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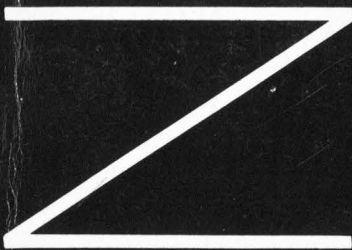
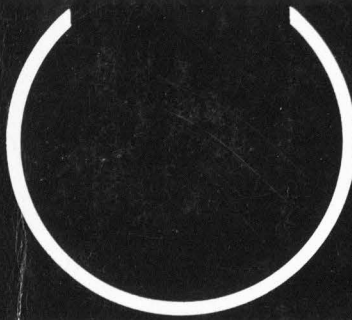
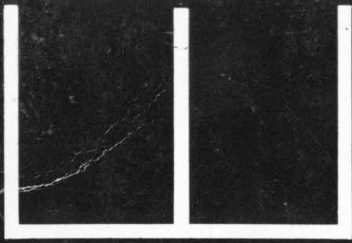
National Louis University Historical Materials

1978

National College of Education Graduate Catalog 1978-79

National College of Education

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**NATIONAL
COLLEGE OF
EDUCATION**

**FOSTER G. McGAW
GRADUATE SCHOOL
1979
GRADUATE CATALOG**



**A
STEP
AHEAD**

Correspondence prior to admission to graduate study should be directed to The Foster G. McGaw Graduate School.

Other correspondence regarding either the Evanston, Lombard, or Chicago Campus, or the School of Continuing Studies should be addressed as follows:

Admissions
Continuing Studies
Alumni
Business Matters
Catalogs and Schedules
Financial Assistance
Gifts and Bequests

Housing
Publications
General Information
Transcripts of Records

Dean of Admissions
Dean of Continuing Studies
Director of Alumni Relations
Vice President for Business Affairs
The Foster G. McGaw Graduate School
Director of Financial Assistance
Vice President for Development
and Public Relations
Director of Housing
Director of Public Relations
The Foster G. McGaw Graduate School
Office of the Registrar

The mailing address is:

National College of Education
Evanston Campus
2840 Sheridan Road
Evanston, Illinois 60201

Telephone: (312) 256-5150

Specific questions regarding courses on the Chicago Campus should be addressed:

National College of Education
Chicago Campus
18 South Michigan Avenue
Chicago, Illinois 60603

Telephone: (312) 621-9650

Specific questions regarding courses on the Lombard Campus should be addressed:

National College of Education
West Suburban Campus
2S361 Glen Park Road
Lombard, Illinois 60148

Telephone: (312) 629-5077

National College of Education admits students to all programs and activities, and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, or national or ethnic origin.

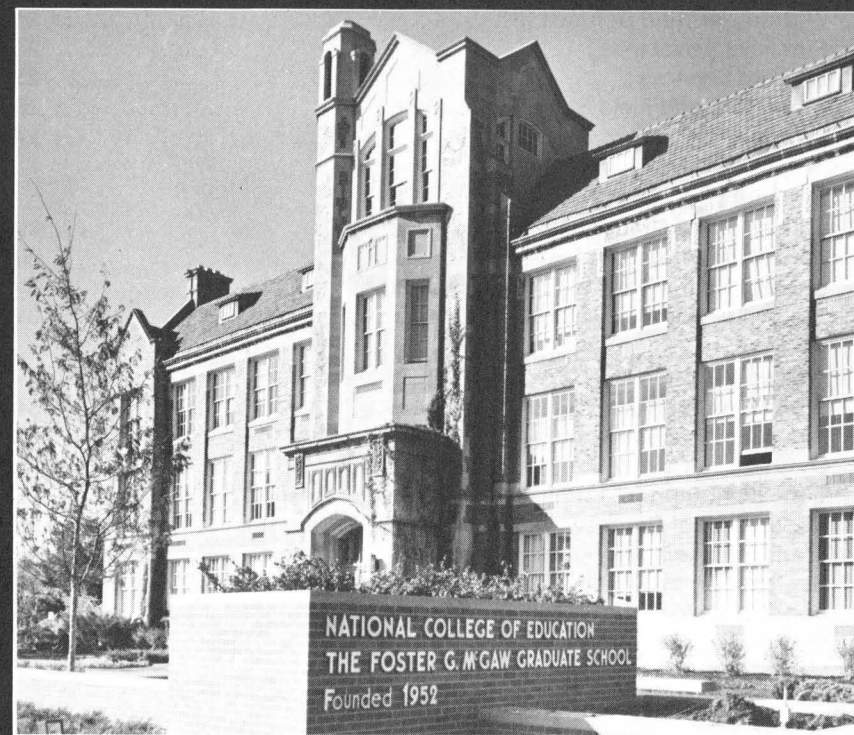
The college reserves the right to change any provision or requirement, including fees, at any time, with or without notice.

NCE

NATIONAL COLLEGE OF EDUCATION

The Foster G. McGaw Graduate School

1978-79 Graduate Catalog



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(Inside back cover)

Calendar for 1978-79

Fall Term

September	13	Wednesday	Deadline for receipt of registrations by mail. On-campus registration can be made just prior to the meeting of the first class, Office of the Registrar.
October	20	Wednesday	Fall Term begins.
	6	Friday	Deadline for application to receive graduate diploma at March commencement, Office of the Registrar.
	20	Friday	Deadline for submission of theses and research papers for diploma at December commencement, Graduate Faculty Office.
November	22	Wednesday	Thanksgiving holiday— No classes.
	23	Thursday	
	24	Friday	
December	2	Saturday	Last official day of Fall Term. Commencement
	8	Friday	

Winter Term

January	3	Wednesday	Deadline for receipt of registrations by mail. On-campus registration can be made just prior to the meeting of the first class, Office of the Registrar.
	8	Monday	Winter Term begins.
	19	Friday	Deadline for application to receive graduate diploma at June commencement, Office of the Registrar.
February	2	Friday	Deadline for submission of theses and research papers for diploma at March commencement, Graduate Faculty Office.
	16	Friday	Deadline for application to receive graduate diploma at August commencement, Office of the Registrar.
March	16	Friday	Commencement
	17	Saturday	Last official day of Winter Term.

Spring Term

March	28	Wednesday	Deadline for receipt of registrations by mail. On-campus registration can be made just prior to the meeting of the first class, Office of the Registrar.
April	2	Monday	Spring Term begins.
	27	Friday	Deadline for submission of theses and research papers for graduate diploma at June commencement, Graduate Faculty Office.
May	31	Thursday	Memorial Day holiday— No classes.
June	8	Friday	Last official day of Spring Term. Commencement
	9	Saturday	
Summer Term			
June	13	Wednesday	Deadline for receipt of registrations by mail. On-campus registration can be made just prior to the meeting of the first class, Office of the Registrar.
	18	Monday	Summer Sessions begin. Deadline for application to receive graduate diploma at December commencement, Office of the Registrar.
	22	Friday	
July	4	Wednesday	Fourth of July holiday— No classes. Deadline for submission of theses and research papers for graduate diploma at August commencement, Graduate Faculty Office.
	6	Friday	
August	10	Friday	Last official day of Summer Sessions. Commencement
	17	Friday	



West Suburban campus



Chicago campus



Evanston campus

General Information

To the Student

Program Approval

General Information

Accreditation

Memberships

Authorization

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Basic Policy

Maintenance of Records

Release Policy

History

Campuses

Evanston

Chicago

Lombard

School of Continuing Studies

Few occupations make greater contribution to the welfare of humanity than teaching. Men and women so engaged may well feel satisfaction in the work they do, for they cannot fail to influence the young people they teach. Consequently, those teachers who pursue their studies beyond the bachelor's degree may approach the task with the conviction that their efforts will be rewarded. The reward will come through the knowledge that those who take this additional step will become better teachers and better citizens. But further than that, they will have the satisfaction of knowing that the children of America, or of the world for that matter, will profit more and become better people because their teachers had the seriousness of purpose to continue professional education.

At National College of Education the graduate program is not merely a continuance of the undergraduate program, although it is closely integrated with it. Graduate study is different because one's educational goals must be different, and because the attitudes of those seeking to attain such goals are different.

Typical undergraduate programs consist of a broad, exploratory ap-

proach to education. Undergraduate study, by its very nature, serves as a gathering together of a base of general information, skills, and attitudes that enable students to approach their profession with a fair degree of proficiency and to function adequately as citizens.

Graduate study, on the other hand, encourages a shift of emphasis toward a more individualized type of program. Self-direction toward improvement as a teacher and as a person is keynote. Graduate students, with the help of their advisors, examine educational backgrounds and work experiences, taking into consideration abilities, interests and future professional goals; then plan programs of study to fit the students' needs. Some areas of deep interest will need investigation of a more scientific and objective nature than was possible in undergraduate work.

Finally, democracy as a way of life is encouraged through extensive group interaction in the typically small classes and through active participation in research projects. Respect for the personality of every individual is a hallmark of National College of Education and The Foster G. McGaw Graduate School.

National College of Education academic programs are approved by the Illinois Office of Education State Teacher Certification Board. The most recent institutional recognition was given on November 19, 1976. College programs and their most recent approval dates are as follows:

Elementary (K-9)		
Undergraduate Program		11-19-76
Graduate M.A.T. Basic Certification Program		11-19-76
Special (K-12)		
Undergraduate:	Learning Disabilities	11-19-76
	Social/Emotional Disorders	11-19-76
Graduate:	Learning Disabilities	11-19-76
	Social/Emotional Disorders	11-19-76
	Library and Instructional Media with Supervisory Endorsement	11-19-76
	Reading Specialist	11-17-78
Administrative (K-12)		
Graduate:	General Supervisory	11-19-76
	General Administrative	11-19-76
Early Childhood (Pre-K)		
Undergraduate Program		11-19-76
Graduate Program		11-19-76

Individual courses of study not included in the programs listed above may not be assumed to be approved by the Illinois Office of Education for certification purposes.

National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification unless the students are under the direct supervision of a faculty ad-

visor and the courses are taken within a program approved by the Illinois Office of Education.

Program Information

For information regarding degree programs and courses of study options, please write or phone the Graduate Administration Office, 256-5150, ext. 217.

Accreditation

National College of Education is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. The college's most recent accreditation by these agencies was given in 1976 and 1975, respectively.

The college is also approved by the American Association of University Women and the Illinois Office of Education.

Memberships

The college holds institutional membership in the Association of Colleges for Teacher Education, the American Council on Education, the Federation of Independent Illinois Colleges and Universities, Associated Colleges of Illinois, the American Alumni Council, the American College Public Relations Association, American Association of Collegiate Registrars and Admissions Officers, Illinois Association of Collegiate Registrars and Admissions Officers, and the Institute of International Education.

Membership List

American Association of Colleges of Teacher Education
 American Association of Presidents of Independent Colleges and Universities
 American Association of Elementary, Kindergarten, and Nursery Education

American Association of School Administrators
 American Council of Education
 Federation of Independent Illinois Colleges and Universities
 Illinois Association of Colleges for Teacher Education
 Institute of International Education
 Illinois Association of Collegiate Registrars and Admission Officers
 Illinois Association of College Admissions Counselors
 Illinois Association for College and University Staffing
 National Association of College and University Business Officers
 National Association of Education
 National Association of Secondary School Principals
 National Association of College and University Food Services
 National Association of Student Financial Aid Administrators
 The Associated Colleges of Illinois

Authorization

Under the authority granted the institution by the Board of Trustees, November 10, 1951, National College of Education offers courses, programs, and related experiences leading to the Master of Education degree. Additional authority was granted on March 10, 1970, for the degrees of Master of Arts in Teaching and Master of Science in Education. The Certificate of Advanced Study was approved by the Board in 1977.

Family Educational Rights and Privacy Act

In compliance with the Family Educational Rights and Privacy Act of 1974, National College of Education protects the rights of students with relation to the accuracy and privacy of their educational records. National College has established the basic policies to prevent the release of any personally identifiable information regarding any of its students without first having received the consent of the student. In addition, procedures have been established by which students may request to examine their educational records, may challenge any portion of their record and may request the opportunity to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

Maintenance of Records

In maintaining a student's educational record, the college shall collect part or all of the following information:

Name; address; social security number; phone number; date of birth; sex; marital status; citizenship status; names of elementary, secondary, and post-secondary schools attended with dates and diplomas earned; activities, awards, and work experiences; parents' names, addresses, phone numbers, and occupations; business address and phone number; emergency telephone number; transcripts; grades received; reports of standardized tests; degree and program evaluations; course evaluations; competency sheets; registration forms; medical forms and records; financial assistance applications; confidential financial statements and eligibility reports;

student-completed questionnaires; counselor reports and anecdotes; letters of recommendation; placement record; and correspondence.

This information is kept in a variety of offices: Graduate School, Student Life Office, Financial Assistance Office, Placement Office, and Registrar's Office.

Detailed educational records, as defined above, are kept no longer than two years after a student terminates enrollment in one of the college schools and are then destroyed, with the following exceptions:

- a) The Graduate School maintains student files until graduation.
- b) The Registrar's Office permanently maintains transcripts of all academic records earned at the college;
- c) The Financial Assistance Office maintains complete files until a federal audit has been made.

Release Policy

To totally prohibit the release of even a student's name or dates of enrollment, for example, would be as much a disservice to students as it would be an imposition on the daily functioning of the college. The law permits certain categories of information to be designated as directory information and to be released without requiring written consent, provided the student has been given a specific time to request any such information to be withheld from release.

The college has designated as directory information the following categories: (a) student's name; (b) local address and telephone numbers (of currently enrolled students only); (c) dates of enrollment; (d) areas of academic concentration;

(e) diploma or degree awarded; (f) honors or awards received; (g) announcement of public performances and ceremonies officially recognized by the college.

No other personally identifiable information about a current or former student may be released to any person or agency outside the college except by written, signed, and dated request of the student, specifying information to be released and to whom it is to be released. (The Privacy Act provided for a number of exceptions to this rule whereby information may be released to accrediting agencies and certain federal and state authorities for reason of emergencies related to the health and safety of the student, etc., without notifying the student.)

The full details of the policies concerning retention and release of student records and the procedures for access to and challenge of the content of student records are available in the student handbook or may be obtained from the college registrar.

Request to Withhold Release of Directory Information

That information designated by National College of Education as directory information will be in-

dividually released without prior consent unless the student requests in writing that such information cannot be released.

A request that directory information not be released will be honored for one year. A new request that directory information be withheld will be required each year.

Any such request to withhold release of directory information will apply to **all** directory information, with one exception. A request may be made to withhold release of address and telephone number **only**.

Graduate college students should send such a request to the college registrar.

Rights Reserved

While no revision of the course offerings in this catalog is contemplated, and the courses will be held if the enrollment justifies, the president and the officers of National College of Education reserve the right to change scheduling, credit, the fees charged, and the requirements for admission as announced in this catalog; to refuse to admit or readmit any student; and to dismiss any student at any time should it be deemed necessary in the best interests of the student or the college. Instructors have the right of book selection.

History

The Foster G. McGaw Graduate School is part of its parent institution, National College of Education. National College of Education is one of the oldest independent American colleges devoted to the preparation of elementary school teachers.

National College was founded in 1886 in Chicago, Illinois, by Elizabeth Harrison and Mrs. John N. Crouse, two pioneers in early childhood education. It originally began as a class for young mothers. In nearly a century of service, the college has distinguished itself as a leader in early childhood education in the United States.

In 1925, National College of Education moved to its present location in Evanston-Wilmette. A Demonstration School established earlier in Chicago, in 1918, moved with the college. Today this school provides private education for pre-school through middle school students. It serves as a laboratory school for undergraduate and graduate students.

Responding to educators' and teachers' needs for more planned programs of in-service education and professional growth, National College of Education began offering graduate courses in 1951, leading to the Master of Education degree. Full accreditation was extended to the graduate school by the American Association of Colleges for Teacher Education and the North Central Association of Colleges in March 1954.

By 1972, when the graduate school was named The Foster G. McGaw Graduate School, three

graduate degree programs were available for educational advancement:

Master of Arts in Teaching—for those with undergraduate degrees and work experience in fields other than education;

Master of Education—for teachers seeking professional competence in the classroom;

Master of Science in Education—for exceptionally qualified teachers aspiring to leadership positions and further graduate study.

Within the master's degree programs entitlement certification is available in:

- School Administration and Supervision
- Early Childhood Education
- Elementary Education
- Library and Instructional Media
- Social/Emotional Disorders Learning Disabilities
- Reading Specialist

In addition, special sequences have been developed for master classroom teachers and early childhood (pre-kindergarten) teachers.

The **Certificate of Advanced Study** was approved by the Board of Trustees in 1977. Within the Certificate of Advanced Study Program, entitlement certification is available in:

- Administration/Curriculum/Supervision
- Library and Instructional Media
- Social/Emotional Disorders Learning Disabilities

Evanston Campus

The Evanston Campus is located at Sheridan Road and Isabella Street, on the border of Evanston and Wilmette. The fourteen-acre campus includes two main academic buildings, one residence hall, and six private houses which have been converted to provide office space. A second residence hall, Marienthal is located within easy walking distance.

Graduate Administration Office

The offices of the graduate dean, assistant dean, staff, and the graduate conference room are located at 111 Maple Avenue, on the north boundary of the campus.

Graduate Faculty Offices

Graduate faculty offices are located at the corner of Sheridan Road and Maple Avenue.

Reading Center

This clinical center is located on the second floor of Marienthal Hall, a dormitory at the corner of Asbury and Central Streets, six blocks from the main campus. It provides a setting for the supervised practicum experience of graduate students completing the reading sequence, as well as a one-to-one diagnosis and remediation facility for students with reading problems. Offices, resources, and conference rooms for the directors, faculty, and staff of the graduate reading program are located here.

Center for Learning

This clinical center is also located on the second floor of Marienthal

Hall, a dormitory at the corner of Asbury Avenue and Central Street in Evanston. Diagnosis and remediation are done here on a one-to-one basis for students with learning problems. Graduate students do their practicum coursework in this setting, under the supervision of faculty and staff who have their offices in the center.

Harrison Hall

This main college building was constructed in 1925. It houses classrooms and laboratories, general administrative and faculty offices, the bookstore, faculty lounges, and the three following centers of activity:

Edward B. Weinstein Center
for Performing Arts
Benedict K. Goodman
Student Center
Instructional Media
and Television Center

Edward B. Weinstein Center for Performing Arts

Located in Harrison Hall, it is the center of cultural activity for both students and residents of nearby communities. It provides the stage for student productions and numerous guest artists and lecturers each term.

Benedict K. Goodman Student Center

This focal point for student activity is located on the west side of the first floor. It includes a study lounge, a snack room, and an outdoor patio area. Additional student activity space is available on the second floor, directly above the student center.

Instructional Media and Television Center

This center, on the third floor of Harrison Hall, provides for television, audio, recording, photography and a variety of graphics and duplicating techniques. It is especially designed to serve students in the Library and Instructional Media program, which has received full approval from the State Teacher Certification Board, Illinois Office of Education.

Sutherland Hall

This second academic building adjoins Harrison Hall. It was dedicated in 1967, and houses classrooms, offices, gymnasium, and pool, as well as the following facilities:

Demonstration School

This private laboratory school has an enrollment of 200 students in pre-school through middle school. The school has a child-development orientation and is designed to permit extensive classroom observation.

N. Dwight Harris Library

The main college library has a collection of 100,000 volumes, 500 journals, 600 16mm films, 3000 recordings, and 2200 filmstrips. Included are dissertation abstracts on microfilm and the complete ERIC reports on microfiche, as well as major reference works in education and psychology. Bibliographic literature searching via computer provides access to more than 50 databases for students and faculty.

The library is a member of the Illinois Library Network, Illinois Regional Library Council, and North Suburban Library System, providing resource sharing from other member libraries without

charge to faculty and students. Special collections in the library include curriculum materials, early childhood history and developmental materials, and a children's literature collection for educators.

Robert R. McCormick Library/Media Center

This multi-media center is a resource for Demonstration School children and teachers, as well as college faculty and students. It contains more than 10,000 children's books, periodicals, audio-visual materials and a computer terminal for individualized instruction. Instructional television is available in the Library/Media Center for group or individualized learning.

Baker Hall

The residence hall is located at the corner of Isabella Street and Sheridan Road. It provides excellent accommodations for 200 women students.

Development, Public Relations, Alumni Relations Offices

These offices are located in the building directly north of Harrison Hall at 221 Sheridan Road, Wilmette.

Admissions Office

This building is located at 119 Maple Avenue. The Dean of Undergraduate and Graduate Admissions is housed in this building.

Center for Economic, Consumer and Career Education

This building is located at 131 Maple Avenue. It houses the offices for Career Education, Consumer Economics, and Social Studies Development.

School of Continuing Studies

This building is located at 135 Maple Avenue. The offices for extension programs, continuing education, conferences and institutes, international education, and institutional advancement are located in this building.

Chicago Campus

The Chicago campus is located at 18 South Michigan Avenue, between Madison Street and Monroe Street, in downtown Chicago. It occupies the second and third floors of a twelve-story office building. The second floor houses classrooms, administrative offices and a student lounge. The third floor includes the conference centers, classrooms, a student lounge, the bookstore, and the Herman H. Hegner Library containing volumes, journals, and a growing collection of audio-visual materials.

This campus offers graduate courses for urban and suburban teachers. It serves the needs of both populations by offering courses in a variety of schedules,

both during the week and on the weekends. Faculty members with experience in urban and suburban settings provide an excellent educational opportunity for National College of Education students.

West Suburban Campus

National College of Education's West Suburban Campus is located at 2S361 Glen Park Road in Lombard, Illinois. The campus is easily accessible, just off the East-West Tollway and just west of Yorktown Shopping Center.

The facility has 16 classrooms, a library resource center and a multi-purpose room. Ample parking space is available to students.

The campus also houses the administrative offices of National's Field Experience Degree programs. Bachelor of Arts and Master of Education degrees are offered to qualified applicants who successfully complete program requirements. Classes are held at sites near the residence or employment location of students.

Alumni Association

The Alumni Association of National College of Education was organized in 1890, and presently has over 8,000 members. Alumni are located throughout the country and abroad and meet in chapters and informal groups. Students automatically become members of the association upon their graduation.

The object of the association is to promote the interest of the college and to establish mutually beneficial relations between the college and its alumni. In addition to financial support, special emphasis is placed in assisting the

admissions, placement, and student services activities within the college.

The Alumni Board of Directors meets nine times throughout the school year and Alumni Day is held on the campus the weekend preceding commencement each June.

The Alumni Association supports two endowed scholarships and one annual scholarship presented to students at Parents' Weekend each May. Outstanding alumni are recognized and honored with achievement and service awards at the annual college commencement.

School of Continuing Studies

The School of Continuing Studies has as its mission the development, initiation, implementation, and evaluation of the off-campus educational programs of the college.

One of the major objectives and responsibilities of the School of Continuing Studies is to offer graduate study leading to a master's degree or a Certificate of Advanced Study in the field of Adult and Continuing Education. In keeping with its basic mission, the school is committed to the education and training of professionals who have elected to enter the field of teaching adults.

The School of Continuing Studies is administered by a dean with directors and/or coordinators heading the various units. The policy-making faculty of the school consists of full-time faculty members including representatives from The Foster G. McGaw Graduate School, Undergraduate School, and the Demonstration School.

The School of Continuing Studies contains two major depart-

ments designed to develop outreach activities for educators, as well as for other professionals seeking further educational development.

The Continuing Education Department seeks to deliver planned activities which are designed to increase skills, knowledge, and sensitivity of adults. These activities are designed not only for the traditional clientele of National College (elementary and secondary school personnel), but also for parents, adult educators, the clergy, business and industry, and other constituencies which present an identifiable need when graduate or undergraduate credit is not desired. Continuing Education Units (CEUs) are awarded.

The Conferences and Institutes Department is designed to bring to National College of Education — hence to the metropolitan Chicago area — conferences, workshops, and institutes that promote professional and personal growth. The department encourages the full use of college facilities.

Graduate School Organization

Faculty Organization

Governance of Graduate Study

Graduate Faculty

Full-time Faculty

Adjunct Faculty

Faculty Associates

Councils and Committees

The Curriculum Council

The Admission and Retention Council

The Committee on Committees

The Evaluation Committee

The Constitution Committee

The Membership Committee

Graduate Calendar

Graduate Credit

The Graduate Student Association



Governance of Graduate Study

The Foster G. McGaw Graduate School faculty has educational responsibility for legislative and policy-making functions related to graduate programs. It derives authority from the president, the chief administrative officer of National College of Education, with authority granted him by the Board of Trustees. The dean of the graduate school is the chief administrative officer of the Foster G. McGaw Graduate School.

Graduate Faculty

The graduate faculty is an integral part of the Faculty Association of National College of Education. Meetings of the graduate faculty are presided over by an elected chairperson. All councils and committees are responsible to the graduate faculty, and all recommendations of councils and committees are subject to review and ratification by this body before they become official graduate school policy.

Membership consists of qualified officers of instruction, the president, dean of the graduate school, the dean of the School of Continuing Studies, campus direc-

tors, the director of learning resources, and representatives from the Graduate Student Association. The total graduate teaching staff includes:

Full-time Faculty

As officers of instruction, these persons have special preparation and experience to qualify them for graduate teaching. They maintain annual contractual relationships with National College of Education.

Adjunct Faculty

These persons join full-time faculty on a part-time or visiting basis, and are recognized as qualified specialists in particular subject areas. Adjunct faculty members are contracted on a per-course basis.

Faculty Associates

This group is comprised of members of the adjunct faculty who have had an extended period of successful affiliation with National College of Education. Faculty associates are recognized specialists in a particular field. The title is conferred upon the recommendation of the graduate faculty. Faculty associates are also contracted on a per-course basis.

dent Association, and the college administration.

The Admission and Retention Council

The council recommends policies for the admission and retention of all students in the school and monitors academic standards. A student has the right to appeal to this council for a reconsideration of an initial decision and to request a personal appearance before the council.

Members of this council are representatives from the graduate staff faculty, the Graduate Student Association, and the college administration.

The Committee on Committees

This committee selects the graduate faculty for the established councils and committees. Members of this committee are teaching members of the graduate faculty.

The Evaluation Committee

This committee is responsible for institutional self-study in matters of instruction. This responsibility includes conducting on-going surveys or research, and the recom-

mendation and referral of research procedures. Members of this committee are the graduate faculty and a representative from the Graduate Student Association.

The Constitution Committee

This committee makes an annual study of the constitution and by-laws of the graduate school. Membership includes three members of the graduate faculty.

The Membership Committee

This body annually reviews membership on the graduate faculty, determines continuing qualifications for membership, and deals with changes of members' status as these changes occur. Three teaching members of the graduate faculty compose this committee.

Councils and committees meet regularly, as stated in the constitution and by-laws of the graduate school. In general, councils are recognized as standing committees, and committees have *ad hoc* status. Membership on councils and committees is on a rotation basis for all members except the provost and the graduate dean, who serve continuously. All recommendations of councils and committees are subject to review and ratification by the graduate faculty.

Councils and Committees**The Curriculum Council**

This is the major policy-considering body regarding curricular affairs of the graduate school. The council studies curricula in higher education, recommends cur-

riculum policy, and assists in its implementation. The graduate school continues to review and update its curriculum to meet changing needs. Members of this council are representatives from the graduate faculty, the Graduate Stu-

22 Graduate Calendar

The graduate school is in session four terms during the regular academic year. Fall, winter and spring terms are ten-week terms. The summer term is subdivided into shorter sessions, special workshops, institutes, and short conferences with nationally and in-

ternationally known educators. Campus schedules are available at the three campus locations in Evanston, Lombard, and Chicago. Special workshops and courses are also offered in the interim between fall and winter term on each campus.

Graduate Credit

The unit of credit for graduate courses is the semester hour. The majority of courses offer two semester hours of credit. Exceptions to this are noted where ap-

propriate, and students are advised to be aware of these in planning personal schedules and degree programs.

The Graduate Student Association

The Graduate Student Association of National College of Education provides representation for all graduate students. It is recognized by the graduate faculty. This association's purposes are to improve graduate study by articulating students' needs, to provide avenues of communication between students and other areas of the graduate school, to offer

academic and support services for graduate students, and to provide activities for professional growth. Members of the association serve as its officers, and serve also on graduate school councils and committees. Students interested in membership should contact the office of the Vice President for Student Life.

Student Information

Graduate Fees

Withdrawals and Refunds

Financial Assistance

Trustee Fellowships

Student Loans

Other Aid Sources

Student Services

Counseling

Health Services

Health Insurance

Student Activities

Room and Board

Identification Cards

Library Services

Cafeteria

Placement and Field Services

Transportation

Evanston Campus

Chicago Campus

Lombard Campus (West Suburban)

Application fee \$15.00 (Payable at the time of filing application for admission to graduate study, once only; non-refundable)	Parking decal: (Evanston campus only) quarterly..... 3.50 annually..... 10.00
Campus tuition, per semester hour (all three campuses) 95.00	Room and board, per term: (Evanston campus only) Single Room.....665.00 Double Room.....625.00 Double as Single.....745.00
Extension tuition, per semester hour..... 45.00	Summer room rates, per week: (Evanston campus only) Single Room..... 40.00 Double Room..... 30.00 Double as Single..... 45.00
Audit fee (same as for credit)	The college reserves the right to make changes in fees as the need arises.
Duplicate transcript fee (one copy free) 2.00 (additional copies ordered at the same time)50	For further information or special arrangements concerning housing, contact the Office of Student Life, 256-5150, ext. 243.
Late registration fee (after class has met for first time)..... 10.00	

Withdrawals and Refunds

For all campuses, in order to receive a full refund (less the \$10 handling fee), a written request for withdrawal must be made before the seventh hour of the class has begun. Withdrawal from a course is done either by signing the withdrawal form or by writing a letter to the Registrar's Office in

Evanston. Withdrawal forms are available in the Registrar's Office in Evanston, and at both the Chicago and Lombard campus graduate offices. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter.

Financial Assistance

Trustee Fellowships

Trustee Fellowships are available for full-time continuously-enrolled students who have been admitted to a master's degree or a Certificate of Advanced Study program. The student receives a re-

duction of full or half tuition for working 10-20 hours per week. Work assignments are available on any of the three campus locations. For further information or application forms, please contact the Graduate Office in Evanston, 256-5150, ext. 352.

Student Loans

National Direct Student Loans and Illinois Guaranteed Loans are available to graduate students enrolled in a minimum of four semester hours per term at the college. Students interested in pursuing either loan should contact the Office of Financial Assistance, 256-5150, ext. 244, at least six weeks prior to the term for which loan assistance is desired.

Other Aid Sources

For information or listings of other sources of financial aid, call the Graduate Office, 256-5150, ext. 244.

Credit Cards

Master Charge or Visa/Bank Americard are accepted for tuition payment on all three campuses. Credit card forms for use in registering by mail are available from the business office.

Student Services

The Office of Student Life coordinates and administers a number of services and programs for graduate students. These include counseling, student activities, residence hall programs, health services, and financial assistance.

student only, \$86; student and spouse, \$215; student, spouse and child(ren), \$387; student and child(ren), \$258. Phone Health Services for insurance plan and application, 256-5150, ext. 365.

Counseling

Counseling is provided for graduate students on the Evanston and Chicago campuses from 8:30 a.m. to 4:30 p.m. and in the evening. Students may confer with counselors for personal concerns or crises and for personal development counseling. Confidentiality is always respected. Phone 256-5150, ext. 243 (Evanston) or 621-9650 (Chicago) to arrange for an appointment.

Student Activities

Graduate students are invited to participate in programs, activities, and events sponsored by various departments of the college and by undergraduate student groups. Postings at the Evanston, Lombard and Chicago campuses tell of times, places, and dates.

Health Services

A registered nurse is available during daytime office hours on the Evanston campus. A consulting physician also meets with students by special appointment. For a visit to Health Services or to consult by phone, call 256-5150, ext. 365.

Room and Board

For those students who desire on-campus resident accommodations, there are facilities at Baker Residence Hall.

For residence hall accommodations and reservations at the Evanston Campus, contact the Director of Student Programs, 256-5150, ext. 247.

Health Insurance

A health insurance program, the Student Accident and Sickness Insurance Plan, is available. Rates for the year 9/12/78 to 9/12/79 are:

Identification Cards

Library Privileges cards become graduate student ID cards for all on-campus registered students. All extension students are issued a temporary graduate student ID card which serves as their library privileges card on a course-by-course basis.

Library Services

The goal of the National College of Education Learning Resource Center is synonymous with the goal of the college—the preparation of teachers.

The library here, and those libraries in the schools where students teach, fulfill their true functions when they serve as active environments for learning. The college—through its audio-visual materials, books, children's library, curriculum materials, instructional media and television, periodicals, and urban library—aims to provide students with all resources needed to help children learn.

The library is a member of a research library network which gives students access to many Chicago area collections and services. The library's own holdings include the complete Educational Resources Information Center reports on microfiche, dissertation abstracts, psychological abstracts, plus major collections of materials on early childhood and all aspects of

elementary education. Computer access to Educational Resources Information Center and other files, such as psychological abstracts, is available. The Demonstration School library media center has a wide range of children's print and non-print materials and equipment.

Library hours are published quarterly in the Bulletin and schedules. Library privileges are extended to all students enrolled in on-campus (resident) courses. Students enrolled in off-campus (extension) courses and those working on research papers while not enrolled may secure library privileges through application at the College Library Center.

Cafeteria

The Evanston campus cafeteria is open to all students for noon meals, and lunch may be purchased a la carte. The room and board contract carries a 19-meal plan.

Placement and Field Services

National College Placement can help students advance professionally—as beginners, or as veterans having such questions as:

- Where are publicized jobs listed; how and where can the great number of non-advertised jobs best be discovered?
- What is the most believable and least expensive way to authenticate claims about experience and education without wasting the time of references and prospective employers?
- How can I portray my academic background in terms more vivid than a transcript allows?

- What factors do administrators consider when choosing between job applicants? What are the most persuasive types of job requests?
- How can I help my interviewer solve his problems? (Up-to-date demonstration interviews are used to help you hone this skill.)

For further information about job-hunting and related skills, students are encouraged to attend placement staff seminars and informal groups on the Chicago, Lombard, or Evanston campuses. For speedy individual information, telephone the Placement Office, 256-5150, ext. 254.

Transportation

Evanston Campus

The Evanston Campus is accessible by Chicago Transit Authority lines, and is approximately 45 minutes from Chicago's Loop. The campus is situated between two stations—Linden Avenue, Wilmette, and Central Street, Evanston. The Chicago and North Western Railway has a station at Central Street, Evanston, and in Wilmette. The Chicago Transit Authority bus service runs along Central Street within three blocks of the main campus buildings and past Marienthal Hall, as well as between the campus and downtown Evanston.

Parking space on the campus is limited. Space is allotted first to commuter students and those students involved in intern teaching programs. Students wishing to use on-campus parking facilities should register automobiles with the college Business Office and purchase college parking decals.

Chicago Campus

The Chicago campus is easily accessible through public transportation. The Grant Park parking facilities are located in front of the campus. Students should enter at Randolph and Michigan or at

Monroe and Michigan and drive to the Monroe Street end of the garage. Parking is also available in the Monroe Street garage, which is located between Lake Shore Drive and Michigan Avenue on Monroe Street.

Lombard Campus (West Suburban)

The Lombard Campus is easily accessible, just off the East-West Tollway and just west of Yorktown Shopping Center. Ample parking space is available to students.

Directions to Lombard:

If you are traveling west: Take the East-West Tollway to the Highland Avenue exit; make a right turn and then immediately make a left turn onto Butterfield Road (Rt. 56); go two stop lights and one block to Lloyd Street; turn right (north) one block to Glen Park Road, turn right, go one block.

If you are traveling east: Exit on the East-West Tollway at the Naperville exit; turn left on Naperville Road to Butterfield Road; turn right on Butterfield Road (east) to Lloyd Street; go one block to Glen Park Road; turn right on Glen Park Road; go one block.

Admission Policies

Admission to Graduate Study

Admission Prerequisites for M.Ed. and M.S.Ed. Programs

Admission Prerequisites for M.A.T. Program

Admission Prerequisites for National College of Education/Institute for Psychoanalysis Teacher Education Program (T.E.P.)

Admission Prerequisites for C.A.S. Program

Admission for Endorsement Only

Admission Procedure

Student Status Prior to Formal Admission

Special Students

International Students

Status for Formally Admitted Students

Full-Standing

Three-Course Provisional

Five-Course Provisional

One-Term Provisional

Removing Provisional Status

Admission To Graduate Study

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All students taking courses at National College of Education should fully understand that graduate credit toward a degree at National College, or toward certification under the auspices of the college, is earned only by formal admittance to graduate study. Applicants must hold a baccalaureate degree from an accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student, in the junior and senior years of study, has achieved a grade point average of 3.0 or better on a 4.0 scale. It may also be interpreted as an equivalent competency rating for these same undergraduate years. Applicants from non-accredited colleges, but with high individual records, may be admitted with five-course provisional status. (See "Status for Formally Admitted Students.")

It is the personal responsibility of the students, to take initiative in meeting all requirements and to maintain a careful check on their progress.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, or a Certificate of Advanced Study (C.A.S.).

Admission Prerequisites for M.Ed. and M.S.Ed. Programs

All applicants for the Master of Education and Master of Science in Education degree programs must possess a valid teaching certificate or present adequate justification to the Admission and

Retention Council that graduate study at National College of Education meets their desired professional goals and objectives. In case of non-certified applicants, the council will then rule on admittance on an individual basis.

Admission Prerequisites for M.A.T. Program

Students who have a bachelor's degree but do not have a teaching certificate may pursue graduate study in the M.A.T. program. The bachelor's degree does not need to be in education. Students should follow **Admission Procedure**.

Admission Prerequisites for National College of Education/Institute for Psychoanalysis Teacher Education Program (T.E.P.)

Admission prerequisites for the combined National College of Education/Institute for Psychoanalysis Teacher Education Program for the M.Ed. or M.S.Ed. degree are the same for other National College M.Ed. or M.S.Ed. programs. Students who are enrolled in the T.E.P. program and who wish to take courses in the program through National College, but do not desire a degree from National College, must follow procedures outlined in Special Student.

Admission Prerequisites for C.A.S. Program

All applicants for the Certificate of Advanced Study must hold a master's degree from an accredited institution, make formal application to the Foster G. McGaw

Graduate School, and receive a letter of acceptance from the Office of Admissions.

Admission for Endorsement Only

Students desiring endorsement

only in Administration/Curriculum/Supervision or Library and Instructional Media must have a master's degree and apply for formal acceptance into the graduate school for the Certificate of Advanced Study.

Admission Procedure

The following procedures must be completed before enrolling for the ninth semester hour (usually the fifth course) as a Special Student. A maximum limit of eight semester hours of National College of Education credit taken as a Special Student prior to formal admission may apply toward a master's degree or C.A.S.

1. Request application materials from the Graduate Admissions Office, (312) 256-5150, ext. 229. Specify whether you are applying for an M.S.Ed., M.Ed., or M.A.T. degree program. If you already have a master's degree and wish to apply for admission to a program leading to a C.A.S., you should request a C.A.S. application form.
2. Return the completed application, with the \$15 fee attached, to the Graduate Admissions Office.
3. Submit an official recommendation form to three individuals for recommendations. The completed forms should be forwarded to the Admissions Office from the source of recommendation.
4. Official transcripts from all colleges previously attended should be sent to the Admissions Office. Applicants applying for a second master's degree or a Certificate of Advanced Study need to send only the transcript for the first master's degree. Those intending to apply for transfer of any graduate level coursework not previously used toward another degree must send transcripts for the coursework.

5. Complete a Miller Analogies Test. Students who have completed a master's degree will not need to complete a Miller Analogies Test. International students who have not studied in the United States, or whose native language is other than English, should present satisfactory scores from the Test of English as a Foreign Language (TOEFL). A Miller Analogies Test may be required later.
6. As soon as all the above have been completed, the applicant's credentials will be evaluated by a number of weighted admission criteria. The Miller's Analogies Test and Undergraduate Grade Point Average minimum requirements are basic criteria. Other factors are weighted according to the applicant's individual profile and the specific academic program for which he or she is applying. Applicants are promptly advised by a letter of the admissions decision. Applicants not meeting the admissions criteria who are refused admission to graduate study may petition the Admission and Retention Council for review of their application. Applicants may then be recommended for provisional admission.
7. Interviews prior to admission may be requested at the discretion of the graduate admissions officer, the Graduate Administrative Office, and/or the program directors.
8. Students who have received letters of formal acceptance into

graduate study then complete a Study Plan which will be made a part of their academic folders. This Study Plan should be com-

pleted with the student's assigned advisor within one month after receiving the letter of acceptance.

Student Status Prior to Formal Admission

Special Students

Students holding a bachelor's or master's degree are eligible to enroll for graduate courses as Special Students. Special Students are not required to apply for admission, but must furnish the Registrar a verification of Degree from the college which awarded the bachelor's or master's degree.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Because of the educational and cultural differences experienced at an American college, foreign students selected for admission to the Foster G. McGaw Graduate School must present evidence of a well-above-average record of scholastic achievement and personality adjustment. Non-English-speaking applicants are required to give evidence of proficiency in spoken

and written English as a prerequisite for admission. Students who have not studied in the United States, or whose native language is other than English, should present satisfactory scores from the Test of English as a Foreign Language (TOEFL). A Miller Analogies Test may be required later. Financial affidavits showing resources available for meeting travel, tuition, and living expenses are required. The college has only limited financial assistance for International Students.

All correspondence concerning admission to graduate study are directed to the Graduate Admissions Office, National College of Education, 2840 Sheridan Road, Evanston, Illinois 60201, telephone (312) 256-5150, ext. 229. Admission procedures will be carried out in the same manner as for other graduate students, with only such exceptions as are stated here. Application forms and information about the college will be sent upon request.

Status For Formally Admitted Students

Full-Standing

All admissions criteria are met without qualification. **Only students admitted in full-standing are eligible for graduate degrees.**

Three-Course Provisional

Students who are low in one or

more admissions criteria but who evidence potential for successful graduate work are admitted with the provisional qualification. A grade of B or better must be achieved in *three core courses* taken within a maximum of three consecutive terms following admission. If a student receives a C

in a core course, that course must be repeated and a grade of B or better must be obtained before further credit will be given by the graduate school.

Five-Course Provisional

Students who meet all admissions criteria but are from unaccredited undergraduate institutions may be admitted in this status. A grade of B or better must be achieved in *three core courses* and in two other courses within the student's selected program. These courses must be taken within a maximum of five consecutive terms following admission.

One-Term Provisional

International Students are admitted to graduate study in this status. This admission status is given when students have met the criteria and have submitted the documents already described. In addition, the United States Immigration Office regulations and college policies must be met. Interest-

ed students may request the appropriate information from the graduate school.

Removing Provisional Status

Provisional status will be monitored. When a change in status is to be made to full-standing, it will be indicated on the transcript. No courses beyond provisional ones will be counted toward the degree until the transcript indicates a change to full-standing status.

Completion of courses prior to formal acceptance to graduate study, full-standing or provisional, does not guarantee admission to graduate school at a later date. It is the student's responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of a formal admission status. Until such notification is given, formal admission to study is not to be presumed.



Academic Policies

Study Plan

Core Course Waiver

Concentration Substitutions

Residency Requirement for M.S.Ed. Candidates

Course Load Limitation

Time Limitation for Fulfilling Degree Requirements

Application of Coursework Toward Degree Programs

Course Work on Campus (Resident)

Coursework Off Campus (Non-Resident)

Special Workshops

Transfer Credit

Registration for Thesis

Application for Graduation

Transcripts and Request for Transcripts

Withdrawals and Refunds

Withdrawal from Courses

Withdrawal from Program

Monitoring Student Progress

Evaluation

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given the academic policies listed below must be understood and, where procedure is indicated, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisors. Every effort is made to encourage a direct, personal relationship between faculty members and individual students and for students to obtain maximum professional growth.

1. The student, in consultation with his/her advisor (appointed at the time of admission), will complete a Graduate Study Plan.
2. This Study Plan must be on file in the Office of the Registrar within the first full term after formal admission to graduate study has been received.
3. A change in the original Study Plan must be approved by the student's advisor on a Graduate Study Plan Change form and filed in the Registrar's Office.

Residency Requirement for M.S.Ed. Candidates

Students enrolled in the Master of Science in Education program fulfill a residency requirement. One term of full-time study (8 semester hours) or an approved alternative meets this requirement. Students contact their advisors for

Core Course Waiver

Students pursuing a second master's degree or C.A.S., or who have had graduate work in other institutions, may have taken courses equivalent to the required core courses of National College of Education. A waiver of a specific core course is permitted upon the presentation of appropriate documentation. Students must substitute an additional approved on-campus (resident) course in their area of concentration to replace the waived course. This course waiver request is completed by the advisor on a Study Plan Change form and must be approved by the Admission and Retention Council. If approved, it becomes a part of the student's file in the Registrar's Office.

Concentration Substitutions

Concentration substitutions may be made with the approval of the student's advisor when they are consistent with accreditation requirements. These should be reflected on the Graduate Study Plan form, and become part of the student's file.

alternative approval. Alternatives must be documented by the program chairman, have the approval of the dean of the graduate school, and become part of the student's file.

Students pursue graduate studies on either a full-time or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. Any exceptions to the maximum load must receive prior approval from the dean of the graduate school, after

recommendation of the student's advisor. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited, and is comparable to the course load standards of regular academic terms.

Time Limitation for Fulfilling Degree Requirements

M.Ed. and M.A.T. candidates must fulfill degree requirements within a six-year period from the date of formal admission to the program. M.S.Ed. candidates must fulfill degree requirements within a four-

year period from the date of formal admission to the program. C.A.S. candidates must fulfill degree requirements within a six-year period from the date of formal admission to the program.

Application of Coursework Toward Degree Programs

Three campuses are available for on-campus (resident) courses. Each term, graduate level off-campus (extension) courses are offered in established centers, and in-service courses are offered at other locations. Acquired credits may be applied to the degree programs as follows:

Coursework On-Campus (Resident)

The course offerings listed in the *Graduate School Course Bulletin* each term are considered on-campus credit. A minimum of 18 semester hours of on-campus (resident) credit is necessary to meet master's degree requirements. A minimum of 15 semester hours of on-campus (resident) credit is required to satisfy the C.A.S. program requirements.

Coursework Off-Campus (Non-Resident)

A maximum of 14 semester hours of off-campus credit is applicable toward the master's degree requirements. A maximum of 15 semester hours of off-campus credit is applicable toward the C.A.S. program.

Special Workshops

The School of Continuing Studies provides an in-service program designed for teaching and administrative personnel in the field. These "workshop" courses are offered either on campus or in cooperation with school districts and similar educational consti-

tuencies. A maximum of 6 semester hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the School of Continuing Studies and the graduate faculty, will be followed. Course descriptions and a list of course offerings for specific terms are available in the Office of Extension and School of Continuing Studies, 256-5150, ext. 222.

Transfer of Credit

Upon the approval of the faculty

advisor and the graduate school dean or assistant dean, a maximum of six semester hours of graduate credit may be transferred from another institution. Transferred credits are included in the number of maximum credits allowed for off-campus coursework. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the college at which it was offered, and courses must have been taken within the time limits of the degree program.

Transcripts and Request for Transcripts

Grades will be reported to students at the home address. Students receive a free copy of the official transcript of all National College of Education work completed up to that time. Graduate courses taken for resident credit at the Evanston, Chicago or Lombard campus will be reported four to six weeks after the end of the term, regardless of the ending date of the course. Additional transcripts are provided upon written request at a cost of

\$2 for the first copy and \$.50 for each additional copy ordered at the same time. Students who have not been admitted to a degree program (i.e., Special Students), or who do not already have a transcript on file in the Registrar's Office, must submit a Verification of Degree form prior to the release of any grades or transcripts by the college. This form is provided with registration materials.

Registration for Thesis

Registration for the thesis course requires prior approval of the thesis topic by the student's thesis committee. The student submits one copy of the signed Thesis Ap-

proval Form with registration materials. This copy remains on file in the Registrar's Office. Specific deadlines are published in the course bulletin.

Application for Graduation

The student files an application for graduation in the Office of the Registrar no later than the first week of the term prior to the term in which degree requirements will

be completed. This is approximately six months before the graduation date. Specific deadline dates are published quarterly in the course bulletin.

Withdrawals and Refunds

For all campuses, in order to receive a full refund (less the \$10 handling fee), a written request for withdrawal must be made before the seventh hour of the class has begun. Withdrawal from a course is done either by signing the withdrawal form or by writing a letter to the Registrar's Office in Evanston. Withdrawal forms are available in the Registrar's Office in Evanston, and at both the Chicago and Lombard Campus Graduate Offices. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter.

Withdrawal from Courses

A student may withdraw from a course by giving written notice to the Office of the Registrar before

the final class meeting. Refund of course tuition minus a \$10 processing fee will be granted only if the student gives this written notice before the seventh hour of the class for regularly scheduled courses.

Withdrawal from Program

To withdraw from a graduate program, a student should present written notice to the graduate school. The graduate school will notify the Registrar to remove the file from active status.

The graduate faculty reserves the right to request the withdrawal of a student at any time during the course of studies if the student does not meet the required standards of scholarship.

Monitoring Student Progress

Evaluation

Graduate students are evaluated on traditional grading system (grades A, B, C, D, F) with quality points assigned on a four-point system (A=4, B=3, C=2, D=1, F=0 points). Students are expected to maintain a 3.0 grade point average. Reports of student grades enable the Registrar and Graduate Council on Admission and Retention to monitor earned grades which may result in cumulative G.P.A.'s below 3.0.

If a student is unable to complete a course on time because of unavoidable circumstances or for the purpose of extended graduate research projects, an IP (In Progress) may be assigned if there is *prior* agreement between the stu-

dent and the instructor. Except in the case of thesis credit, the course IP must be completed by the last day of the following term whether or not the student is enrolled. If an IP is assigned as a grade, the academic record will reflect IP. When the course is completed, the transcript will reflect a grade. IP courses not completed by the end of the succeeding term will lapse to a No-Credit (NC) automatically. NC will be considered a final grade for the course.

If a student on provisional status receives a C or lower in a core course, that course must be repeated and a grade of B or better obtained before any further credits will be given.

Graduate Degrees and Certificate of Advanced Study

Aims of the Graduate School

Graduate Degrees

Master of Arts in Teaching

Master of Education

Option 1

Option 2

Master of Science in Education

Residency Requirement

Graduate Thesis

Research Alternative

Certificate of Advanced Study

Option 1

Option 2



National College of Education is the oldest American private college specializing in the preparation of pre-school through middle school professional personnel. Through the years it has remained an institution which exclusively serves the needs of teachers, supervisors and administrators, and, through them, school children.

The philosophy motivating the graduate school program springs from this basic aim of National College of Education. The graduate school provides advanced preparation for those whose profession is serving children. It is concerned with the development of teachers, curriculum workers, administrators, and other child-oriented professionals who possess the highest qualities of character, commitment, and professional competence. Graduate programs have the following objectives:

To acquaint the student with the language, concepts, and research methods of education and related fields of study;

To acquaint the student with the most recent research developments in child growth and development and newer curricular trends in education for pre-school through middle school;

To promote scholarly study by the student in the advanced subject matters of both professional and general education;

To promote original experimentation and action research by the student in both campus and field situations;

To promote maturity in the personality and in the professional relationships of the student working in the educational enterprise and in community life;

To encourage the student to engage in further advanced study leading to continuous personal and professional development.

Graduate Degrees

To meet individual needs of students and in recognition of their varying academic and professional backgrounds, three degree programs are offered. Different areas of concentration are also offered within the degrees. After receiving a notice of formal admission to graduate study and being assigned a faculty advisor, the student selects, in consultation with the advisor, the program that best fits personal needs, goals, interests, and qualifications. The planned program is indicated on the

Graduate Study Plan, which is to be completed and filed in accordance with the requirements.

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching degree program is designed for students with baccalaureate degrees who desire teaching certification. This is considered a basic program, with emphasis on entrance requirements to the profession. It is also designed to pro-

vide advanced specialization in a subject area within the 12 semester hours of electives. Professional study is combined with practical classroom experience. The focus is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning behaviors. The course work and degree requirements must be met within a period of six years.

Candidates for this degree will be screened prior to placement in internship. Recommendations will be sought by the Master of Arts in Teaching program advisor from instructors with whom the student has studied. The screening committee is composed of the M.A.T. program advisor and the instructors of Elementary School Methods (29-500), Theories of Teaching and Learning (22-510), Contemporary Survey of Child Development (22-500), and Methods and Materials for Teaching Reading Decoding Skills/Primary Level (30-501). Requirements for admission to and continuance in the internship are as follows:

The student should have completed the prerequisite courses in Elementary School Methods (29-500), Theories of Teaching and Learning (22-510), Contemporary Survey of Child Development (22-500), and Methods and Materials for Teaching Reading Decoding Skills/Primary Level (30-501);

The student should file formal application for internship, using the form provided by the graduate school, during enrollment in Elementary School Methods (29-500);

The student will submit a TB report to the college health service office.

Required core courses for the M.A.T. program are as follows:

Core course requirements	Semester Hours
24-500 Introduction to Graduate Research	2
24-501 Research for Teachers	2
21-504 Historical, Philosophical, and Social Foundations of Education	2
22-500 Contemporary Survey of Child Development	2
25-500 Educational Measurements	2
29-500 Elementary School Methods	6
22-510 Theories of Teaching and Learning	2
30-501 Methods and Materials for Teaching Reading Decoding Skills/Primary Level	2
29-590 Internship: Student Teaching	6
Electives (available for advanced specialization in a chosen subject area)	12
Total Minimum Degree Requirements	38

Master of Education

The Master of Education degree program is designed for certified teachers dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses, that

will contribute to professional growth. Students may concentrate their study in one of nine areas:

- Supervision
- Special Education
- Early Childhood Education
- Reading
- Adult and Continuing Education
- Instructional Strategies
- Library and Instructional Media
- Mathematics Education
- Science Education

The sequences presently available are described in Course Sequences.

Required core courses for the M.Ed. degree are as follows:

Core course requirements	Semester Hours
24-500 Introduction to Graduate Research	2
24-501 Research for Teachers	2
21-504 Historical, Philosophical, and Social Foundations of Education	2
21-505 Contemporary Issues in Education: A Comparative Approach	2
22-500 Contemporary Survey of Child Development or	2
22-510 Theories of Teaching and Learning	2
Program required courses and Electives	
Option 1 or 2, below	22-24
Total Minimum Degree Requirements	32-34

Students selecting the Master of Education degree have two available options in planning their programs. The degree will be awarded upon satisfactory completion of (1) a minimum of 34 semester hours, including an appropriate culminat-

ing and integrating experience and no research papers, or (2) a minimum of 32 semester hours and one not-for-credit research paper. These options are described as follows:

Option 1—The 34 semester-hour sequence must include an appropriate culminating and integrating experience in the student's approved program area. For all programs, this experience is defined as the seminar. At the time of the completion of the Graduate Study Plan, the student should seek the counsel of the faculty advisor concerning the seminar requirement for the approved program area.

Option 2—One graduate research paper is required. At the time of the completion of the Graduate Study Plan, the student should seek counsel from the assigned faculty advisor as to whether this 32 semester hour option must include an appropriate culminating and integrating experience in the approved program area.

This paper must be approved and filed in final form in the graduate school office at least six weeks prior to the date of expected graduation. Students may check the Graduate School Course Bulletin or inquire from the graduate administration office, or records office, concerning the specific date for each term.

Graduate students may write their papers in connection with a course in which they are enrolled. Papers also may be written independently. In either case, the approval of the topic and research procedure is to be obtained from the faculty advisor before writing.

If a paper is written in connection with a course, the instructor of the course may serve as content advisor for quality and comprehensiveness. In such a case, the instructor may accept the paper for credit in the course. The paper must be superior in order to

warrant later acceptance for fulfillment of the degree requirement.

Introduction to Graduate Research (24-500) is a prerequisite to the submission of a research topic to a faculty advisor for approval as a research paper. The time for enrolling in this course (a required core course in the degree program) is to be determined by the advisor and student, preferably no later than the fifth course taken by the student.

The content advisor, who is often the student's academic advisor, will give judgment on style, overall quality of research and reporting, and preliminary format approval. Final approval will be given by the graduate school. The completed paper may be submitted at any time during the course of study, but, as already indicated, the student should be aware of the deadline for submission of a paper for a specific graduation date. *It is the student's responsibility to see that a paper is submitted to the graduate school in final form by the date required.* This will require earlier presentation of the paper to instructors and advisors so that the deadline can be met.

Master of Science in Education

The Master of Science in Education degree program is designed for qualified certified candidates who seek preparation for leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education degree program is designed to provide sufficient depth in the field of concentration to enable students to pursue continued study at the post-master's level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

Residency Requirement

Students admitted to this program have a residency requirement. One term of full-time study (8 semester hours), or an approved alternative, meets this requirement. All requirements for this degree are to be met within a four-year time period.

The sequence of required core courses for the M.S.Ed. degree is as follows:

Core course requirements	Semester Hours
24-500 Introduction to Graduate Research	2
21-504 Historical, Philosophical, and Social Foundations of Education	2
24-502 Statistical Methods in Education	2
24-503 Research Design Analysis	2
21-505 Contemporary Issues in Education: A Comparative Approach	2
-599* Thesis	2
Program required courses and Electives	20-22
Total Minimum Degree Requirements	32-34

*The two digits preceding the course designation for Thesis (-599) are appropriate to the program area in which the student is conducting research and pursuing an approved course sequence.

Graduate Thesis

The Master of Science in Education degree candidate is required to write a master's thesis. Before registration for the thesis course (-599), it is the student's responsibility to make an appointment with the assigned faculty advisor for the purpose of counsel in the selection of a thesis topic and the formation of a faculty thesis committee.

The thesis committee will consist of a major advisor, who must be a member of the graduate faculty of National College of Education, and one or more minor advisors who may be selected by the student in consultation with the faculty advisor. The minor advisors should be selected on the basis of expertise in the field of study and the ability to assist the graduate student throughout the research project. The major advisor is usually, though not necessarily, the assigned faculty advisor. Final approval of the thesis topic is given by the dean of the graduate school.

The thesis form is available in the Graduate Administration Office. Five copies of this form must be prepared by the student and signed by all members of the committee and the dean of the graduate school. After the student has presented the signed forms to the graduate school, they will be distributed to the members of the thesis committee and other appropriate academic offices.

The completed thesis must be filed in final form and accepted by the graduate faculty and the dean of the graduate school six weeks prior to the date on which the degree will be awarded. Students should check the Graduate School Course Bulletin for the specified deadline date for each term.

Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of a Research and Development Project in the form of an educational product that meets specific conditions. Students selecting this option to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, or development and verification of a measuring instrument and the like. The product

must be of such a nature that it can be tested and evaluated. It should be able to serve as a basis for generalization and should be useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and written documentation. Written documentation will include significance of the work, its relationship to existing materials, validation of procedures, and performance or consumer response data. Approval of the final product rests with the student's committee. Deadlines for submission of the final copy are the same as deadlines for a thesis.

Students interested in this alternative should consult with their faculty advisor. Other procedural information may be obtained from the Graduate Administrative Office.

Certificate of Advanced Study

The Certificate of Advanced Study will be awarded to students who, having completed a master's degree in a specific field, choose to engage in continued graduate study that will add a new career dimension to their current professional competencies. The Certificate of Advanced Study was approved by the graduate faculty and the college trustees in 1976. Two basic options are provided.

Option 1—Students electing this option are educators who desire to broaden their expertise in instructional leadership at the building or district level. The focus will be on current perspectives influencing educational programs and the competencies needed to implement and evaluate these programs.

Option 2—Students electing this option plan to engage in an educational program to change career and professional directions. Included are additional certifica-

tion, education related careers, or a total program in an area complementary to present professional activities.

Basic Programs:

Within the three departments of the graduate school, the Department of Instruction, the Department of Human Development, and the Department of Educational Leadership, either of the two options may be chosen by the student to meet particular career and professional goals. Within these departments, coursework in the following areas is available:

Department of Instruction

Mathematics Education
Reading
Science Education
Humanities
Social Science
Elementary Education
Library and Instructional Media
Economic, Career, and Consumer Education
Adult and Continuing Education
Middle School Education

Department of Human Development

Special Education
Learning Disabilities
Social/Emotional Disorders
Educable Mentally Handicapped
Physically Handicapped
Early Childhood Education
Educational Psychology
Psychoeducational Diagnostics
Psychology in the Schools
Human Services
Concentration

Department of Educational Leadership

When a student is accepted into the Educational Leadership Department, final course decisions for the Certificate of Advanced

Study program are agreed upon by the student and advisor.

Requirements for State of Illinois General Administration and/or General Supervision Certification are satisfied within the design of the Certificate of Advanced Study.

The following major areas are available in the Certificate of Advanced Study:

General Administration and Supervision Endorsement
General Administration Endorsement
General Supervision Endorsement
Curriculum Specialist with General Supervision Endorsement

Each student must register and file a plan of study within one department, but may take courses in other departments with faculty approval.

Admission Requirements:

Applicants to the program leading to the awarding of the Certificate of Advanced Study must complete the following prior to notification of full acceptance:

1. Submission of complete *official* transcripts from every graduate college previously attended, one of which must indicate successful completion of a master's degree from an accredited institution.
2. Application fee of \$15 in the form of a check or money order made payable to National College of Education.
3. Three letters of recommendation:
 - a. Letters of recommendation must be submitted from professional workers in a supervisory capacity that are in a position to attest to the student's professional character, responsibility, and objectives. For recent graduates

with limited professional experience, letters may be submitted by college/university professors who have worked closely with the student in a supervisory and/or advisory capacity.

- b. Credentials from college placement services will be accepted provided they were prepared no more than three years prior to submission for application purposes.
4. Submission of a comprehensive narrative, typed on standard size paper, that outlines in detail the students' career goals and objectives, and incorporates specific indications of how the C.A.S. program at National College of Education is seen by the students as meeting their professional needs in education or their career change goals and objectives.
5. If a departmental entrance examination is required, it must be completed at a satisfactory level prior to obtaining full admission to the C.A.S. program. (See appropriate concentration for specific requirements.)

Notification of Acceptance Into Certificate Program

Students will be notified by mail of their acceptance into the C.A.S. program. Credentials will be thoroughly reviewed and approval given by the appropriate department of study and the dean of the graduate school in accordance with the standards established by the Admission and Retention Council. No application will be considered for full admission until all materials are received.

Program Requirements

A minimum of 30 semester hours beyond the master's degree is re-

quired to complete the Certificate of Advanced Study. In some instances, depending upon the student's goals and objectives, additional coursework may be required.

- a. Six semester hours of C.A.S. core courses to include:
 - 21-545—Perspectives on Educational Policies and Practices
 - 27-545—The Implementation of Educational Policies and Practices
 - 25-545—Evaluation of Educational Policies and Practices
- b. Six semester hours of departmental core courses, two of which must be in a field experience, practicum, or internship.
- c. 18 hours of electives in a specified area of study as determined by the student in consultation with the faculty advisor, to complete a minimum of 30 semester hours.
- d. A minimum of one-half of the total semester hours credit required to satisfy the certificate requirements must be taken as resident (on-campus) credit at National College of Education.
- e. All post-master's coursework taken at National College of Education may be allowed toward the satisfaction of the total semester hours required for the C.A.S. program, provided such coursework is approved by the department of study, has been taken within six years of the completion of the program, is within non-resident limitations, and does not compromise the graduate school, department or program area core requirements.
- f. Transfer credit—A maximum of one-third of the required semester hours for the program may be transferred from post-master's coursework taken from an accredit-

ed graduate school, provided such coursework is approved by the department of study, has been taken within six years of the completion date of the program, and does not compromise the graduate school, department or program area core requirements.

Student Advisement

Each student admitted to the program leading to a Certificate of Advanced Study must meet with the department chairman and/or program area advisor to establish a plan of study. At this time specifics regarding course sequences, the

development of an individualized program, field study/practicums/internships, and other program components will be reviewed and established in the Graduate Study Plan. The form will be prepared in triplicate with copies for (1) the student, (2) the advisor, and (3) the Registrar. Any changes in the Study Plan after initial filing must be initiated by the student, through the faculty advisor, and filed in the Registrar's Office. It is the student's responsibility to insure that all coursework indicated in the Study Plan or approved revisions has been completed as planned at the time of application for the awarding of the Certificate of Advanced Study.



Program Concentrations

- Administration and Supervision
- Adult and Continuing Education
- Curriculum and Supervision
- Early Childhood
- Educational Psychology
- General Education Programs
 - Generalist Program
 - Generalist Program, Field-Experience Model
- Instructional Strategies
- Library and Instructional Media
- Mathematics Education
- Reading
- Science Education
- Special Education
 - Learning Disabilities
 - Social/Emotional Disorders
 - Educational Therapy
- PreSchool
- Electives
- Practicum/Internship
- Teacher Certification
- Teacher Education Program,
Institute for Psychoanalysis

Course Descriptions

Administration and Supervision

The sequence of courses in administration and/or supervision may qualify the student for State of Illinois general supervision and/or general administration endorsements if other requirements are satisfied.

Students preparing for principalships must take the Master of Science in Education degree program with concentrations in administration and supervision. This may entitle the student to both the supervision and administration endorsements upon completion of degree requirements.

Students interested in only the supervision endorsement are encouraged to take the Master of Science in Education degree with a concentration in supervision and curriculum.

Those students concentrating in Special Education who take courses to qualify for the director of special education certificate must also obtain the general administration endorsement. Their programs should be cooperatively arranged by the student's special education advisor and the advisor in administration and supervision.

Admission Requirements

In addition to the admission requirements of the graduate school, the administration and/or supervision student must meet the following criteria:

1. Receive a satisfactory score on the Miller Analogies Test. Students applying for the Master of Science in Education degree must obtain a score of 45 or better;
2. Provide evidence of leadership potential (e.g., committee leadership in school districts, initiation or leadership

of programs and/or leadership in professional organizations).

Following the student's formal notice of acceptance, the advisor will meet with the student and outline a program of courses to meet the degree and/or endorsement requirements.

The Master of Science in Education degree in administration and/or supervision requires a minimum of 34 semester hours. The Master of Education requires 32-34 semester hours. Additional hours may be required of students with deficiencies or upon recommendation of the student's advisor.

Required courses in the Administration and Supervision Program are as follows:

	Semester Hours
Core course requirements for the specific courses for the selected degree program)	10-12
Administration/Supervision/curriculum required courses	24
27-500 School Finance	
27-502 School Law	
27-504 School and Community	
27-505 Professional Education and Negotiations	
27-507 Organization and Administration of Elementary Schools	
27-508 Organization and Administration of Middle and Secondary Schools	
28-500 Techniques of Supervision, K-12	

28-534 Curriculum Evaluation and Accountability	
29-505 Curriculum Theory and Practice	
29-502 Guiding Curriculum Improvement, K-12	
40-593 Seminar in Educational Leadership (M.Ed.)	
40-599 Thesis in Educational Leadership (M.S.Ed.)	
Minimum Total Degree Requirements	34-36

Post-Master's Endorsement

Students who already have a master's degree from an accredited college or university and wish to take courses to qualify for the Administration and/or Supervision endorsements are to apply and be admitted to the graduate school. The advisor of the program is to evaluate the student's transcripts and determine the courses needed to meet endorsement requirements. A minimum of six courses must be taken at National College of Education.

Adult and Continuing Education

The Master of Education Degree is designed to include both theory and practice in the field of adult/continuing education. Three basic areas of program involvement are required of all matriculated students: (1) The core courses, which provide historical, philosophical, psychological, and contemporary issues perspectives of the field of study; (2) the content courses specifically relate to the practice of adult/continuing education; (3) and the internships.

Specific course requirements are:

Core Course Requirements	Semester Hours
24-500 Introduction to Graduate Research	2
07-510 Introduction to Adult Education	2
07-511 Adult Development and Aging	2
07-512 Research Strategies in Adult Education	2

07-513 Contemporary Issues in Education: Adult/Continuing Education	2
10 S. H.	

Required Program Coursework

07-500 Teaching in Adult and Continuing Education	2
07-501 Conference and Workshop Management	2
07-502 Program Development in Continuing Education	2
07-503 Marketing in Adult/Continuing Education	2
90-500 Media Communication Strategies	2
90-531 Design and Preparation of Instructional Media	2

07-590A	Internship in Adult Ed/Continuing Education	2
07-590B	Internship in Adult Ed/Conferences and Institutes	2
07-593	Seminar in Adult and Continuing Education	2
		18 S. H.

Electives

07-594	Independent Study/Adult Education*	2
07-580	Workshop Adult Education/(varied)**	2

90-542	Instructional Television Production and Utilization	2
		6 S.H.

* Offered only under direction of faculty in topic not covered by standard course offerings. On-campus registration only.

** Generic title to be followed by a variety of special topics. Limit of 4 S.H. applicable toward degree requirements.

NOTE: The Master of Education degree in Adult and Continuing Education is administered and monitored through the School of Continuing Studies. Please contact the School of Continuing Studies for admission, retention, and degree process requirements.

Curriculum and Supervision

The Curriculum and Supervision sequence is designed for people who seek higher levels of instructional skills and training in the curriculum development process. Students are given a theoretical base in curriculum along with an opportunity to implement practical instructional processes.

The Curriculum and Supervision sequence may be designed with the advisor to meet individual needs such as supervision endorsement or subject area concentration.

Graduate students interested in the Curriculum and Supervision major may choose between the Master of Education degree or the Master of Science in Education degree. The M.Ed. degree consists of 34 semester hours of course work. The M.S.Ed. degree consists of 34 semester hours of course work which includes thesis.

Specific course requirements are:

Core Requirements	Semester Hours
Master of Education Degree	
24-500 Introduction to Graduate Research	2
24-501 Research for Teachers	2
21-504 Historical, Philosophical and Social Foundations of Education	2
21-505 Contemporary Issues in Education: A Comparative Approach	2

22-500	Contemporary Survey of Child Development	2
or		
21-504	Theories of Teaching and Learning	2
		10

Master of Science in Education Degree

24-500	Introduction to Graduate Research	2
24-502	Statistical Methods in Education	2
24-503	Research Design Analysis	2
21-504	Historical, Philosophical and Social Foundations of Education	2
40-599	Thesis in Educational Leadership	

Curriculum Major Course Requirements

29-505	Curriculum Theory and Practice	2
29-502	Guiding Curriculum Improvement, K-12	2
28-534	Curriculum Evaluation and Accountability	2
29-520	Individualizing Learning	2
29-532	Teaching for Valuing: Reasoning & Responsibility	2

29-533	Teaching for Thinking: Cognitive & Affective	2
		12

(Optional)

40-599 Thesis in Educational Leadership

Supervision Endorsement

Requirements may be satisfied within the master's degree program. The student must meet with the advisor to discuss this option.

Courses to be taken for supervision endorsement are:

27-504	School and Community Administration and Organization of the Elementary School
27-507	Administration and Organization of the Middle and Secondary School
27-508	Supervision, PreK-12

Subject Area Concentration

Courses may be taken in a subject area concentration such as reading, mathematics, science, etc.

Courses offered in the graduate school may be selected to meet the needs of the student.

The graduate program in Early Childhood Education provides the student with a comprehensive background for working with young children. The focus of course content stresses the child as a person who has both rights and responsibilities. In assessing the course content, the five major growth patterns—physical, intellectual, social, emotional and experiential—are given prime importance.

The field of Early Childhood consists of two periods: (1) pre-school (ages birth to five), and (2) kindergarten and primary grades (ages 5-8). Both periods are included in the program, but the student must choose to concentrate major efforts on one of the age levels.

The student in Early Childhood Education should select the M.Ed. or the M.S.Ed. degree and follow the general degree requirements with one exception. Historical and Philosophical Foundations of Early Childhood Education (21-503) is substituted for Historical, Philosophical and Social Foundations of Education (21-504) as a core requirement.

In addition to meeting all graduate admission requirements for a selected degree, the student must also complete a specific application for the Early Childhood Education program.

A master's degree without concern for certification by the State may be obtained within a 33-35 semester hour sequence, as follows:

Core Course Requirements	Semester Hours
24-500 Introduction to Graduate Research	11
24-501 Research for Teachers	
21-503 Historical and Philosophical Foundations of Early Childhood Education	
21-505 Contemporary Issues in Education: A Comparative Approach	
22-500 Contemporary Survey of Child Development	
Required Program Coursework	16
23-501 Survey of Current Practices in Early Childhood Education	
22-501 Psychology of Early Childhood	
23-506 Teacher, Family, and Community	
37-502 Health and Nutrition for the Young Child	
23-590 Internship (Practicum)/Early Childhood Education (if a previous practicum has not been done)	
Electives	6-8
Electives may be chosen from approved courses in consultation with the advisor.	
Minimum Total Degree Requirements	33-35

a. Entitlement Program—The Approved Program of The Illinois Office of Education

A student electing to follow the Approved Entitlement Program in Early Childhood must pursue a 38 semester-hour program plus any deficiencies in general education. In conformity with state regulations for admission to this program, the student's general education credits will be evaluated by the Early Childhood Screening Committee. Deficiencies must be removed before the certificate by entitlement can be issued. Upon successful completion of the approved program, the college is empowered to request the certificate from the state.

b. Certification of Transcript Evaluation

A student electing to secure an Early Childhood Certification by submitting transcripts to the state for evaluation is responsible for applying for the certificate and securing a deficiency statement. An advisor will direct

the selection of such courses, which include:

	Semester Hours
21-503 Historical and Philosophical Foundations of Early Childhood Education	3
22-501 Psychology of Early Childhood	3
23-506 Teacher, Family, and Community	3
37-502 Health and Nutrition for the Young Child	2
23-590 Internship (Practicum)	5-6

Certification by transcript evaluation is the responsibility of the student, who must submit all requirements to the Illinois Office of Education.

c. Certification for the City of Chicago

A K-3 certificate in the City of Chicago also allows a teacher to teach pre-kindergarten classes within the city. Students are urged to seek the assistance of the advisor in selecting courses for the Chicago Early Childhood Certificate.

The graduate degree program in educational psychology has been designed to provide professional flexibility to students in the field of education as well as to those who work with children in related fields. The Master of Science in Education degree with a concentration in educational psychology is both research-based and content oriented. It provides the serious student with a firm foundation for numerous options in the human services professions, as well as a greater understanding of human behavior in the classroom.

The basic course requirements for the Master of Science in Education degree in Educational Psychology are as follows:

Core Course Requirements	Semester Hours
24-500 Introduction to Graduate Research	12
21-504 Historical, Philosophical and Social Foundations of Education	
24-502 Statistical Methods in Education	
24-503 Research Design and Analysis	
21-505 Contemporary Issues in Education: A Comparative Approach	
22-599 Thesis	
Program Requirements	10
22-500 Contemporary Survey of Child Development	
22-507 Abnormal Psychology	
22-519 Theories of Personality	

- 22-501 Psychology of Early Childhood
- 22-508 Psychology of Adolescence

Program Electives 12

Twelve semester hours must be elected from the following:

- 22-503 Neuropsychology of Behavior and Learning
- 22-510 Theories of Teaching and Learning
- 22-511 Mental Health
- 22-516 Social Psychology
- 22-521 Study and Practice of Group Dynamics I
- 22-523 Study and Practice of Group Dynamics II
- 22-530 Diagnostic Testing/Individual Educational Assessment
- 22-531 Diagnostic Testing/Personality Assessment
- 22-532 Measurements of Intelligence/Theory and Administration I
- 22-534 Measurements of Intelligence/Theory and Administration II
- 22-535 Diagnostic Evaluation of the Pre-School Child
- 22-595 Practicum: Psycho-Educational Diagnostics

Total Minimum Requirements 34 S.H.

The Generalist Program

The Generalist Program is a 32 semester hour, interdepartmental program leading to the Master of Education degree for students seeking a highly individualized, broad program. This program is particularly applicable to secondary teachers, those preparing for pupil personnel services, and students aspiring to obtain a comprehensive overview of education, as well as to elementary teachers.

The basic course requirements for the Master of Education degree with concentration as a generalist in education are as follows:

Core Course Requirements	Semester Hours
24-500 Introduction to Graduate Research	10
24-501 Research for Teachers	
21-504 Historical, Philosophical and Social Foundations of Education	
21-505 Contemporary Issues in Education: A Comparative Approach	
22-500 Contemporary Survey of Child Development	
or	
22-510 Theories of Teaching and Learning	22

Program Requirements 22
The generalist degree shall require the core courses; two courses

from Special Education/Psychology; one course in the Instructional area; one in the Curriculum area; and two elective courses that must be from the same area, with advisor approval. The student shall have the option of selecting the two additional courses with the consent of the advisor in areas other than that required by the program definition. The remaining 10 semester hours of electives may be taken from a variety of departments in accordance with the student's personal and professional goals and objectives, or the student may choose a five-course sequence from any of the following content areas:

- Reading
- Mathematics
- Science
- Language Arts
- Social Studies
- Economic/Career Education
- Humanities
- Health/Physical Education

A listing of five course sequences is available from the Department of Instruction.

A Culminating Project

This requirement may be satisfied by the submission of a comprehensive position paper, research project, or curriculum project that may have continuing value to the student. Such papers or projects should reflect the student's previous learnings in graduate study, and must be identified and developed in consultation with the faculty advisor.

Total Minimum Requirements	32 S.H.
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Generalist Program, Field Experience Model

This program of graduate study is designed to increase the professional educator's competence in educational problem-solving. Action-research methodology, educational leadership, and accountability for change process and outcomes can increase professional competence. The intent of the program design is to develop or expand competence in these areas of professional performance. Students plan, implement and evaluate an intervention program and/or research design to solve problems and answer important questions related to their area of ongoing professional responsibility.

A minimum of 40 sessions of instruction, in addition to independent study and field application, are required for completion of this professional development program. The maximum time for program completion is determined by the performance pace of the individual student and the nature of the approved field experience and research undertaken. The instruction, independent study, and field application culminate in an approved research report which can be utilized by the school district or agency employing the graduate student enrolled in the program.

Program requirements follow a general pattern of approximately 1/3 time in class, 1/3 time in research and field application, and 1/3 time in independent study and writing. The program input and output components are planned to provide an integrated total program of 32 semester hours of academic study and professional development.

The Instructional Strategies Program

The Instructional Strategies Program for elementary and middle school teachers is designed to pro-

vide a broad perspective of classroom teaching. It is intended to develop instructional skills that focus particular attention on the basic skills areas. In addition, it permits teachers to develop special expertise in a concentrated area.

Component I (10 semester hours) includes the graduate core courses of general education as a base for updating and reinforcing educational perspectives.

Component II (10 semester hours) centers around a Curriculum and Instruction core of courses. These are designed to focus on current developments in instructional techniques and strategies with implications for maximizing student learning. Emphasis will be placed on the skill areas of reading and math.

Component III consists of electives chosen by the student to bring the total to at least 34 semester hours. These electives are selected with the approval of the advisor and include any approved course offered by National College of Education.

The course requirements are as follows:

Core Course Requirements	Semester Hours
24-500 Introduction to Graduate Research	10
24-501 Research for Teachers	
21-504 Historical, Philosophical and Social Foundations of Education	
21-505 Contemporary Issues in Education: A Comparative Approach	
22-500 Contemporary Survey of Child Development	
or	

22-510 Theories of Teaching and Learning		
Program Requirements	10	
29-506 Instructional Strategies—Implications for Teachers		
90-533 Instructional Design		
30-501 Methods & Materials for Teaching Reading Decoding Skills/Primary		
or		
30-510 Methods and Materials for Teaching Reading Decoding Skills/Intermediate		
or		
30-511 Methods and Materials for Teaching Reading Decoding Skills/Jr.-Sr. High		
33-510A Teaching Number Ideas/		

	Computation Skills/Primary
or	
33-510B Teaching Number Ideas/Computation Skills/Intermediate and Middle	
or	
33-512 Diagnosis and Remediation in Mathematics	
02-593 Seminar in Elementary Education	

Concentration 6-10
A 3-5 course concentration from one of the following areas:
Consumer Education
Instructional Media
Learning Resource Centers
Math Education
Nursery School/Kindergarten Reading
Science Education
Middle School

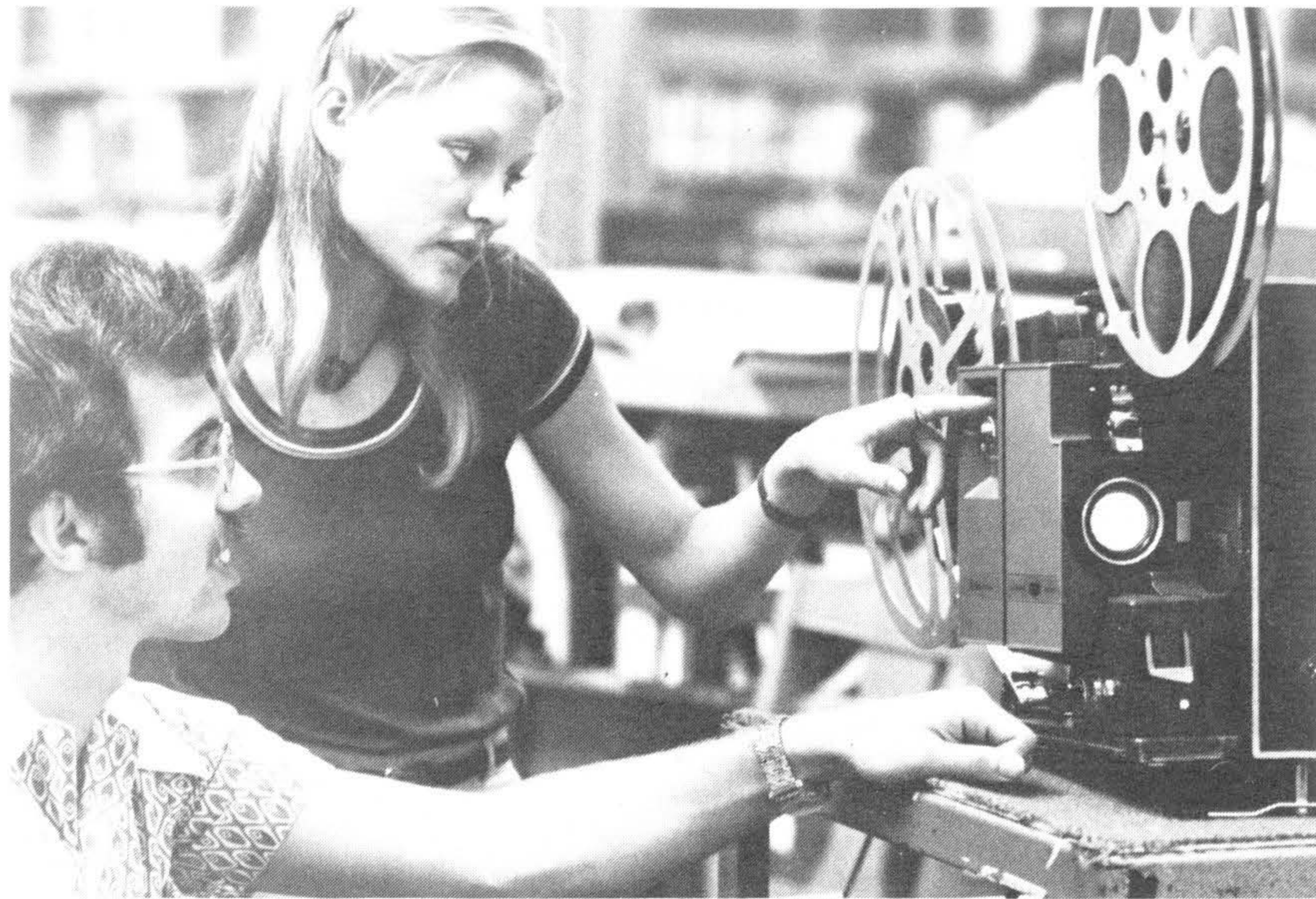
Approved Electives	4-8
Total Minimum Requirements	34 S.H.

Library and Instructional Media

The Library and Instructional Media program helps students develop learning strategies to be used in every aspect of the educational process, and prepares them to become an integral part of their school's instructional team. Trained media specialists know how to develop and direct today's learning resource centers—centers that are filled with periodicals, reference materials, microfilms, tape recorders, films, games, learning kits and many other

things used to help children discover the joy of learning. Students completing the media specialist program at National College of Education and state certification requirements are also skilled in instructional leadership and program administration.

Students in the Library and Instructional Media program who will obtain either the Master of Education degree or the Master of Science in Education degree should have a teaching certificate



before entering the program and two year's teaching experience by the time the program is completed. Students who do not have teacher certification upon entering the program can become media specialists by first enrolling in the Master of Arts in Teaching (M.A.T.) program.

The course sequences are as follows:

	Semester Hours		
Core Course Requirements	10-12	90-513	Reference and Information Services
Media Specialist Courses	24	90-530	Instructional Technology/ Equipment and Applications
90-500		90-531	Design and Preparation of Instructional Materials
90-510		90-533	Instructional Design
90-511		90-575	Administering Library and Media Programs
90-512		90-593	Seminar/Library and Instructional Media
		90-590	Internship/Library and Instructional Media
		or	
		90-592	Practicum/Library and Instructional Media
		Electives	2-8
		90-501	Historical and Theoretical Foundations of

- Library and Instructional Media
- 90-514 Organizing Audio-Visual Materials
- 90-520 History of Children's Literature
- 90-521 Storytelling
- 90-532 Instructional Photography
- 90-542 Instructional TV Production and Utilization
- 90-542A Instructional TV Production and Utilization/Advanced
- 90-544 The Creative Response to the Short Film
- 90-545 8mm Film Production
- 90-546 Value Clarification Through Media
- 90-591 Field Study/Library/Media Center Operations

- 90-594 Independent Study/Library and Instructional Media
- 29-520 Techniques of Individualizing Learning

Minimum Total Degree Requirements	34
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Media Specialist Certification with Supervisory Endorsement

According to state guidelines, in order to receive a media specialist certificate with supervisory endorsement, 32 semester hours in Library and Media must be completed. This is eight semester hours beyond National College of Education's degree requirements. Library and media credits earned in the past from accredited institutions *may* be applicable toward certification. Advisor approval is needed for this option.

Mathematics Education

The Mathematics Education sequence develops knowledge and skills in curriculum, learning, and instruction in school mathematics for grades K-8. It provides practical guidance and builds breadth and perspective enabling classroom teachers to further develop teaching skills, increase decision making ability and prepare for leadership roles at the building or district level. The treatment of content is consistent with teachers' mathematical background.

A sequence of courses exists for classroom teachers from kindergarten through middle school. The courses provide practical, in-depth help on effective teaching

strategies for specific content, analyzing students' learning of mathematics, dealing with learning and instructional problems, and understanding curriculum, learning and instructional issues in mathematics education. Through the program important themes receive continuing attention: basic skills, manipulative materials, laboratory activities, selection of content, diagnosis and remediation, enrichment, evaluation, applications and problem solving.

This sequence fits within the existing master's degree programs for the Master of Education and the Master of Science in Education. It can also be taken as part of

the Master of Arts in Teaching program, or it may be taken beyond the master's program by those who wish to add this specialty to their master's degree.

	Semester Hours		
Core course requirements	10-12	33-511	Activities and Approaches for Measurement/Geometry/Other Topics
Students should be aware that 22-510 (Theories of Teaching and Learning) is required of all students in the Mathematics Education program. It is not an optional core requirement.		33-520	Analysis of Math Learning and Instruction
Required program coursework	10-12	33-521	Issues in Mathematics Curriculum and Instruction
33-510A Teaching Basic Number Ideas and Number Computation/Primary		33-593	Seminar in Mathematics Education
33-510B Teaching Basic Number Ideas and Number Computation/Intermediate and Middle		22-510	Theories of Teaching and Learning (If not taken as part of core)
		Program electives	10-12
		Electives may be chosen from approved courses in consultation with the advisor.	
		Minimum Total Degree Requirements	32-34 S.H.

Reading

The reading sequence is designed for educators interested in qualifying as reading teachers or reading specialists. It also provides classroom teachers an indepth understanding of the reading process and can serve to strengthen their teaching abilities. The sequence is built on suggested criteria of the International Reading Association, and includes course work in developmental skills, methods and materials for teaching, diagnostic techniques, treatment and remediation, as well as practicum and internship ex-

perience. Persons interested in being reading consultants can work out a joint program with the Reading and the Educational Leadership Departments to obtain the necessary supervisory endorsement.

This special sequence fits within the existing degree programs for the Master of Education and the Master of Science in Education. It can also be taken as part of the Master of Arts in Teaching program. The sequence may also be taken beyond the master's pro-

gram by those who wish to add this specialty to their master's degree or incorporate it into a C.A.S. program.

The course sequences are as follows:

	Semester Hours		
Core Requirements	10-12		
Reading sequence requirements	16-18		
30-501		Methods and Materials for Teaching Reading Decoding Skills/Primary Level	
30-510		Methods and Materials for Teaching Reading Comprehension Skills/Intermediate Level	
30-511		Methods and Materials for Teaching Reading Comprehension Skills/Jr.-Sr. High Levels	
30-502		Diagnostic Techniques for the Reading Specialist	
30-503		Corrective Techniques for the Reading Specialist	
		Elective options including:	6
		30-500	Survey of Reading
		30-514	Linguistics and Reading
		30-590	Internship for the Reading Specialist (varied credit)
		30-591	Field Study/Reading Education or courses approved by advisor
		Minimum Total Degree Requirements	34 S.H.

Science Education

The elementary classroom teacher seeking the means to broaden and enrich children's learning at all levels is considered first in graduate studies in science education. Teachers who are science

30-592A Practicum in Remedial Reading Instruction
 30-592B Practicum in Remedial Reading Instruction
 30-593 Seminar in Reading Research (Students in M.S.Ed. complete a thesis in reading instead)
 50-520 Juvenile Literature (If Juvenile Literature was taken as an undergraduate course, an elective may be substituted.)

Elective options including:

30-500 Survey of Reading
 30-514 Linguistics and Reading
 30-590 Internship for the Reading Specialist (varied credit)
 30-591 Field Study/Reading Education or courses approved by advisor

Minimum Total Degree Requirements 34 S.H.

specialists have course options available that are intended to meet newly mandated requirements for elementary school programs in environmental studies and health education.

Individuals have choices of a range of professional growth electives to build competencies related to science programs.

Graduate degree sequences in the sciences are effectively planned and designed for educators interested in being prepared as leaders in science education in a range of positions in teaching, curriculum supervision, and instructional administration. The Master of Science in Education or the Master of Education can be attained in special concentrations beyond a core of graduate school requirements.

	Semester Hours
Core Course Requirements Concentration Requirements	10-12
34-501 Methods and Materials for Teaching Elementary School Science	10
34-502S Concepts in Natural Science/ Ecology and Conservation	
34-505 New Developments in Elementary School Science	
34-503 Environmental Chemistry for Teachers	
34-504 Astronomy for Teachers	
Elective Options	10-14
* 28-500 Techniques of Supervision/ PreKindergarten-12	

34-502C Concepts in Human Physiology	
34-502F Concepts in Natural Science/ Physical and Human Geography	
34-591A Field Study/ Physical Science	
34-591B Field Study/ Life Sciences	
34-591C Field Study/ Urban Ecology	
** 34-581 Workshop/ Outdoor Education	
** 34-581B Workshop/ Terrestrial Biology	
** 34-581G Workshop/ Aquatic Biology	
** 34-581P Workshop/ Outdoor Education/ Special Education	
** 34-505D New Developments in Elementary School Science/S.C.I.S.	
** 34-582A Workshop/ Science Education/ Energy Education	
99-500 Course by Arrangement	
Minimum Total	32-34
Degree Requirements	S.H.

* Those in supervisory roles would find this course very useful.
 ** A maximum of 6 semester hours in workshops may be credited toward a degree.

Special Education

Graduate students interested in the special education sequence may choose between the Master of Science in Education or the Master of Education degrees. It can also be taken as part of the Master of Arts in Teaching program. The approved sequence of graduate school core courses must be followed for each degree program. The academic policies related to admission to a degree (M.A.T., M.Ed., M.S.Ed.) program are to be followed.

The course sequences are as follows:

	Semester Hours
Core requirements	10-12
Basic special education	8
The following courses are required of all degree students in all areas of special education. These courses are considered the foundation courses and are basic prerequisites to further course work in special education:	
08-500 Survey of Exceptional Children	
08-501 Introduction to Educational Therapy	
08-503 Diagnosis and Treatment of Reading Disabilities	
22-530 Diagnostic Testing/Individual Educational Assessment	

Optional sequences in special education Sequence I Teaching Children with Learning Disabilities

This program is designed to give specific academic foundations for the programming of the child with learning disabilities. Teachers electing this program would be qualified for positions as consultants, educational therapists for children with learning disabilities, or teachers of self-contained classrooms.

In addition to the graduate school core and the special education basic courses, the following are required:

	Semester Hours
18-500 Characteristics of Children with Learning Disabilities	10-13
18-501 Methods of Teaching Children with Learning Disabilities	
08-504 Curriculum Planning in Special Education	
08-593 Seminar in Special Education	
18-592 Practicum/ Teaching Children with Learning Disabilities (2-5 sem. hrs.)	
* Cognate and Special Education Electives	6-8

Electives to bring total to a minimum of 34-36 semester hours in special education and cognate areas, in consultation with the faculty advisor.

Minimum Total Degree Requirements 34-36

Sequence II Teaching Children with Social/Emotional Disorders 10-13

This program is a specialized sequence designed to provide the teacher with a broad-based academic foundation for working with emotionally disturbed children. The development of teachers for self-contained classrooms of exceptional children is the objective of this program.

In addition to the graduate school core and the special education basic courses, the following courses are required:

	Semester Hours
16-500 Characteristics of Emotionally Disturbed Children	10-13
16-501 Methods of Teaching Emotionally Disturbed Children	
22-511 Mental Health	
08-593 Seminar in Special Education	
16-592 Practicum in Teaching Emotionally Disturbed Children (2-5 sem. hrs.)	
* Cognate and Special Education Electives to bring total to a minimum of 34-36 semester hours in special education and cognate areas, in	6-8

consultation with the faculty advisor.

Minimum Total Degree Requirements 34-36

Sequence III Educational Therapy 14-17

This degree sequence is designed to prepare teachers to assume responsibility for the teaching of children who have social-emotional disorders and learning disabilities. The program is a broad one that would prepare a teacher to assume the role of an educational therapist, direct a special education learning and/or resource center to which several types of handicapped children are referred or provide consultation services to teachers in several areas of special programming.

In addition to the graduate school core and the special education basic courses, the following courses are required:

18-500 Characteristics of Children with Learning Disabilities	
18-501 Methods of Teaching Children with Learning Disabilities	
16-500 Characteristics of Emotionally Disturbed Children	
16-501 Methods of Teaching Emotionally Disturbed Children	
22-511 Mental Health	
08-593 Seminar in Special Education	
18-592 Practicum in Teaching Children with Learning Disabilities (2-5 sem. hrs.)	
and/or	
16-592 Practicum in Teaching Emotionally Dis-	

turbed Children (2-5 sem. hrs.)

* Cognate and Special Education Electives to bring total to a minimum of 34-36 semester hours in special education and cognate areas, in consultation with the faculty advisor.

Minimum Total Degree Requirements 34-36

Sequence IV Preschool Children

This program is designed to prepare teachers to work with special education preschool children in clinical or school settings. The emphasis on development of learning and behavior as a basis for change and growth should help provide teachers with abilities to work in non-categorical classrooms. Teachers completing this program will receive a Learning Disabilities Certificate by entitlement and be eligible to receive an approval letter from the State of Illinois to teach preschool special education.

In addition to the basic courses in Special Education and the five courses in the Learning Disabilities sequence, the following are required:

08-506 Speech and Language Development in Early Childhood/Special Education	
22-535 Diagnostic Evaluation of the Preschool Child	
29-501 Curriculum/Elementary Education	
22-501 Psychology of Early Childhood	
35-500A Motor Activities for Children/Special Ed-	

Education One additional course in Methods for young children

The graduate school core courses should include 22-500, Contemporary Survey of Child Development and 21-503, Historical and Philosophical Foundations of Early Childhood, in place of 22-510 and 21-500, respectively.

Special Education Electives

The following courses may be elected by the student, in consultation with a faculty advisor, to complete the sequences in special education. Courses not listed may be considered after consultation with the departmental chairman:

08-504 Curriculum Planning in Special Education	
08-506 Speech and Language Development in Early Childhood/Special Education	
08-511 Vocational Programming for the Handicapped	
08-512 Play Activities in Special Education	
09-500 Organization and Administration of Programs for Exceptional Children	
09-501 Supervision of Programs for Exceptional Children	
13-500 Education of Socially Maladjusted and Culturally Disadvantaged Children	

- 22-501 Psychology of Early Childhood
 22-503 Neuropsychology of Behavior and Learning
 22-507 Abnormal Psychology
 22-508 Psychology of Adolescence
 22-511 Mental Health
 22-519 Theories of Personality
 22-531 Diagnostic Testing/Personality Assessment
 22-532 Measurement of Intelligence/Theory and Administration I
 22-534 Measurement of Intelligence/Theory and Administration II
 22-535 Diagnostic Evaluation of the Pre-School Child
 22-538 Advanced Diagnostic Testing/Individual Educational Assessment
 33-512A Diagnosis and Remediation in Mathematics/Special Education
 35-500A Motor Activities for Children/Special Education

Up to six semester hours of workshop credit in Special Education may be used to fulfill elective requirements in Special Education with the consent of the advisor.

Practicum/Internship

Practicums and/or internships are required of all students in special education entitlement/degree sequences. These are provided either on campus or in approved local school districts or in other types of special education facilities near

the Evanston Campus. These practicum/internships are supervised by the Special Education faculty and staff.

Students who have a major concentration in psychology and certification in Special Education from previous work are encouraged to register for the practicum/internship in psychoeducational diagnostics.

The number of semester hours' credit and location of the practicum/internship will be determined in consultation with the student's faculty advisor and will be based on the student's academic, personal and professional background and goals. Students must make arrangements with their faculty advisors for practicum/internship experiences at least one quarter before registering for such credit. Registration for any practicum/internship requires degree status in Special Education and the consent of the advisor.

Teacher Certification in Special Education

Degree sequences in special education offered through the Foster G. McGaw Graduate School have been approved by the Illinois Office of Education and provide certification by entitlement. Students completing the approved degree sequences apply for certification through the graduate school. Students who take courses in special education at National College of Education but who do not complete all requirements for certification by entitlement may apply for certification through an evaluation of transcripts to the Illinois Office of Education, State Teacher Certification Board. This process is the total responsibility of the student. A minimum of 32 semester hours of credit in special education and related cognate areas, including professional laboratory experience (practicum/internships) is normally required.

Teacher Education Program, Institute for Psychoanalysis

The Teacher Education Program (TEP) is a combined program which allows a student to apply courses taken at the Institute for Psychoanalysis toward a master's degree in special education from National College of Education.

Students interested in this program *must* follow the procedures outlined below:

1. Make application to National College of Education.
2. *Also*, make application to The Institute for Psychoanalysis. (contact Institute for procedures).
3. Students must be formally accepted by National College of Education before completing the fourth course of study.
4. No courses may be transferred from another institution into the degree program. *Extension courses* cannot be transferred into the degree program. All course work other than that taken at the Institute must be completed on Evanston, West Suburban and/or Chicago campuses.

After Acceptance into Graduate School

Students are encouraged to enroll for Introduction to Graduate Research (24-500), before completing their seventh course from the Institute. If students begin study at National College of Education first, they are encouraged to enroll in Introduction to Graduate Research (24-500) before their fifth course is completed.

Only seven courses from the Institute will be accepted toward a degree program at National College of Education.

This program *will not* lead to state certification or entitlement. Additional course work, determined with the advisor, would be required. Students who do not

wish a degree from National College of Education may take the Institute courses listed for graduate credit.

Institute for Psychoanalysis Course Descriptions

08-510P

Survey of Learning Difficulties

This course considers the major types of learning disorders encountered among school children. Learning difficulties stemming from social and emotional conditions are distinguished from learning disabilities based on neurological or intellectual impairments or deficits. Emphasis is on diagnosis as the basis for psychoeducational planning and specific techniques for remediation and management. Alternative approaches ranging from modifications of classroom instruction to specialized tutoring and/or therapy outside the classroom are considered.

13-510P

Cross-Cultural Communication

This course deals with the effects of contemporary urban living on the minds and feelings of children and teachers. Special attention is given to the varieties of spoken and unspoken communications between teacher and learner which produce feelings of distance and alienation in the classroom situation. An effort is made to examine the ways in which self-concepts and attitudes toward authority vary in relation to age, sex, ethnicity, socio-economic background, and level of education. The course emphasizes the important role of the family with a view to helping teachers overcome some of the barriers that arise in work with parents and children burdened by problems of poverty or with those from different racial and ethnic backgrounds. Examples are taken from actual crosscultural situations that teachers and other school personnel encounter in their work.

22-504P
Learning and Growth

This course explores the reciprocal relations among the cognitive, affective and social domains in ego development and learning. Special emphasis is given to methods of achieving readiness and motivation to learn and succeed in school. The child's language development, use of symbols, concept formation, and the evolution of conscience and moral behavior are considered.

22-505P
Psychopathology: Deviations and Disturbances of Personality Development

This course describes the broad types of emotional disorders commonly found in children, their manifestations, and optimal ways of handling them in the classroom situation.

22-520P
Dynamics of Personality I

This course deals with the successive stages of development during early childhood as reflected later in the child's cognitive and emotional capacities, vulnerabilities, attitudes, feelings, and conflicts manifested in the school situation. The implications of the developmental point of view for the management of the educational process is a central consideration.

22-520Q
Dynamics of Personality II

A continuation of 22-520P covering the period of the school years through adolescence.

22-520R
Dynamics of Personality III

A continuation of 22-520Q covering the period of adolescence through early adulthood.

22-521P
Study and Practice of Group Dynamics

This course is concerned with the dynamics and theory of the group process. Particular emphasis is given to the application of this knowledge to the variety of group problems encountered by teachers in their work. Topics include classroom group and sub-group behavior, leadership and role development, group contagion, and scapegoat mechanisms. The course combines didactic and experiential approaches to the study of group behavior.

22-522P
Transactions in the Classroom

This course attempts to help the teacher establish a framework and approach to observing and understanding the dynamics of interpersonal relations in everyday school interactions. The emphasis is on enabling teachers to recognize and deal more effectively with the verbal and non-verbal, rational and irrational communications of children, and the hidden agendas underlying classroom interactions. The aim is to increase the awareness of how the behavior of children and others affects how teachers perceive, appraise and react to the events of the classroom. The responses of teachers and children to each other are examined to further diagnostic understanding of troublesome situations and to aid in formulating guidelines and techniques for resolving conflicts and facilitating learning. (Available *only* to students of Institute for Psychoanalysis.)

26-510P
The Urban Teacher: An Examination of Changing Teacher Roles and Functions

This course deals with the multiple professional roles and rela-

tionships of urban teachers with children and their parents, with colleagues and school administration, with members of related professions, and with the school community. The seminar examines the impact of these complex, interacting, often conflicting roles on the personality of the teacher—his

sense of identity, his self-esteem, his attitudes toward authority, his development as a human being. Work with parents, the use of psychological and medical information, welfare and mental health resources, and methods of referral are studied.



Course Descriptions

The courses listed below are offered to meet the needs of teachers, pre-primary through middle school, enrolling for a master's degree or Certificate of Advanced Study at National College of Education. At the time of admission to graduate study, students, in consultation with an assigned advisor, select a program of study which best fits their needs and interests and for which they have entrance qualifications. The course numbering system employed in this catalog complies with the taxonomy suggested by the Office of Education, U.S. Department of Health, Education and Welfare. Repetition of courses is permitted for the updating of professional skills but credits earned in this manner may not be counted toward a degree.

Numbering System

- 02- Elementary Education, General
- 07- Adult and Continuing Education
- 08- Special Education, General
- 09- Administration of Special Education
- 10- Education of the Mentally Retarded
- 11- Education of the Gifted
- 13- Education of the Culturally Disadvantaged
- 16- Education of the Emotionally Disturbed
- 18- Special Education, Learning Disabilities
- 19- Education of the Physically Handicapped
- 21- Social Foundations
- 22- Educational Psychology
- 23- Early Childhood Education
- 24- Educational Statistics and Research
- 25- Educational Testing, Evaluation and Measurement
- 26- Student Personnel
- 27- Educational Administration
- 28- Educational Supervision
- 29- Curriculum and Instruction
- 30- Reading Education
- 31- Art Education
- 32- Music Education
- 33- Mathematics Education
- 34- Science Education
- 35- Physical Education
- 37- Health Education
- 40- Educational Leadership
- 50- Language Arts Education
- 60- Social Science Education
- 61- Urban and Bicultural Education
- 70- Humanities Education
- 90- Instructional Media and Library Services

-580 Workshops

Workshops are intended to offer content in an informal atmosphere utilizing the participation model.

Workshops, under the same title, may be repeated as long as the content or thrust is varied. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's advisor.

The -580 and -581 course numbers are workshop courses within each concentration. For course descriptions refer to workshop statement.

-590 Internship

Students must make arrangements with their faculty advisor for internship experiences one quarter before registering for the internship credit.

-592 Field Studies

A field study experience is one in which the student works at a special project in an area or location separate from the conventional classroom.

-592 Practicum

Students must make arrangements with their faculty advisor for the practicum one quarter before registering for the practicum credit.

-593 Seminar

An integrating, culminating experience in a program area in which discussions of research articles dealing with common topics ensue.

-594 Independent Study

Provides graduate students in degree programs an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, student's faculty advisor and by the dean of the graduate school. Students in degree programs only. On-campus registration.

XX-599 Thesis

Required of all Master of Science in Education students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the committee at the time of registration for the course. Prerequisite: Research Design Analysis. On-campus registration.

02-580 Workshop/Elementary Education

Offerings include: Workshop/Elementary Education/Beginning Teachers (02-580A); Workshop/Elementary Education/Classroom Teachers (02-580B); Workshop/Elementary Education/Classroom Management (02-580C). See statement on Workshops.

02-591 Field Study/Elementary Education

See statement on Field Studies.

02-593 Seminar/Elementary Education

A culminating, integrating experience dealing with selected aspects of curriculum, learning and instruction at the elementary school level. Emphasis on applying research findings and developing carefully articulated positions on major questions and issues. A required course in the Elementary Education program.

02-594 Independent Study/Elementary Education

See general statement concerning course work available by independent study. See statement on Independent Study.

07-500 Teaching in Adult & Continuing Education

This course provides the student with a comprehensive overview of teaching methods and an opportunity to establish individual teaching techniques. This course also strives to acquaint the student with alternative models of instruction, theory and design of instructional programs, and an opportunity to develop basic models of instruction for personal use.

07-501 Conference and Workshop Development

This course promotes an understanding of the theoretical and programmatic models upon which workshops and conferences may be established to yield the greatest results. Emphasis is placed on the procedures necessary to facilitate the complete planning and conducting of a workshop/conference by producing a total workshop format and to obtain an understanding of the theory and practice of evaluation as it relates to program development.

07-502 Program Development and Marketing in Continuing Education

This course reviews the policies and procedures required for an efficient management of programs in continuing education, the identification of populations to be served, the development of course outlines, the identification of teaching staff. Additional emphasis is placed on the use of various marketing techniques required for successful continuing education programs including direct mail, special interest group service, the commercial press and other avenues of advertising and brochure development.

07-590, 07-590A Internship in Adult/Continuing Education

This course is required of all students matriculated in degree programs in adult/continuing education and provides specific and basic experiences in the actual preparation and implementation of adult education programs. Each student is assigned to assist in the full development, presentation and evaluation of a program and is expected to meet specific competencies in each process level. Prerequisites: All basic degree coursework in area of adult and continuing education and consent of instructor. See statement on Internship.

07-590B Internship in Adult/Continuing Education/Conference/Workshops

This course is required of all students matriculated in degree programs in adult/continuing education and provides specific and basic experiences in the actual preparation and implementation of conferences and institutes. Each student is assigned to assist in the full development, presentation and evaluation of a program and will be expected to meet specific competencies in each process level. Prerequisites: Completion of all basic degree coursework in areas of adult and continuing education and consent of instructor.

07-591 Field Study in Adult/Continuing Education

Registration in this course is by special arrangement with a faculty advisor and with the consent of the Dean of Continuing Studies. Field study is intended to allow the exceptionally able student to pursue specialized studies in a location which yields added emphasis to the study undertaken by the student.

07-593 Seminar in Adult/Continuing Education

This course is designed to provide an overview of the opportunities for the new professional in the field of adult and continuing education. Reviewing contemporary issues in the field and assess each student's academic growth and development by means of a comprehensive examination will be included. Required of all students in a degree program in adult and continuing education. Prerequisite: Completion of all coursework in degree program.

08-500 Survey of Exceptional Children

Explores current philosophies and practices in special education; examines major types of exceptionality which may occur in children; and introduces educational strategies, techniques and materials appropriate for children with special education needs. A foundations course in special education.

08-501 Introduction to Educational Therapy

Provides an overview of the field of educational therapy including both historical and theoretical backgrounds and current practices. Explores alternative programs and models, services for children with special educational needs; the role of the teacher in each program model.

08-503 Diagnosis and Treatment of Reading Disabilities

Explores principles and theories related to the diagnosis and treatment of reading problems, including major causes of reading retardation, standardized and informal assessment techniques, analysis of case material, and methods and materials for remediation.

08-504 Curriculum Planning in Special Education

Study of current theory and practice in curriculum development for children with special educational needs; programming and planning curricula for children in special educational settings; modification of existing programs or development of alternative programs for use in the regular classroom. Prerequisite: 18-501 or 16-501 or the equivalent, or consent of instructor.

08-506 Speech and Language Development in Early Childhood/Special Education

Provides a basic understanding of the nature of speech and language and of the processes by which they develop in children. Attention to problems which may arise from cultural deprivation, emotional disturbance, mental retardation, peripheral deafness, and cerebral dysfunction, with emphasis being placed on speech and language problems of children who have learning disabilities. Methods of examining for disorders, as well as principles for their remediation included.

08-507 Art in Special Education

Uses of art to help children who have special educational needs. Methods and techniques will be developed and demonstrated for each area of exceptionality.

08-511 Vocational Programming for the Handicapped

The study of mental and physical handicaps as these relate to vocational and occupational training, and the role of federal, state and private agencies in serving the handicapped. Approaches to vocational programming also included.

08-512 Play Activities in Special Education

Adaptation and application of basic principles of play therapy in the elementary school for children who have special educational needs. Methods, techniques and approaches will be included for various areas of exceptionality.

08-580 Workshop/Special Education

Offerings include: Workshop/Special Education/Mainstreaming (08-580A); Workshop/Special Education/Communications (08-580B); Workshop/Special Education/Vocational & Career Education (08-580C); Workshop/Special Education/Support Services (08-580D); Workshop/Special Education/Instructional Practices (08-580E).

08-591 Field Study/Special Education

An in-depth, organized exploration of some aspect of special education in an area or location separate from the conventional classroom course offering. Advanced study and participatory activities may be included. Special sections are also arranged for Europe (08-591A), Britain (08-591B), Scandinavia (08-591C), Soviet Union (08-591D), and France (08-591E). Prerequisite: Consent of instructor. Credit varied.

08-592 Practicum/Preschool/Handicapped

Field experience provides the opportunity to explore methods, materials and programs for preschool children with special educational needs. Supervised experiences in public school or other approved programs included. Placement in consultation with the faculty advisor in accordance with student's objectives. Prerequisites: Degree status in special education and consent of advisor. On-campus registration. *Students must make arrangements with their faculty advisor for the practicum at least one quarter before registering for the practicum credit.*

08-593 Seminar in Special Education

Culminating experience in special education. Required for all M.S.Ed., M.Ed., and M.A.T. students completing degree sequences or entitlement programs in special education. Selected topics, including an overview of current philosophies and practices, techniques of research and professional writing in special education. Prerequisite: degree status in special education and consent of the instructor.

08-594 Independent Study/Special Education**08-599 Thesis in Special Education**

Required of all Master of Science in Education students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the Thesis Committee at the time of registration for the course. Prerequisite: Research Design Analysis. On-campus registration.

09-500 Organization and Administration of Programs for Exceptional Children

Study of organizational structures and processes in the field of special education. Emphasis on federal and state legislation and rules and regulations for special education as these relate to current administrative practice. Prerequisite: degree status in special education or consent of department.

09-501 Supervision of Programs for Exceptional Children

Exploration of supervisor's role in special education programs. Special consideration given to organizational structures, staff and program evaluation, staff development techniques, and accountability procedures. Prerequisite: degree status in special education or consent of department.

09-580 Workshop/Exceptional Children

Offerings include: Workshop/Exceptional Children/Administration of Programs (09-580A); Workshop/Exceptional Children/Supervision of Programs (09-580B).

10-500 Characteristics of Mentally Retarded Children

Survey of basic etiology of developmentally disabled (EMH or TMH) children. Includes consideration of both pre-school and school-aged children. Social, emotional and educational implications reviewed.

10-501 Methods and Materials for Teaching Mentally Retarded Children

Includes study of programs, materials and techniques appropriate for use with both EMH and TMH students. Development of instructional plans which support life orientation objectives.

10-504 Life Orientation in Program Development for the Mentally Retarded

Program development for the mentally retarded child with particular concern for overall environment and the life expectancies that will be placed on the child in the home, school and community.

10-580 Workshop/Mentally Retarded Children**10-592 Practicum/Teaching Mentally Retarded Children**

Field experience provides an opportunity to explore in greater detail the methods, materials and educational programming for children with limited intellectual ability. Supervised experiences in public school classes or other approved programs. Placement in consultation with faculty advisor in accordance with student's objectives. Prerequisites: Degree status in Special Education and consent of advisor. On-campus registration. *Students must make arrangements with their faculty advisor for the practicum at least one quarter before registering for the practicum credit.*

11-500 Characteristics of Gifted Children

Identification of the gifted child; investigation of the research on giftedness; observations leading to analysis of special programs. Provides a foundation of understanding the gifted for the elementary teacher.

11-501 Methods and Materials for Teaching Gifted Children

Exploration of programs, materials and techniques for use with gifted children in the elementary classroom.

11-502 Administration and Supervision of Programs for Gifted Children

Exploration of staff requirements, curricular adjustments, program alternatives and funding sources involved in programs for the gifted student. Administrative and supervisory practices in the education of the gifted also included.

11-503 Problems of Teaching the Gifted

Review of special needs of gifted students, program models and curricular adjustments appropriate for educational needs, and processes of identification and evaluation.

11-580 Workshop/Education of the Gifted

Offerings include: Workshop/Education of the Gifted/The Gifted Student (11-580A); Workshop/Education of the Gifted/Instructional Practices (11-580B); Workshop/Education of the Gifted/Administration and Supervision of Programs (11-580C).

13-500 Education of Socially Maladjusted and Culturally Disadvantaged Children

Explores socio-economic conditions, life styles, levels of aspiration, and educational expectancies of children from disadvantaged segments of society. Emphasis is placed on understanding the community involvement and relations to the educational processes, curricular adjustments, academic expectancies, and programming in the major academic areas.

16-500 Characteristics of Emotionally Disturbed Children

In-depth study of the school as a social setting and the child's relation to it. Overview of abnormal psychology and the types of personality and social disorders that may be most prevalent in the school population.

16-501 Methods of Teaching Emotionally Disturbed Children

Includes study of programs, materials and techniques appropriate for use with the child who is emotionally disturbed or who has behavioral disorders. Prerequisites: 16-500 and 22-530.

16-580 Workshop/Emotionally Disturbed Children**16-592 Practicum in Teaching Emotionally Disturbed Children**

Field experience provides the opportunity to explore methods, materials, and programs for children who are emotionally disturbed. Supervised experiences are provided in public school or other approved programs for children with this type of exceptionality. Placement in consultation with the faculty advisor in accordance with student's objectives. Prerequisite: degree status in Special Education and consent of advisor. On-campus registration. Varied credit. *Students must make arrangements with their faculty advisor for the practicum at least one quarter before registering for the practicum credit.*

18-500 Characteristics of Children with Learning Disabilities

Introductory course in learning disabilities. Problems in motor, perceptual, cognitive, language and academic development which may occur in the child with learning disabilities. Current philosophies, practices and strategies for intervention included.

18-501 Methods of Teaching Children with Learning Disabilities

Various programs, materials and techniques for teaching children with learning disabilities presented or demonstrated. Development of all phases of the IEP is an integral part of the course. Prerequisites: 18-500 and 22-530.

18-580 Workshop/Learning Disabilities**18-592 Practicum/Teaching Children with Learning Disabilities**

Field experience provides the opportunity to explore methods, materials and programs for children who have learning disabilities. Supervised experiences are provided in public school or other approved programs for learning disabled children. Placement in consultation with the faculty advisor in accordance with the objectives of the student. Prerequisite: Degree status in special education and consent of advisor. On-campus registration. Varied credit. *Students must make arrangements with their faculty advisor for the practicum at least one quarter before registering for the practicum credit.*

19-500 Medical Aspects of Physically Handicapped Children

Overview of characteristics of the physically handicapped child as these relate to classroom learning situations. Fundamental medical concepts underlying both brain damage and other organic pathology specifically of value to teachers of physically handicapped children are stressed. Prerequisite: background in Special Education and consent of instructor.

19-501 Methods of Teaching Physically Handicapped Children

Identification of physically handicapped types and their levels of functioning; problems involved in teaching physically handicapped children; importance of the physical plan in serving their needs; expectations for vocational habilitation and normalization; parent counseling; habilitative programs to provide for optimal adjustment of the physically handicapped to community living. Prerequisite: 19-500 or consent of instructor.

21-503 Historical and Philosophical Foundations of Early Childhood

Explores development and implications of educational thought and practice as it relates to early childhood education. Traces the emergence of early childhood education to its present status. Identifies underlying philosophical and social problems influencing the development of early childhood education programs. On-campus registration. Varied credit.

21-504 Historical, Philosophical and Sociological Foundations of Education

This course develops the rationale for a multi-disciplinary foundation of education. The roots of major conflicts and developments in education are explored. Emphasis is placed on the interrelationship of education with other institutions in the cultural milieu.

**21-505 Contemporary Issues in Education:
A Comparative Approach**

A comparative analysis of selected and timely issues in education. Techniques and concepts of the social sciences and humanities are explored in examining educational problems in western and non-western societies.

21-545 Perspectives on Educational Policies and Practices

The first of three core courses in the C.A.S. program. Designed to help the student gain a personal and professional perspective on selected policies and practices influencing current educational programs. The focus will be on the governing principles, plans and courses of action undergirding key viewpoints and educational programs of significant lay and professional organizations and groups. Prerequisite: a master's degree from an accredited graduate program.

21-591 Field Study Educational Foundations

21-594 Independent Study/Social Foundations of Education**22-500 Contemporary Survey of Child Development**

Study of the principles of development related to the child's emotional, intellectual, social, physical, and personality development. The developmental patterns of growth will be presented for children from infancy through the adolescent years. On-campus registration.

22-501 Psychology of Early Childhood

Presents theories of psychological development of children from birth through age six. Special consideration given to the established norms of development, as well as the variants that may be expected in accordance with the child's physical development and social, environmental, and experiential opportunities.

22-503 Neuropsychology of Behavior and Learning

Develops an understanding of the structure and function of the brain and central nervous system as it affects behavior and learning. Attention given to neuropsychological aspects of learning problems.

22-507 Abnormal Psychology

In-depth study of psychopathology of human behavior. Special consideration given to psychological problems of young children, adolescents, and adults.

22-508 Psychology of Adolescence

Study of psychological processes which underlie the social, emotional, and intellectual development of adolescents in contemporary society. Developmental problems of children and youth at the middle and secondary school levels, such as establishing identity, sex-role identification, peer-group involvement, family relationships, value orientation, achievement motivation, educational-vocational planning and others, will serve as topics for lectures, projects, and discussions. Prerequisite: 22-500.

22-510 Theories of Teaching and Learning

Critical assessment of foundations, historical perspectives, and contemporary developments of psychological theories of learning and teaching.

22-511 Mental Health

Exploration of basic concepts for understanding mental health and psychopathology. Personal application of the fundamentals of mental health, the role of the teacher in prevention and treatment of maladjustment, and specific theory and techniques for dealing with child problems included.

22-516 Social Psychology

Study of the behavior of persons in social systems. Topics include social roles, group dynamics, social change, and selected problems in areas such as mass communications and race relations. Methods developed in social psychology will be used by students to investigate areas of interest.

22-519 Theories of Personality

Study of representative theories of personality and application of these theories to the understanding of children and adults.

22-521 Study and Practice of Group Dynamics I

Explores ways of working effectively in groups as leaders and members. Aims to improve understanding of the principles of group dynamics with children and adults through experience and discussion.

22-523 Study and Practice of Group Dynamics II

Understanding the role and function of the individual in leadership roles in group settings. Aims to deepen student's self-awareness and understanding of how he affects and is affected by others in group situations, how the group leader role varies in temporal and spatial proximities. Prerequisite: 22-521.

22-530 Diagnostic Testing/Individual Educational Assessment

Exploration of individual educational assessment instruments available to the teacher and educational specialists as these relate to theory and practice. Particular consideration is given to diagnostic tests that supplement those given by other pupil personnel services. Emphasis is placed on identification of specific components of children's learning disabilities from which individual educational programs may be developed.

22-531 Diagnostic Testing/Personality Assessment

Designed to give practice and to develop skill in the administration and scoring of instruments planned to assess and to provide insight into the personality of children and adolescents. This course is designed to meet the needs of those preparing to work within the area of pupil personnel services. Prerequisites: 22-519, 22-530, and consent of instructor.

22-532 Measurement of Intelligence/Theory and Administration I

Designed to explore the underlying theory and to give practice and development of skill in the administration of the Stanford-Binet and the Wechsler Pre-school and Primary Scale of Intelligence. Scoring, interpretation, and report writing will be stressed. Special emphasis will be placed on the assessment of gifted children. Prerequisite: 22-530

22-534 Measurement of Intelligence/Theory and Administration II

Designed to explore the underlying theory and to give practice and development of skill in the administration of the Wechsler Scales. Scoring, interpretation, and report writing will be stressed. Special emphasis will be placed on the assessment of bilingual children. Prerequisite: 22-530

22-535 Diagnostic Evaluation of the Pre-school Child

Offers an intensive study of the contemporary methods available for the study of the pre-school child. Special consideration will be given to observation techniques, behavioral and social maturity rating scales, controlled play/diagnostic techniques, and multi-disciplinary data collection. Particular attention will be given to the child with possible learning disabilities and other learning disorders. Prerequisite: 22-530.

22-538 Advanced Diagnostic Testing/Individual Educational Assessment

This course is intended as an extension of 22-530 and will include further exploration of individual and group assessment tools utilized in the educational setting to evaluate learning processes and academic skills. The in-depth study of methods and techniques will also emphasize: (a) further testing of children,

(b) development of informal assessment for various age levels, both by test item construction and by utilizing subtests of currently available tests as a battery, (c) feedback of the students' evaluations of children, (d) interpretation of test results and (e) subsequent prescription writing.

22-580A Workshop/Educational Psychology

Offerings include: Workshop/Educational Psychology/Life Stages (22-580B); Workshop/Educational Psychology/Behavior Modification (22-580C).

22-591 Field Study/Educational Psychology

22-592 Practicum in Psycho-Educational Diagnostics

Allows the advanced student practical experience in clinical diagnostic studies. Special emphasis on intake interviews with school personnel and parents, individual assessment of children with learning difficulties, interpretation of psycho-metric data, development of remedial programs, staffing experiences and report writing. Prerequisite: degree status in Special Education. 22-530, 22-532 and consent of instructor. On-campus registration. Varied credit. *Students must make arrangements with their faculty advisor for the practicum at least one quarter before registering for the practicum credit.*

22-594 Independent Study in Educational Psychology

23-501 Survey of Current Practices in Early Childhood Education

Identifying and assessing the current programs and problems in Early Childhood Education. An emphasis will be placed upon the current problems in this constantly changing field.

23-502 Creative Activities for Nursery and Kindergarten Children

First-hand experience with many areas of self-expression: music, dance, drama, literature, poetry, painting, clay, collage, industrial arts projects, carpentry and others. All activities geared to the interests and capabilities of the young child. Sources of equipment, materials, and inspiration discussed.

23-503 Parent-Teacher Communication

Techniques appropriate to parent-teacher communication methods and materials for working with parents and the community, conferencing techniques, study group procedures, discussion group planning and programming. For beginning teachers and for experienced teachers preparing for leadership roles in parent education.

23-504 Day Care and Family Center Programs

Types of day care facilities, factors in demand for them, inclusion of family and community in operations and programs, coordination with medical, social and psychological services and articulation with school programs at the primary level. Special emphasis on the educational program includes review of child development, selection of curriculum and materials, and analysis of programs in progress.

23-506 Teacher, Family and Community

Consideration of the child as a member of the family, school and community. Development of observation skills. Emphasis will be placed upon the functioning of the child as an integral member of the designated societal groups. On-campus registration. Varied credit.

23-508 Language Development in the Young Child

This course will provide students with a basic understanding of language development in the young child. Emphasis will be given to the acquisition and functions of language. Current language programs and environments for young children will be evaluated. Significance of language development to readiness for reading will be explored.

23-510 The Child as a Person

A survey-type course encompassing various aspects of a child's life. Emphasis will be on the child's rights and responsibilities as a person, as a member of a family, and as an emerging, contributing member of society. Since this is a survey course, it is not an in-depth study of the topics. The intent is to give the student an awareness of the broad scope of Early Childhood Education. On-campus registration only. (Required course in Early Childhood concentration.)

23-520 Children's Play

An examination and exploration of the developmental, creative and social aspects of children's play. This course takes into consideration the theories of play as well as a practical application of these theories, stressing the play patterns and normal reactions of children.

23-580 Workshop in Early Childhood Education

Offerings include: Workshop/Early Childhood Education/Parent Education (23-580A); Workshop/Early Childhood Education/Infant Education (23-580B); Workshop/Early Childhood Education/Kindergarten Education (23-580D).

23-590 Internship/Early Childhood Education

The internship experience provides students with an opportunity to work with children at ages 3 and 4 in an approved school. Students will be placed in carefully chosen model programs to afford a positive learning experience. *Students must make arrangements with their faculty advisor for internship experience one quarter before registering for the internship credit.*

23-593 Seminar/Early Childhood Education

A culminating experience provided for students not electing to write research papers. The three integral components of this class are to show a proficiency in research, writing ability, and discussion in the field of early childhood. Prerequisite: Degree status and consent of advisor. On-campus registration only.

23-594 Independent Study/Early Childhood Education

23-599 Thesis in Early Childhood Education

24-500 Introduction to Graduate Research

Structure of educational research, construction of problem statements and hypotheses, use of library resources, and methodology of educational research. Students will also analyze several examples of educational research. Required for all degree programs. On-campus registration.

24-501 Research for Teachers

Students extend their ability to critically analyze educational research studies by the study of topics such as hypothesis testing, sampling procedure, reliability and validity, and the interpretation of test scores. Required of all M.A.T. and M.Ed. students. Prerequisite: 24-500.

24-502 Statistical Methods in Education

Methods of dealing quantitatively with school data and with data resulting from experimental investigations. Prerequisite: 24-500 or equivalent. On-campus registration.

24-503 Research Design Analysis

Brings together principles of research design and statistical procedures for the interpretation of development of educational data. Prerequisite: 24-503. On-campus registration.

24-594 Independent Study

Provides graduate students in degree programs an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the graduate school office and must be signed by the faculty sponsor, the student's program advisor, and the dean of the graduate school. Available only to students formally admitted to degree programs. On-campus registration.

25-500 Educational Measurements

Measurement of pupil progress in relation to educational goals. Stresses students' skills in preparing their own classroom tests and in using standardized tests in the school's testing program. Techniques for reporting test results to pupils, their parents and other school personnel.

25-545 Evaluation of Educational Policies & Practices

The third of three core course requirements in the Certificate of Advanced Study program. This course is designed to give students experience in evaluating policies and practices of a school and/or district. Prerequisites: 21-545 and 27-545.

25-594 Independent Study/Educational Testing, Evaluation & Measurement**26-500 Guidance in the Elementary School**

Basic course in guidance includes organization of programs and services, evaluation of pupil behavior, group guidance techniques, consulting with teachers and parents, and working with the child within the elementary school setting.

26-520 Career Education in the Elementary School

Provides the student with a basic understanding of the key concepts of career education and the opportunities for implementation in the curriculum and classroom. Utilization of community resources, media and career publications.

26-521 Methods and Materials for Teaching Career Education

This course will include development of skills in teaching and inclusion of career education in the curriculum, as well as the designing of creative materials and activities.

26-580 Workshop in Career Education**26-580A Workshop in Career Education/Employment Opportunities**

The workshop is designed to provide teachers with general information regarding intermediate and long-range opportunities for employment in business and industry. Tours of business and industrial firms will be scheduled to provide class members with specific information regarding employment opportunities in those companies visited.

27-500 Organization and Administration of Early Childhood Programs

Designed to help nursery school and day care teachers and directors evaluate various types of group experiences provided for the young child in today's nursery school. Survey of present standards, licensing practices, building and budget needs. The importance of parent and community relationships is considered, as well as the criteria developed for promoting staff competencies. Prerequisite: experience in a nursery school, or consent of instructor.

27-501 School Finance

To acquaint the student with the operational procedures and structures of public school finance. The course will use the budget construction process as a unifier leading toward the concept of management by objectives and planning, programming, and evaluating systems.

27-502 School Law

This is an introductory course dealing with the legal and legislative bases of public education. The course is designed to acquaint students with no previous work and/or experience in school law with the legal concepts and legislative role in shaping educational policies and procedures in the common school systems. Readings from the text, periodicals, statutes, the Illinois School Code, and court decisions provide the basic materials for examination of the issues.

27-504 School and Community

The relationship between the school and the community. The fundamentals of the public relations program, the work of cooperating agencies and organizations related to the school, the public interest in education, and the community approach to education.

27-505 The Professional Educator and Negotiations

Background of theory and practice in negotiations, the negotiating relationship, and legal aspects of bargaining are studied. Strategies used, impact on school district policies and practices and patterns and trends in negotiations are discussed in the course.

27-507 Administration and Organization of Elementary Schools

Designed to study the scope of responsibility and organizational patterns for elementary school education.

27-508 Administration and Organization of Middle and Secondary Schools

Designed to study the scope of responsibility and organizational patterns for middle and secondary school education.

27-545 The Implementation of Educational Policies and Practices

The second of a three core course requirement in the Certificate of Advanced Study program. This course is designed to study implementation of policies in order to maintain educational programs at the building or district level. The student is expected to write a field report on implementation strategies. Prerequisite: 21-545.

27-580 Workshop/Administration

Offerings include: Workshop/Administration/Organizational Change (27-580A); Workshop/Administration/Implementation/Instructional Change (27-580B); Workshop/Administration/Decision-Making Process (27-580C); Workshop/Ad-

ministration/Staff Development (27-580D); Workshop/Administration/Home-School-Community (27-580E); Workshop/Administration/Managing Financial & Physical Resources (27-580F).

27-590 Internship/Educational Administration

Practical administrative experience in cooperation with selected school administrators. Prerequisite: acceptance in degree program in Educational Administration/Curriculum/Supervision and consent of instructor.

27-591 Field Study/Administration

27-593 Seminar in Educational Administration and Supervision

Review of the current issues in school administration. Seminar is designed to allow each student to research and report on current events and discuss possible solutions to administrative areas of concern.

27-594 Independent Study/Educational Administration

28-500 Techniques of Supervision, Pre K-12

Designed to acquaint the student with the purposes, organization and techniques of creative, democratic supervision, whether employed in the guidance of student teachers or teachers in a public school.

28-534 Supervising Curriculum Evaluation and Accountability

The student is to analyze the roles various participants play in curriculum improvement and assess responsibilities of each component. Dimensions of curriculum evaluation are studied and applied to existing curricular areas. The purpose of this course is to develop skills related to evaluation and accountability.

28-580 Workshop/Supervision

Offerings include: Workshop/Supervision/Clinical Process (28-580A); Workshop/Supervision/Curriculum Improvement (28-580B); Workshop/Supervision/Administrative Responsibility (28-580C).

28-581 Workshop in Clinical Experiences in Teacher Education

The course is designed exclusively for classroom supervising teachers working with a cluster of NCE student teachers during their half-day student teaching experience. The course promotes and supports the competence of experienced teachers in providing professional models for pre-service student teachers. The dynamics of adult learning within teacher education will be investigated, with special emphasis on organizational, self-assessment, and human relations skills. The course will also focus on analysis of the developmental characteristics of children and student teachers, the identification of appropriate learning objectives, the integration of theory and practice in the learning process, and the evaluation of learning outcomes. Prerequisite: three years of successful teaching experience and/or recommendation of school administrator.

28-591 Field Study/Supervision

28-594 Independent Study/Educational Supervision

29-500 Elementary School Methods

Comprehensive study of methods of teaching in the elementary school. The student is expected to demonstrate a knowledge of basic methods of teaching language

arts, social studies, science and mathematics. Problems of classroom management, lesson plans and units for teaching are included. Six semester hours of credit. Prerequisite: Consent of M.A.T. program advisor. On-campus registration only.

29-501 Curriculum/Elementary Education

Designed to acquaint the student with elementary curriculum patterns and practices. Analysis and discussion of current trends in curriculum development as it relates to Pre-K through Middle School.

29-505 Curriculum Theory, Practices & Programs/ Pre K-12

The study of curriculum theory and practices. Special attention is directed toward the study of school curriculum as it relates to the various theories and how they are put into practice. Analysis of existing curriculum design is required and analysis of one's own practice is studied. Analysis of the public school curriculum is done in line with its overall goals and objectives.

29-520 Techniques of Individualizing Learning

A study of learning style, teaching style, grouping practices, content or subject matter, instructional objectives, instructional materials, learning environment, helpers, schedule, and learning contracts are involved in the course.

29-523 Classroom Management

Exploration of philosophical and practical knowledge concerning the underlying premises and daily workings of elementary and/or middle school classrooms founded on variant principles. The following variants are offered:

29-523A Classroom Management/Open Education

29-523D Classroom Management/Problems of Teaching Adolescents

29-531 Creativity-Implication for the Classroom

Knowledge and understanding of the creative process, elements in creativity, methods for developing and measuring creativity, and implementing programs in creativity in the elementary school.

29-532 Teaching for Valuing/Reasoning and Responsibility

The course requires students to incorporate the valuing process into the content being taught in their subject area. Various reasoning levels are studied and incorporated into the coursework. The concept of responsibility is dealt with relative to teaching and learning is studied.

29-533 Teaching for Thinking/Cognitive and Affective Learning

The student is asked to demonstrate writing objectives in the cognitive and affective domains. The student is required to develop and design curriculum material that requires all levels of thinking in the cognitive domain and some levels of the affective domain. Blending these ideas into the everyday teaching of the person is the goal of this course. Reasoning levels are discussed as they relate to higher-level objectives in developing the curriculum material.

29-590 Internship/Student Teaching

Special internships in cooperatively guided school experiences in selected communities, school systems, and other situations are available for advanced students with necessary qualifications. These may be elected in the areas of classroom teaching and special education depending on the need of the student. Prerequisite: See Master of Arts in Teaching. *Students must make arrangements with their faculty advisor for internship experiences one quarter before registering for the internship credit.*

29-590C Internship/Curriculum

On-the-job experience in the role of change agent in a given educational program. Includes supervised responsibility for observation, evaluation and possible in-service of staff thus involved in instructional changes and/or curriculum development. Prerequisites: 29-505, 29-502A, or D or E, and 25-505.

29-591 Field Study/Curriculum and Instruction

Registration in a field study course incorporates organized exploration of some aspect of curriculum development and instructional strategy in an area or location separate from the conventional classroom course offering. The student is afforded the opportunity for advanced study and/or participatory activities. Prerequisites: 29-505, 29-502A, D, or E, and 25-505. On-campus registration only.

29-593 Seminar in Instruction

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, pre-K through secondary school. The seminar will also include critical analysis of learnings acquired and the production of concrete evidence of accumulated learnings. Prerequisite: formal acceptance into degree program. On-campus registration only.

29-594 Independent Study/Curriculum and Instruction

Provides graduate students in degree programs an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical problem. On-campus registration only. Prerequisite: Student must be formally accepted into degree program.

30-500 Survey of Reading Methods and Skill Development**30-500A Survey of Reading Methods and Skill Development/Individualized**

Designed to explore some of the recent findings about the reading process and to survey approaches and activities for classroom teacher use. Analysis and discussion of controversial aspects of the teaching of reading. The following variant is offered: 30-500A.

30-501 Methods and Materials for Teaching Reading Decoding Skills/Primary

Detailed study of skills, methods, and materials including phonics, other word analysis approaches, interpretive skills and library reading for a K-3 program. Required in Reading Specialist sequence.

30-502 Diagnostic Techniques for the Reading Specialist

Identification of the disabled reader, including factors associated with reading disability, diagnostic instruments and procedures. Prerequisite: 30-501 or consent of instructor.

30-503 Corrective Techniques for the Reading Specialist

Identification of characteristics of corrective and remedial readers with focus on approaches for working with them. Goals include ability to design appropriate instructional programs for individual needs and compilation of a resource book for instruction. Prerequisite: 30-502.



30-510 Methods and Materials for Teaching Reading Comprehension Skills/Intermediate

In-depth study of comprehension and intermediate level skills and methods for teaching. Familiarity with taxonomies of comprehension, questioning strategies and skills in structural analysis, dictionary, critical reading, and library reading focused on a 3-8 program are provided.

30-511 Methods and Materials for Teaching Reading/Content Area and Study Skills/Junior Senior High

Focus on the strategies for teaching reading in content areas and teaching study skills. Includes discussion of the various approaches to instruction in reading in middle and secondary schools and components of a total school reading program.

30-514 Linguistics and Reading

This course is designed to acquaint the graduate student with recent developments in linguistics and to lay the groundwork for relating such findings to the teaching and assessing of reading.

30-580 Workshop/Reading

Offerings include: Workshop/Reading/Management of Reading Programs (30-580A); Workshop/Reading/Instructional Approaches (30-580B); Workshop/Reading/Classroom Diagnosis (30-580C); Workshop/Reading/Curriculum Materials (30-580D); Workshop/Reading/Contemporary Issues in Reading (30-580E); Workshop/Reading/Group Instructional Skills (30-580F).

30-590 Internship/Reading Specialist

On-the-job experience with a counterpart, including supervised responsibility for diagnosis, small group instruction, and other work on a school team. Prerequisite: Reading Specialist sequence.

30-591 Field Study/Reading Education

or courses approved by advisor.

30-592A Practicum/Remedial Reading**30-592B Practicum/Remedial Reading**

Supervised application of diagnostic and corrective techniques in a clinical situation. *Students must make arrangements with their faculty advisor for the practicum one quarter before registering for the practicum credit.* On-campus registration. Prerequisite: 30-503. Varied credit.

30-593 Seminar in Reading Research

An overview of reading research is provided. Problems in reading will be examined in the light of current research findings. Each participant will investigate one area of research in depth and prepare both an oral and written report of findings. Prerequisite: 30-592 or consent of instructor.

30-594 Independent Study/Reading Education**30-599 Thesis in Reading Education****31-500 Art Education**

Designed to give graduate students who have had varying degrees of experience common ground whereby they can grasp the methods and theories of teaching art to children. Basic uses of materials will be stressed with those who have had little experience, while the more advanced students may carry on research in the area of interpretation and do work of a more advanced nature with the basic materials used by children. The following variant is offered:

31-500A Art Education/Special Education**31-501 Art Activities in the Non-Arts Curricula**

Designed to help classroom teachers use arts activities in the classroom in correlation with social studies, mathematics, science, and language arts. Provides an opportunity to explore and experiment with basic elementary tools, equipment, and materials such as clay, plastics, leather, metal, wood. Prerequisite : 31-500.

31-581 Workshop/Art Education

Offerings include: Workshop/Art Education/Painting (31-581A); Workshop/Art Education/Printing (31-581B); Workshop/Art Education/Sculpture (31-581C); Workshop/Art Education/Media Exploration (31-581D); Workshop/Art Education/Classroom Activities (31-581E).

31-593 Seminar/Art Education

Insight into the nature of the creative work of children as related to the physical, emotional, and esthetic aspects of child development. Exploration and discussion of various approaches to art education also included.

32-500 Music Education for Teachers

Study of enriching music materials, evaluation of teaching methods and significant trends in music education; round-table discussions and musical participation; and research projects with consideration given to the growth and needs of each student. Prerequisite: an undergraduate music education course or equivalent.

32-501 Music Appreciation for Teachers

Understanding and enjoyment of music with a presentation of selected compositions that reflects human experience. Emphasis is given to works of various composers, periods and styles that have appeal for young people in today's schools.

32-502 New Motivations in Classroom Sound/Speech/Movement

A focus on alternative ways to explore, extend, and adapt musical materials especially useful to the classroom. Skill and literacy development through involvement with musical expression.

32-580 Workshop/Music Education**33-501 Methods and Materials in Teaching Mathematics**

A survey of content, methods, materials and instructional problems in mathematics at the elementary school level.

33-510A Teaching Basic Number Ideas and Computation/Primary

An examination of the learning of number concepts and computational skills in the K-3 mathematics curriculum, with particular attention on new approaches to problem areas. Methods of developing specific content, sequencing of instruction, use of materials and ways of providing for various levels of students are presented.

33-510B Teaching Basic Number Ideas and Computation/Intermediate and Middle

An examination of the learning of selected number concepts and computational skills in the 4-8 mathematics curriculum, with particular attention on new approaches to problem areas. Methods of developing specific content, sequencing of instruction, use of materials and ways of providing for various levels of learners are presented.

33-511 Activities and Approaches for Measurement/Geometry/Other Topics

Informal treatment of content necessary for a well-rounded mathematics curriculum with emphasis on effective classroom approaches. Ideas from geometry, measurement, organizing and interpreting data, using mathematics for prediction, and number patterns are included.

33-512 Diagnosis and Remediation in Mathematics**33-512A Diagnosis and Remediation in Mathematics/Special Education**

Methods of providing instruction for low achievers and students with learning problems. Procedures for diagnosing learning difficulties and effective ways of helping students master essential content are presented.

33-520 Analysis of Mathematics Learning and Instruction

Careful analysis of meaningful learning, instructional strategies and sequencing learning through readings, study of curriculum topics, and classroom application. Also includes ways of assessing learning and examination of the effects of activities and aids in learning.

33-521 Issues in Mathematics Curriculum and Instruction

Study of issues in mathematics curriculum and instruction, examination of components of an effective K-8 program and discussion of practical solutions to current problems.

33-530 Topics in Mathematics for Middle School Teachers

Study of issues in mathematics curriculum and instruction, examination of components of an effective K-8 program and discussion of practical solutions to current problems.

33-530 Topics in Mathematics for Middle School Teachers

Each course presents content appropriate to the middle school curriculum and approaches for developing mathematical concepts. The course helps teachers develop a stronger content background.

33-530A Topics in Mathematics for Middle School Teachers/Structure of Number Systems**33-530B Topics in Mathematics for Middle School Teachers/Geometry and Measurement****33-530C Topics in Mathematics for Middle School Teachers/Number Theory****33-530D Topics in Mathematics for Middle School Teachers/Probability and Statistics****33-590 Internship/Mathematics Education**

Experience in school situations in remedial programs and/or coordination of mathematics programs.

33-593 Seminar in Mathematics Education

A culminating, integrating experience. Investigation of selected topics, issues in curriculum, learning and instruction. Prerequisites: 33-510, 33-511, 33-520, 33-521.

33-594 Independent Study/Mathematics Education**33-599 Thesis in Mathematics Education****34-501 Methods and Materials for Teaching Elementary School Science**

Organization of a total science program and problems involved are handled in discussion groups. Includes an analysis of children's texts and supplementary books, field trips, experiments, projects, collections, and instructional media. Time is spent setting up objectives, determining the appropriate content for the age level, methods of motivation, and ways of evaluating the results.

34-502 Concepts in Natural Science

Research and discussion of the basic principles and concepts of selected areas of the discipline. Individual exploration and experimentation is provided for. The following variants are offered:

34-502C Concepts/Human Physiology**34-502F Concepts in Natural Science/Physical and Human Geography****34-502L Concepts in Natural Science/Ecology and Conservation****34-503 Environmental Chemistry for Teachers**

Discussion of the chemistry involved in the production of pollutants and the environmental ramifications of their presence. Application of chemical processes involved in the determination and identification of pollutants. An assessment of the sources and limitations of energy.

34-504 Astronomy for Teachers

Astronomically integrated studies of physical sciences and mathematics for middle school teachers. Basic geometrical principals and measurements, forces and motion, radiation and light experiments and their historical development—based on a National Science Foundation astronomy program. Activities and investigations have application in grades five and up. Topics and problems offer engaging means to solve problems and attain objectives of fundamental curriculum areas.

34-505 New Developments in Elementary School Science

An examination of new programs and approaches in science teaching. Special emphasis on inquiry training, problem solving and process approach as applied to the study of structure and characteristics of matter, energy, plants and animals, microbiology, astronomy, weather, geology and human physiology. The following variant is offered:

34-505D New Developments in Elementary School Science/S.C.I.S.

Comprehensive treatment of all levels in Life and Physical Science kits and manuals for introducing S.C.I.S. to a district and/or extending options for schools already involved. Actual trials or student investigations to aid in the implementation of the program. Training films and evaluation units.

34-581 Workshop/Outdoor Education

Discussion and application of the methods and techniques employed in the study of the environment. Includes studies of both land and water communities. Options for working in depth in one of two special dimensions: terrestrial biology and aquatic biology.

34-581B Workshop/Terrestrial Biology

Identification and understanding of common biotic and/or abiotic components of the following natural ecosystems: prairie, forest, meadow, desert, garden and vacant lot.

34-581G Workshop/Aquatic Biology

Identification and understanding of common biotic and/or abiotic components of the following natural ecosystems: lake, river, stream, pond, marsh and bog.

34-582 Workshop in Science Education

A variety of topics in any of several scientific disciplines. Experimentation, individual and group activities; discussions vary with the needs and interests of the participants.

34-582A Workshop/Science Education/ Energy Education**34-591 Field Study in Natural Science**

Provides an understanding of basic concepts within the discipline area. Field experiences offer opportunities to classify, sample, analyze and compare data. Specific variants focus on physical sciences, life sciences or urban ecology.

34-591A Field Study/Physical Sciences

Employs a variety of tools in the study of the physical or abiotic aspects of the environment. Analysis and interpretation of data. Emphasis is placed on the quality of the water, soil, air and land formations of the environment and their effects on life.

34-591B Field Study/Life Sciences

Employs a variety of methods and techniques in the study of living things in a selected group of ecosystems. Students will compile, interpret and compare data collected. Emphasis is placed on the keying out of plants and animals. Population studies conducted.

34-591C Field Study/Urban Ecology

The ecology of urban areas as it relates to the general ecology of man and rural areas. Problems of pollution in city environments. Possible solutions to these concerns. Field trips to city ecosystems.

35-500 Motor Activities for Children

Activities to facilitate the child's development of both gross and fine motor coordination with emphasis on movement exploration, visual-motor training

activities and self-awareness, and anatomy of motion and posture. A special education variant of the course is available:

35-500A Motor Activities for Children/Special education**35-502 Recreation in School, Home and Community**

Designed for teachers wishing to develop and enrich their knowledge of recreational activities. Programs, activities, materials and techniques applicable to schools, city recreation departments, camps, and similar youth-serving agencies will be explored.

35-503 Physical Education in Elementary School Curriculum

Overview of physical education as it relates to the elementary school curriculum. Implications from the standpoints of philosophy of education, child development, professional preparation, law, and public relations.

37-500 Family Life Education/Physiological Factors

An intensive study of family living/sex education materials and programs designed for the pre-adolescent and adolescent. Emphasis on physical, psychological and social maturation studies.

37-501 Drugs, Addiction and Children

The study of drugs in common use by the drug culture, physiological effects, and consequences of use. Examination of drugs used therapeutically for children with various school problems.

37-502 Health and Nutrition for Young Children

Overview of factors affecting physical health and development of the child from conception to six years. Dietary needs, administration and organization of school health programs, the role of the teacher in promoting a healthful and safe school environment, social factors detrimental to health, and methods of parent education in promoting physical health.

37-503 Family Life Education/Psycho-Socio-Emotional Factors

Provides awareness of the currently developing trends in family living/sex education programs through the study and discussion of available information and resources basic to the topic.

37-504 Health Education in the Elementary Schools

Provides teachers, specialists and administrators with a background of current information relative to health education in the elementary school. Emphasis on planning and directing health and safety learning experiences, media and methods, and the integration of health education into a total school program.

37-505 Community Health Services

Examine the operation, philosophy and capabilities of existing local (city, county and state) health agencies. Examine the inter-relationships between community agencies and schools. Career possibilities in the health care fields, noting training required, personal qualities needed, job availability and tasks related to each career.

34-506 Health Programs of Elementary School Children

The history and philosophy of the school health program. The role of the school nurse in the total home-school-community interrelationship. Criteria for a healthful

school environment, physical and social. Examine and evaluate existing school lunch programs. Survey a variety of schools to determine safety procedures that are part of the school's policy.

37-507 Curriculum in Elementary and Secondary School Health Education

Provide an opportunity for teachers to examine existing health curricula. Examine criteria for a curriculum based upon physical, social and psychological needs of the students. Develop a process for evaluation of objectives. Examine available resource materials and instructional media.

37-507A Workshop/Health Education/Affective Health Education

Sessions for school personnel in health factors and concepts and affective education teaching techniques. Develop some competencies in teaching health in the elementary and middle school. Affective teaching strategies in designing curriculum materials for the classrooms.

40-593 Seminar in Education Leadership

Current issues related to leadership roles are researched and discussed in the course. Each student is required to do research and share ideas on the topics identified.

40-599 Thesis in Education Leadership

50-501 Methods and Materials for Teaching Language Arts

Survey and critical appraisal of programs, practices, and trends in the teaching of language arts: reading, oral and written expression, listening, spelling, and handwriting.

50-502 New Developments in Teaching Communications Skills

Provides an analysis of trends in the teaching of communication skills of reading, speaking, listening, and writing in the elementary school curriculum. Both action-research and reviews of the research literature with respect to these skills will be emphasized. Designed primarily for in-service teachers who are working toward advanced degrees.

50-503 Teaching Writing Skills

Provides an opportunity to develop competence and confidence in one's own composition by writing, critiquing, and revising in the context of in-class interaction and relevant feedback. Also provides an acquaintance with the ways language functions, with common American dialects, with the various grammars, with the way children learn to write, with the results of recent research studies in the improvement of writing, and with current issues in the teaching of writing.

50-510 Methods and Materials for Teaching English as a Second Language

Course topics include: The nature and function of language; methods and materials for teaching English as a second language; successful teaching techniques and criteria for evaluating programs for teaching English as a second language. A special variant is available for professional personnel in schools where Spanish speakers are acquiring English as a second language:

50-510A Methods and Materials for Teaching English as a Second Language/Spanish Speakers

50-512 Concepts in Linguistics/T.O.E.S.L.

An introduction to the scientific study of language and languages, to the methodology used in descriptive and applied linguistics, historical linguistics, and geolinguistics. Prerequisite or concurrent enrollment: 50-510.

50-520 Juvenile Literature

Designed to give teachers full acquaintance with books written for children from preschool through the upper elementary grades. Planned to parallel the psychological development of the child, the course begins with simple, realistic material; continues with folk tales, historical, sociological, and biographical literature as the child's interests widen and understandings develop.

50-521 Representative American Writers

Assignments in this course are drawn from the writing of authors such as Irving, Hawthorne, Emerson, Whitman, Mark Twain, Sandburg and others who have made significant contributions to our national literature and thought. A variant focuses on the literature of American minorities:

50-521A Representative American Writers/Minority

50-521B Representative American Writers/Science Fiction

50-541 Creative Dramatics in the Classroom

The use of the dramatic in classroom teaching includes demonstrations with children and with the class in playing out ideas, experiences and stories. The study of the philosophy, techniques, and materials of creative dramatics, as well as a comparative study of informal play-making and formal children's theater.

50-542 Dramatic Arts in the Elementary School

A study of the various dramatic activities in the elementary school. The basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included.

50-580 Workshop/Language Arts

Offerings include: Workshop/Language Arts/Writing Skills (50-580A); Workshop/Language Arts/Instructional Approaches (50-580B); Workshop/Language Arts/Program Management (50-580C); Workshop/Language Arts/Curriculum Materials (50-580D); Workshop/Language Arts/Contemporary Issues in Language Arts (50-580E).

60-501 Methods and Materials for Teaching Social Studies in the Elementary School

Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and their application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching.

60-502 Trends in Teaching Social Studies

An advanced course providing an analysis of trends in the social studies curriculum of the elementary school with special reference to selection of content, grade placement of concepts and activities, methods of teaching and use of community resources. The course is designed primarily for in-service elementary teachers.

60-503 Methods and Materials for Teaching about Minority Groups

Designed to acquaint teachers with the techniques and materials for teaching about and working with various racial, ethnic and socio-economic groups in the U.S.

60-510 Backgrounds for World Understanding

Develops an understanding of the relations of nations and peoples in the modern world, of the tensions which tend to keep them apart, the factors which make cooperation desirable, and the practical efforts being made to further more widespread understanding and cooperation.

60-511 Concepts in Social Science

An exploration and critical examination of key concepts and generalizations in the social science disciplines with special emphasis on those that are found in social studies curricula. Separate sections are available to make concepts in economics (60-511A) and anthropology (60-511B) more meaningful and useful to elementary teachers.

60-511A Concepts in Social Science/Economics

Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers.

60-511B Concepts in Social Science/Anthropology

Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the U.S. and around the world. Practice in using and adapting for the classroom the research tools of anthropology.

60-512 Area Study

Provides an understanding of the peoples of a particular cultural region, noting social, political, economic, religious and esthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy. Specific emphasis on: Asia (60-512A); Africa (60-512B); Central and South America (60-512C); Europe (60-512D); and Mexico and the Caribbean (60-512E).

60-513 American Political Organization and Development (U.S. - Illinois History and Constitutions)

Provides the elementary teacher with a study of the functions of national, state, and local government in the United States and in Illinois. Recent developments in the distribution of powers, the distinctive character of American party politics and relations of government to the teacher as citizen are stressed. Familiarity with the form and substance of federal and Illinois constitutions is required.

60-514 The Metropolitan Community

Study of the dominant form of present-day community life and of the process of urbanization as it affects the growth and character of specific communities and results in the problems of secondary contacts, impersonal relationships, multiplication of groups and institutions, decrease in effective social control, and increase in complex interdependence.

60-518 American Historiography

An analysis of historians' interpretations of significant themes, movements, and crises in the American experience. Among those considered are puritanism, the revolution, the Constitution, the frontier, slavery, the Civil War and reconstruction, the depression and New Deal, and reform movements.

60-519 American Intellectual History

Analysis of the nature of American thought emphasizing America's place in Western thought with its distinctive American points of view. Topics considered include: the puritan mind; the enlightenment; the ante-bellum mind; Darwinism; pragmatism, the religious perspectives; liberalism and educational thought.

60-520 Self-Concept and Society

Social psychology from a sociological perspective. A study of the relation of the individual to his social environment with special attention to the theories of symbolic interactionism including the process of the development, maintenance and enhancement of the self as reflected in current research and writing in self-concept theory.

60-521 Comparative Government

A study of politics and government from a comparative basis featuring contrasting political systems. Theories of political structures, functions, cultures, stability and change will be analyzed. When feasible the course will be offered in the countries studied.

60-531 The Minority Experience in the United States

An examination of the history of inter-group relations in the U.S. with the problems of dominance, segregation, resistance to assimilation, melting pot and pluralism. The myth and reality of equality and justice.

60-540 Consumer Economics

Applies economic principles to practical decision-making and personal financial management. Serves as a foundation for teaching consumer education.

60-541 Economic Issues in Global Perspective

Examines current economic problems; compares ideologies; and analyzes energy, environment, food population, and economic development in a world context.

60-543 Curriculum for Consumer Education

Assists the student in selecting appropriate topics, materials and activities for implementation of a consumer education program for the K-9 classroom.

60-544 Classroom Activities/Economic Education/Community Resources

A study of the market system as a means of allocating resources. First-hand experience with corporate enterprise through tour conferences. Development of activities for the elementary and middle school classroom.

60-580A Workshop/Social Science Education/Simulations and Gaming

The course focuses on the role of games and simulations in the teaching of the social sciences. Students will participate in the playing of representative commercially prepared games and simulations. Students will be expected to personally develop a simulation or game appropriate to their teaching level.

60-580B Workshop/Social Science Education/Other Cultures**60-581 Workshop/Consumer Education/Classroom Activities**

Concepts and activities for the elementary classroom, emphasizing the market economy and the individual as producer, consumer and citizen.

**60-591A Field Study/Social Science Education/Mexico/
Mayan Culture**

On-site study of selected aspects of Mexican and Mayan culture with an emphasis on the implications of such knowledge for the school curriculum.

60-594 Independent Study/Social Science**70-500A Comparative Arts/Renaissance, Baroque, Neo-Classical**

The interrelationship between music and the various art forms of painting, literature, architecture, sculpture, and drama. Focuses on the Renaissance, Baroque and Neo-Classical periods. A second section focuses on the nineteenth and twentieth centuries.

70-500B Comparative Arts/19th and 20th Centuries**70-501A Comparative Arts Tour/Europe**

Through a guided lecture tour, various art forms of music, painting, architecture, sculpture, literature and drama are studied in relation to their various environments, historical backgrounds, cultural and esthetic influences. Significant drama and music festivals, art treasures, architectural and artistic points of interest will be studied. Summer term only.

70-502 Humanities in the Elementary School

Designed for elementary and middle school teachers. The place and function of the humanities in elementary education. Instructional approaches for enriching classroom instruction in esthetic and humanities education. Uses of art, architecture, music, drama, dance, literature, poetry, history and philosophy as resource areas.

70-580 Workshop/Humanities

Offerings include: Workshop/Humanities/Classroom Activities/Creative Arts (70-850A); Workshop/Humanities/Museum Studies (70-580B).

90-500 Media/Communications Strategies

An introduction to communication theory processes and systems, including a survey of studies in perception, learning, and creativity. An examination of human behavior will help to clarify theories of human interaction as they relate to the classroom. Anyone interested in improving his understanding of inter-personal communication processes as they may relate to the classroom environment will benefit from this course.

**90-501 Historical and Theoretical Foundations of Library
and Instructional Media**

An investigation of historical and theoretical perspectives as a basis for the philosophical and educational principles involved in the further development of library/media services. Decision-making processes will be applied to simulated situations to help formulate effective patterns of utilization of the library/media center resources in the classroom.

90-510 Selection of Learning Materials

A critical survey of books, films, and other media, including an analysis of the techniques and issues pertaining to the selection of quality materials for children. Emphasis will be placed upon the role of the library/media specialist as educational

leader through knowledge of appropriate criteria and tools for selection; procedures in building, maintaining and weeding collections; principles of intellectual freedom; and the problems of censorship.

90-511 Organization of Library and Media Collections

Administrative principles, techniques, and problems relating to the acquisition, cataloging, and processing of library and media materials; current trends in cooperative, centralized, and computerized systems.

90-512 Instructional Strategies for Learning Centers

Principles of effective selection, implementation, and management of child-centered activities, projects and lessons is the primary focus. Emphasis also placed on instructional theories and strategies and inter-relatedness of the school curriculum, faculty and learning center.

90-513 Reference and Information Services

A study of the actual and potential information requirements of children, parents, teachers, and administrators; print and other sources of information; methods of developing reliance as well as independence in the individual's use of the total library; and media resources for recognizing and meeting the need for information.

90-514 Organizing Audio-Visual Materials

Focuses on the special problems of cataloging and processing audio-visual library materials. An extension of 90-511. Prerequisite: 90-511, or consent of instructor. Student must have prior knowledge of use of the *Sears List of Subject Headings and the Dewey Decimal Classification and Relative Index*.

90-516 Library and Instructional Media for Classroom Teachers.

An investigation of historical and theoretical perspectives as a basis for the philosophical and educational principles involved in the further development of library/media services. Decision-making processes will be applied to simulated situations to help formulate effective patterns of utilization of the library/media center resources in the classroom. (This course does **not** apply toward certification. It is intended **only** for those who wish a survey of the field.)

90-520 History of Children's Literature

A critical survey of children's books in English from the Anglo-Saxon period to the present; outstanding individual works, significant authors, illustrators and publishers are considered; independent study in areas of individual interest. Prerequisite learnings: while none are required, some previous knowledge of children's books will be assumed.

90-521 Storytelling

Using the art of storytelling to develop children's interest in literature. Story sources and program planning. Storytelling practice; use of puppets, music and other aids. Special programs for children with learning disabilities or physical handicaps. Prerequisite learnings: some familiarity with techniques for handling groups of children and with children's literature desirable.

90-530 Instructional Technology/Equipment & Applications

A laboratory approach is used to emphasize and develop sound principles of selection, utilization and evaluation of the wide range of instructional tools available to schools. Areas of concentration will include still and motion picture projection systems, audio recording, playback and amplification equipment, photographic and duplicating devices, television, microfilm, library equipment and computer-based retrieval systems, and basic maintenance and organizational skills.

90-531 Design and Preparation of Instructional Materials

A laboratory approach is used to develop skills in design and production of instructional materials. Experiences with lettering, illustrating, mounting and laminating, photography, audio/video recording and duplicating will be applied to the principles of instructional design to produce learning and/or teaching materials.

90-532 Instructional Photography

Practical experience in the theory and application of visual literacy. Basic principles of black and white and color photography are applied to personal enjoyment and to the design and development of instructional materials. This laboratory course will assist even the novice in creating effective photographs, slides, and filmstrips. Prerequisite learnings: although not required, those students possessing a basic understanding of the principles of design will be able to achieve greater depth and perception into photographic composition.

90-533 Instructional Design

Each student will develop a complete instructional module to demonstrate sound principles of instructional design. Consideration will be given to the content, instructional strategy, time elements, study programs, and media components of each module developed. The laboratory setting provides for professional assistance and the appropriate tools and materials to develop high quality prototype learning materials.

90-542 Instructional Television Production and Utilization

Provides a fundamental knowledge of television as a communications medium and an understanding of the problems and advantages of its use as an educational tool. Laboratory experience in the operation of television equipment and the opportunity to plan and participate in experimental television teaching projects.

90-542A Instructional Television Production and Utilization/Advanced

Laboratory experience will be provided in the production of a television program utilizing advanced television skills in such areas as: orientation, script development, production and shooting schedules, electronic editing, evaluation, and review. To demonstrate increased competence the student will develop advanced television production techniques. Prerequisite: 90-542, its equivalent, or consent of the instructor.

90-544 The Creative Response to the Short Film

Seeks to introduce teachers to the techniques of presenting the short film to a class and of eliciting verbal and nonverbal responses at the intellectual and the affective level. This course utilizes intensive film viewing and discussion to develop the theoretical base from which the film medium can be directly and practically applied in the classroom.

90-545 8 MM Film Production

An examination of the motion picture medium utilizing 8mm film. Students will learn film techniques directly applicable to the classroom through practical experiences in filmmaking. Appropriate use of the camera and lens, film stock, lighting, sound and film editing, and filming techniques such as animation will be combined to create original films.

90-546 Value Clarification Through Media

Seeks to introduce teachers to selected value clarification theories and appropriate techniques. Participants will apply value theory and techniques to films, television and simulation games.

90-575 Administering Library and Media Programs

Study of organizational patterns and procedures for instructional media programs. Emphasis is placed on organization, management and control of personnel, facilities, and finances.

90-581 Workshop/Library and Instructional Media**90-590 Internship/Library Science and Instructional Media**

Each intern has the opportunity to develop a broad base of on-the-job experience in a school library/media center, working closely with district certified professional staff and the college supervisor. The intern assumes such responsibilities as seem appropriate to mastering the many aspects of center management and functions at the professional level with the district counterpart. *Students must make arrangements with their faculty advisor for the internship one quarter before registering for the internship credit.* Varied credit, 4-6 semester hours.

90-591 Field Study/Library/Media Center Operations

An examination of the principles of planning appropriate educational environments to accommodate the various learning patterns being used in schools. Emphasis is on flexibility and design of the library/media center and classroom to provide effective facilities for independent learning, small and large group instruction, and interaction learning. Opportunities will be provided to visit innovative school programs and to meet with individuals involved in the development of school facilities.

90-592 Practicum/Library and Instructional Media

For graduates who have worked in a library/media center. Provides broader contact with staffing practices and professional involvement while pursuing graduate study. The character of the assignment varies with the person, with a possible range from classroom teaching to working with a highly qualified library/media specialist. *Students must make arrangements with their faculty advisor for the practicum one quarter before registering for the practicum credit.* Varied credit, 4-6 semester hours.

90-593 Seminar/Library and Instructional Media

Research and analysis in current issues and problems in school library and media services and administration. (Required of M.Ed. and M.S.Ed. students. To be taken at the conclusion of the degree sequence.)

90-594 Independent Study/Library and Instructional Media**90-599 Thesis**

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Marvin English, Educational Foundations and Research B.M., M.S., Ph.D., University of Wisconsin	Donna Ogle, Director of Reading Center B.A., Macalester College; M.Ed., University of Virginia; Ed.D., Oklahoma State University
Mary Alice Freeman, Director of Special Education B.M.Ed., M.M., Northwestern University School of Music; M.Ed., National College of Education; Ph.D., Northwestern University	Jan Perney, Educational Research and Evaluation B.A., Washburn University; M.S. Ed., Ed.D., Indiana University
Phyllis F. Geren, Director of Clinical Experiences B.A., National College of Education; M.A., Northeastern University; Ph.D., Cornell University	J. Edward Sturch, Dean, School of Continuing Studies B.A., M.A., North Texas State University; M.Ed., Loyola University of Chicago; Ed.D., Marquette University
Daniel Howard, Educational Psychology B.A., M.A., Ph.D., University of Chicago	Paul Trafton, Director of Instructional Strategies, Mathematic Education B.S., Wheaton College; M.S.E., Northern Illinois University; Ph.D., University of Michigan
Jerry A. Jenkins, Director of West Suburban Campus B.S., M.S., Ph.D., Indiana State University	Ronald Warwick, Director of Administration and Supervision B.S., M.Ed., Loyola University; Ed.D., Indiana University

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