme Court's Role in American Government	
45-305 Constitutional Law: Civil Liberties	
Choice of two of the following three-hour courses from International Relations and Comparative Government courses: . . . . .	6
45-302 U.S. Foreign Policy Since World War II	
45-312 Modern European Government	
45-313 Contemporary International Relations	
45-316 War and Peace	
45-338 Politics of Sub-Sahara Africa	
45-341 Governments in Asia	
45-342 International Relations in Asia	
Total . . . . .	15
2. 9-hour sequence	
45-211 Comparative Political Systems* . . . . .	3
Choice of one of the following three-hour courses from American Government courses: 3	
45-216 American National Government	
45-311 Policy Making in American National Government	
45-315 Political Parties and Pressure Groups	
45-318 Municipal Government	
45-333 State Government and Politics	
45-304 Constitutional Law: The Supreme Court's Role in American Government	
45-305 Constitutional Law: Civil Liberties	
One of the following three-hour courses from International Relations and Comparative Government courses: . . . . .	3
45-302 U.S. Foreign Policy Since World War II	
45-312 Modern European Governments	
45-313 Contemporary International Relations	
45-316 War and Peace	
45-338 Politics of Sub-Sahara Africa	
45-341 Governments in Asia	
45-342 International Relations in Asia	
Total . . . . .	9

3. 3-hour course	
45-211 Comparative Political Systems* . . . . .	3

**ECONOMICS**

1. 15-hour sequence	
46-215 Principles of Economics I** . . . . .	3
46-216 Principles of Economics II** . . . . .	3
Choice of three of the following courses: . . . . .	9
46-302 Economic Development	
46-308 Comparative Economic Systems	
46-315 American Capitalism	
46-332 Government and Business	
46-306 Labor Economics	
46-307 Money and Banking	
46-322 International Economics	
46-314 The Development of Economic Thought <b>or</b>	
46-331 American Economic History	
Total . . . . .	15

2. 9-hour sequence	
46-215 Principles of Economics I** . . . . .	3
46-216 Principles of Economics II** . . . . .	3
One course from the following . . 3	
46-302 Economic Development	
46-308 Comparative Economic Systems	
46-315 American Capitalism	
46-332 Government and Business	
46-306 Labor Economics	
46-307 Money and Banking	
46-322 International Economics	
46-314 The Development of Economic Thought	
46-331 American Economic History	
Total . . . . .	9

3. 3-hour course	
Choice of one of the following: . 3	
46-212 Contemporary Economic Society	
46-215 Principles of Economics I	
46-216 Principles of Economics II	
46-301 Elements of Economics	

*\*If 45-211 is taken as part of basic program, then the student should take one more course from the group of courses listed in either the American Government or the International Relations and Comparative Government course listings.*

*\*\*If 46-212 (Contemporary Economic Society, one of three alternatives in meeting 3 of 15 hours in Social Science as part of the Core Curriculum) is taken as part of the basic program the student should take 46-301 and one more course from the list in place of the two courses 46-215 and 46-216.*

**DEPARTMENT OF SPECIAL EDUCATION**

The undergraduate major in Special Education is designed to prepare teachers for one of four areas of Special Education: (a) Mental Retardation, (b) Social and Emotional Maladjustment, (c) Learning Disabilities, and (d) Cultural Disadvantage.

The major in Special Education is built upon the Basic Program requirements and State Certification requirements plus the 28 credit hours in professional education. All Special Education majors take the following four courses:

37-351 Diagnosis of Children with Severe Learning Disabilities and/or Central Nervous Dysfunction . . . . .	3
36-212 Child Psychology . . . . .	3
37-308 Measurement and Evaluation . . . . .	3
37-311 Psychology of Exceptional Children . . . . .	3

Beyond these four basic courses, Special Education majors elect one of the following optional sequences:

**MENTAL RETARDATION SEQUENCE**

Credits	
36-212 Child Psychology . . . . .	3
37-308 Measurement and Evaluation . . . . .	3
37-311 Psychology of Exceptional Children . . . . .	3
37-326 Supervised Field Experience I . . . . .	3
37-327 Supervised Field Experience II . . . . .	3
37-351 Diagnosis of Children with Severe Learning Disabilities and/or Central Nervous System Dysfunction . . . . .	3
38-344 Remediation in Teaching Children with Severe Learning Disabilities . . . . .	3
37-312 Psychology of the Mentally Handicapped Child . . . . .	3
38-341 Play and Creative Expression for the Academically Handicapped Child, <b>or</b> . . . . .	3
38-342 Vocational Preparation for the Academically Handicapped Child, <b>or</b> . . . . .	3
37-322 Mental Health and Behavior Deviations 3	
38-343 Teaching the Educable Mentally Handicapped Child . . . . .	3
38-302 Practice Teaching with Educable Mentally Handicapped Children . . . . .	6
Total . . . . .	36

**CULTURAL DISADVANTAGEMENT SEQUENCE**

	Credits
36-212 Child Psychology .....	3
37-308 Measurement and Evaluation .....	3
37-311 Psychology of Exceptional Children..	3
37-326 Supervised Field Experience I .....	3
37-327 Supervised Field Experience II .....	3
37-351 Diagnosis of Children with Severe Learning Disabilities and/or Central Nervous System Dysfunction ...	3
38-344 Remediation in Teaching Children with Severe Learning Disabilities .....	3
37-324 Educational Implications of Black History and Culture .....	3
37-325 Language Instruction for the Disadvantaged ..	3
91-341 Culture of Poverty ..3	3
or	3
42-341 .....	3
91-314 History and Culture of Southern Mountain Whites ..3	3
91-315 History and Culture of Americans of Spanish Descent: Mexican, Puerto Rican, and Cuban .....	3 3
91-316 History and Culture of American Indians .....	3
37-322 Mental Health and Behavior Deviations ...	3
Total.....	36*

\*Practice Teaching with Culturally Disadvantage Children will be waived for students receiving A's and B's in Student Teaching if they did their student teaching with a culturally disadvantaged group.

**LEARNING DISABILITIES SEQUENCE**

	Credits
36-212 Child Psychology .....	3
37-308 Measurement and Evaluation .....	3
37-311 Psychology of Exceptional Children .....	3
37-322 Mental Health and Behavior Deviations ...	3
37-326 Supervised Field Experience I .....	3
37-327 Supervised Field Experience II .....	3
37-351 Diagnosis of Children with Severe Learning Disabilities and/or Central Nervous System Dysfunction ...	3
38-344 Remediation in Teaching Children with	

Severe Learning Disabilities .....	3
37-315 Psychopathology of the Brain Injured Child ...	3
38-304 Practice Teaching of Children with Learning Disabilities .....	6
66-321 Diagnosis and Treatment of Reading Difficulties .....	3
Total.....	36

**SOCIAL AND EMOTIONAL MALADJUSTMENT SEQUENCE**

36-212 Child Psychology .....	3
37-308 Measurement and Evaluation .....	3
37-311 Psychology of Exceptional Children ...	3
37-322 Mental Health and Behavior Deviations ...	3
37-326 Supervised Field Experience I .....	3
37-327 Supervised Field Experience II .....	3
37-351 Diagnosis of Children with Severe Learning Disabilities and/or Central Nervous System Dysfunction .....	3
38-344 Remediation in Teaching Children with Severe Learning Disabilities .....	3
38-341 Play and Creative Expression for the Academically Handicapped Child, or	3
38-342 Vocational Preparation for the Academically Handicapped Child ...	3 3
91-341 Culture of Poverty, or	3
42-341 Culture of Poverty .....	3 3
38-306 Practice Teaching with Socially or Emotionally Handicapped Children .....	6
Total.....	36

**INSTRUCTIONAL MEDIA PROGRAM**

The Instructional Media Program consists of courses which were traditionally offered under several headings, such as Library Science and Audio Visual Education.

The purpose of this program is to provide teachers an opportunity to increase their competency in the selection, production, utilization, evaluation and administration of print and non-print media. The program emphasizes the integration of media, regardless of its format or accompanying technology.

Courses in Instructional Media can be used to meet Illinois State Certification requirements for any of the following: School Librarian, Audio-Visual Coordinator, and/or Instructional Materials Coordinator, as well as city of Chicago certification requirements for Teacher-Librarian.

**Course Offerings**

69-331 Functions of the School Library .....	3
69-332 Technical Processes in School Libraries .....	3
69-333 Library Materials for Language and Creative Arts .....	3
69-334 Library Materials for Social Sciences and Natural Science .....	3
69-335 Reading Guidance in the Elementary School .....	3
69-336 Introduction to Library Science Reference Methods .....	3
69-351 Selection, Utilization, and Evaluation of Instructional Materials .	3
69-352 Design and Production of Instructional Materials .....	3

Additional courses in Instructional Media are available at the graduate level.

**MINOR IN INSTRUCTIONAL MEDIA 18 CREDIT HOURS**

<b>Required</b>	
69-331 Functions of the School Library .....	3
Choice of one from the following:	
69-251 Introduction to Media Utilization .....	3
69-351 Selection, Utilization, and Evaluation of Instructional Materials.	3
<b>Electives:</b>	
69-332 Technical Processes in School Libraries .....	3
69-333 Library Materials for Language and Creative Arts .....	3
69-334 Library Materials for Social Sciences and Natural Science .....	3
69-335 Reading Guidance in the Elementary School .....	3
69-336 Introduction to Library Library Science Reference Methods ...	3
69-352 Design and Production of Instructional Materials .....	3

Elementary Education Majors, who elect to take a minor program in Instructional Media, can expand their State and/or City of Chicago Teaching Certificate to include an endorsement as either a school Librarian, an Audio Visual Coordinator, or an Instructional Media Specialist.

## READING PROGRAM

Since its inception, September, 1970, the Reading Program has been an undergraduate / graduate program with offices located at 3307 Bryn Mawr. The basic objectives of the Reading Program are: 1) to train prospective teachers and teachers to deal with the reading problems in elementary and secondary schools; 2) to prepare reading specialists who can diagnose and remedy reading difficulties and plan and carry out developmental and remedial reading programs; 3) to offer remedial reading help to any student in the University who has reading difficulties.

At the present time, only two courses are offered at the undergraduate level:

	Credits
68-301 Teaching Reading in Junior and Senior High School .....	3
68-302 Measurement and Evaluation of Reading .....	3

## THE STUDENT TEACHING PROGRAM

Combined with the necessary requirements for a degree in education, student teaching is a vital and rewarding experience in conducting the work of a classroom teacher. The student teaching program at UNI extends throughout a full trimester, on a half-day basis which usually convenes in the morning. In addition to the guided classroom sessions, students participate in a two hour, weekly seminar.

Student teaching carries six (6) hours of credit and the program is open to UNI undergraduates with senior standing (90 or more credit hours).

Full-day student teaching is anticipated during the 1972-73 academic year. When introduced officially, a transitional period for movement from half-day to full-day student teaching will be provided over a one-year period.

Undergraduates should plan to register for the program in student teaching during the last trimester in residence.

Applications must be filed for admission to the program during the first two weeks of the term prior to the term in which registration for student teaching is desired.

### Requirements for Admission

1. Completion of professional preparation courses.
2. A minimum 3.0 cumulative grade point average for work completed at Northeastern Illinois State College.

Application forms for student teaching may be obtained from the Student Teaching Office at 3525 West Peterson Avenue, Room T-13. Once approval for student teaching has been granted by the department and the forms filled out they should be returned to the Student Teaching Office. Applications for student teaching are generally taken much in advance of the semester in which student teaching is to be completed. Applications for prospective student teachers will be available at the following times. For more specific information, contact the Student Teaching Office.

### Unclassified Graduate Students

Unclassified graduate students are admitted to Northeastern Illinois University to pursue courses toward State and/or City Certification upon presenting to the Admissions Office (3418 West Bryn Mawr Avenue) proof of graduation from an accredited college or university with a Bachelor's degree. These students may then take any courses necessary to enable them to receive certification by the Board of Education of the City of Chicago or the State of Illinois. Admission to student teaching may require additional course work beyond the minimum required for certification. Approval for application for admission to student teaching must be obtained from the individual departments in the College of Education.

For more specific information concerning certification, contact the Administrative Assistant to the Dean of the College of Education, Room C-329, Telephone 583-4050, Extension - 214, or the respective department chairmen in the following areas:

- Early Childhood Education
- Elementary Education\*
- Secondary Education
- Art
- Biology
- Chemistry
- Earth Science
- English
- Foreign Languages
- General Social Studies
- Geography
- History
- Linguistics
- Mathematics
- Music
- Physics
- Speech and Performing Arts

Term of Student Teaching	Applications Available
*Fall trimester, September to December	First two weeks in the preceding January
*Winter Trimester, January to April	First two weeks in the preceding January
*Summer Session, 2nd eight weeks July-August	First two weeks in the preceding February

*\*Note: July-August student teaching is offered only to in-service provisional teachers meeting the following prerequisites:*

1. Elementary education grades 3-8 standards met,
2. City of Chicago and State of Illinois certification requirements in professional education met,
3. have had at least one year of full time teaching on a provisional certificate,
4. letter from immediate school principal testifying to #3 above,

5. permission to enter program from Mr. Grimes, Director of Student Teaching. July-August student teaching will be offered contingent upon the schools conducting a summer program comparable to the regular school term.

NOTE: No student teaching program is offered during the first eight-week summer session, May-June.

General orientation meetings for prospective student teachers are held in January of each year preceding the term in which they are placed as student teachers. It is the prospective candidates' responsibility to attend one of these meetings. Ample notice, containing full particulars, will be posted on campus bulletin boards.



## the graduate program

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The Graduate College is accredited by the North Central Association of Colleges and Secondary Schools, and by the Department of Public Instruction of the State of Illinois. It is also a member of the Council of Graduate Schools in the United States.

The Graduate College attempts to provide the atmosphere and facilities in which qualified students join faculty in extending their knowledge and competence and sharing in research of professional and scholarly nature.

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

Two faculty committees are involved with the administration of the graduate program: the Graduate Executive Council and the Graduate Curriculum Committee.

Since 1961 a number of graduate programs have been developed until, at

present, 31 individual sequences lead to the Master's degree.

The Graduate College offers the majority of its course work during the late afternoon and evening to accommodate teachers and others in the Chicago area who are pursuing an advanced degree on a part-time basis or who are taking course work as unclassified students for the purpose of professional advancement. Because the graduate program is organized essentially for part-time students, full-time students may on occasion have difficulty in scheduling a full program. Exceptions to the published regulations of the Graduate College may be made only after approval of the Graduate Executive Council following the submission of a petition.

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

For detailed information see the Graduate Catalog or contact the Graduate Office.



## faculty

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# calendar for 1972-73

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## FALL TRIMESTER, 1972

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**SEPTEMBER 4 — Monday**  
Labor Day Holiday

**SEPTEMBER 5 — Tuesday**  
Fall Trimester begins, Registration

**SEPTEMBER 7 — Thursday**  
Classes begin

**NOVEMBER 23 — Thursday**

**NOVEMBER 24 — Friday**

**NOVEMBER 25 — Saturday**  
Thanksgiving Holiday

**DECEMBER 20 — Wednesday**  
Fall Trimester Commencement

**DECEMBER 21 — Thursday**  
Fall Trimester ends

**DECEMBER 22 — Friday to  
JANUARY 2 Tuesday (inclusive)**  
Christmas Recess

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## WINTER TRIMESTER, 1973

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**JANUARY 2 — Tuesday**  
Winter Trimester begins,  
Registration

**JANUARY 4 — Thursday**  
Classes begin

**APRIL 18 — Wednesday**  
Winter Trimester Commencement

**APRIL 20 — Friday**  
Winter Trimester ends

**APRIL 21 — SATURDAY to APRIL 29  
Sunday (inclusive)**  
Spring Recess

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## SPRING TRIMESTER, 1973

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**APRIL 30 — Monday**  
Spring Trimester and first 8-week  
term begin, Registration

**MAY 2 — Wednesday**  
Classes in the 16 week trimester  
and first 8-week term begin.

**MAY 28 — Monday**  
Memorial Day Holiday

**JUNE 22 — Friday**  
First 8-week term ends

**JUNE 25 — Monday**  
Registration for classes in the  
second 8-week term

**JUNE 26 — Tuesday**  
Classes in the second 8-week term  
begin

**JULY 4 — Wednesday**  
Independence Day Holiday

**AUGUST 15 — Wednesday**  
Spring Trimester Commencement

**AUGUST 17 — Friday**  
Spring Trimester and second  
8-week term end

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1972  
1973

SEPTEMBER						
S	M	T	W	T	F	S
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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<sup>24</sup> 31	25	26	27	28	29	30

JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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JULY						
S	M	T	W	T	F	S
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AUGUST						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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THIS ISSUE of the Undergraduate Catalog of Northeastern Illinois University includes announcements, procedures, and requirements for the academic period 1972-73. The University reserves the right, however, to make whatever changes may be necessary from time to time. Since the contents of this publication are subject to change, you are advised to consult the appropriate University official for the latest information.

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

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