

1994

## Northeastern Illinois University, 1994-1995

Northeastern Illinois University

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## **NORTHEASTERN ILLINOIS UNIVERSITY 1994-95**

**5500 N. ST. LOUIS  
CHICAGO, ILLINOIS 60625**

**Telephone: 312 1 583-4050  
FAX: 312 1 794-6243**

### **OFFICERS OF THE UNIVERSITY**

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Donn H. Bichsel, Vice President for Development and Public Affairs  
Melvin C. Terrell, Vice President for Student Affairs  
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One Non-Voting Student from Each Institution

This issue of the Northeastern Illinois University Catalog is for the academic period 1994-1995.

Provisions of this catalog are not to be regarded as irrevocable contractual commitments between Northeastern Illinois University and the student. The university reserves the right to change any provisions or requirements contained herein at any time within the student's term of residence.

Northeastern Illinois University subscribes to the principles of equal opportunity and affirmative action and does not discriminate against any individual on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

## GENERAL INFORMATION

### Mission Statement

Northeastern Illinois University is dedicated to both excellence and access. The most important facets of the University's mission are to offer high quality undergraduate and graduate programs to a broad spectrum of students and to foster student growth and development. To these ends, the University attaches primary importance to excellence in teaching. Since program quality is enhanced by professional activities beyond the classroom on the part of the faculty, emphasis is also given to pure and applied research and to academic and public service.

Unique to Northeastern's mission are the two distinctive features of diversity and community partnerships. Because of its location in the Chicago metropolitan area, the University serves a population which is diverse in age, culture, language and race. This diversity, a major asset, means that the academic programs utilize a variety of perspectives to enrich the teaching and learning experience and to prepare students for the multiculturalism which characterizes our society. The University's location also provides students and faculty with many opportunities to integrate field-based learning, research, and service with classroom instruction.

Northeastern Illinois University preserves the finest traditions of university education, augmented by active involvement in the metropolitan area, on behalf of the residents of Illinois.

### THE UNIVERSITY

Northeastern Illinois University is a fully accredited public university serving the Chicago metropolitan area. Total graduate and undergraduate enrollment is approximately 10,000.

In addition to offering traditional programs in the arts, sciences, business, and education, Northeastern has a strong commitment to innovative, non-traditional education and has been a leader in the development of special programs for adult learners.

Northeastern is one of five senior institutions of higher education under the direction of the Board of Governors.

### ACCREDITATION

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

### FACULTY

Northeastern employs approximately 315 full-time and 160 part-time faculty who are committed to excellence in teaching. Their varied academic backgrounds and professional accomplishments provide students with many learning opportunities.

### HISTORY OF THE UNIVERSITY

Northeastern Illinois University traces its origin to the beginnings of teacher training in Illinois. Founded in 1867 in Englewood as the Cook County Normal School, the institution has evolved into the comprehensive university that it is today. Its campus at 5500 N. St. Louis Avenue opened in 1961.

In 1961, total enrollment was 1,348 students pursuing the bachelor of arts or bachelor of science degrees although the major concentration was primarily in education. Throughout the 1960's, enrollment increased, programs were expanded, and the institution's mission broadened. In 1971, with a total enrollment of approximately 7,000, the college became Northeastern Illinois University.

Since 1970 there has been rapid growth at Northeastern. New construction includes a science building, a four story classroom building, a new building to house the physical plant, a centrally located Commuter Center (student union), several new parking lots, and a modern, comfortable four story library which contains approximately 580,000 volumes.

In 1988 a new Physical Education Complex was added to house a full complement of instructional programs, an olympic caliber swimming pool, and facilities to conduct multifaceted recreation and intramural activity as well as NCAA Division I intercollegiate athletic programming. The old Physical Education facility will soon be remodeled to provide state of the art facilities for Music, Fine Arts and Speech and Performing Arts, and is expected to be completed in 1995 or 1996.

The 67-acre and its location in the center of an attractive residential neighborhood, eight miles northwest of downtown Chicago, twenty minutes from O'Hare Airport, convenient to expressways and public transportation, makes Northeastern an ideal campus for commuter students.

**ORGANIZATION OF THE UNIVERSITY** The President of the University is accountable to the Chancellor and the Trustees of the Board of Governors for the administration of the institution and has full power and responsibilities within the framework of board policies for the organization, management, direction, and supervision of the university.

The President is assisted by the Provost (Academic Affairs) and three vice-presidents (Administrative Affairs, Development and Public Affairs, and Student Affairs).

Under separate constitutions, faculty and students participate in the governance of the university through the Faculty Senate, Student Government, and by membership on various standing and ad hoc committees that consider and recommend policies and procedures to the president.

### **AFFIRMATIVE ACTION**

The Affirmative Action Office, Room C-219, focuses on issues relating to diversity. It is responsible for addressing student and employee concerns relating to harassment and discrimination on the basis of age, color, disability, national origin, race, religion, gender, sexual orientation, or veteran status.

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against students or employees on the basis of disability. In addition, the University provides reasonable accommodations for students and employees with disabilities. Students seeking reasonable accommodations in the classroom should contact the Handicap Educational Liaison Program, B-110 (583-4050, ext. 3135; TDD (794-6140), Persons seeking handicapped parking permits should contact the Health Service (583-4050, ext. 3454). Employees seeking reasonable accommodations in the workplace, persons with concerns about discrimination on the basis of disability, and persons with any questions about the Americans with Disabilities Act of 1990 should contact the Affirmative Action Office. The University President has designated the Affirmative Action Officer to receive grievances and coordinate compliance activities under the Americans with Disabilities Act.

### **ACADEMIC AFFAIRS**

The Office of Academic Affairs is responsible for instruction, academic programs and academic support services. Academic programs are offered through the College of Arts and Sciences, College of Education, College of Business and Management and the Graduate College. Instructional support services are provided by the Library, University Media Services, Admissions and Records, Academic Computing, and the Office of Academic Development.

In addition, the office of Academic Affairs is administratively responsible for the Center for Inner City Studies.

### **ADMINISTRATIVE AFFAIRS**

The Office of Administrative Affairs and its department provide support and service to the academic departments and to the entire university community. Responsibilities of this office include direction of the Bookstore, Budget and Finance, Child Care Center, Commuter Center, Facilities Management, Food Services, Institutional Studies and Planning, Personnel, Public Safety, University Computer Services, University Events, as well as administrative review/management of Internal Audit activities.

### **DEVELOPMENT AND PUBLIC AFFAIRS**

The Development and Public Affairs Office provides the University with the following services through the departments of Alumni, Development, Sponsored Programs, University Relations, and Photo/Design/Graphics.

Assistance to all units in their efforts to obtain additional funding beyond that provided by the state for teaching, public service and research programs.

Dissemination of information to internal and external publics about Northeastern's programs, activities, policies and accomplishments.

Coordination and design of University publications, and community and legislative relations.

Liaison between graduates and the university to provide programs and services for alumni.

Activities of the Northeastern Illinois University Foundation are also coordinated by this area.

### **STUDENT AFFAIRS**

The Division of Student Affairs is committed to fostering the personal growth and development of Northeastern Illinois University students. Through a strong co-curriculum and extensive student support services, the Student Affairs Division places particular emphasis on helping students develop leadership skills, interpersonal skills, and decision-making and problem-solving skills. Additionally, the Student Affairs staff provides a comprehensive array of programs and services to facilitate the physical, emotional, social, occupational, intellectual, and spiritual well-being of students.

Students are encouraged to become familiar with the wide range of opportunities available and to complement their academic experiences through active participation in the programs offered through the following Student Affairs offices:

- Counseling
- Dean of Students
- Financial Aid
- Health Service-Student Health insurance
- Placement
- Returning Adult Services
- Student Activities
- Student Employment
- Women's Services

### **DEAN OF STUDENTS**

The Office of the Dean of Students is responsible for a wide variety of programs and services designed to (1) foster student development; (2) facilitate a successful transition for entering students; and (3) establish a campus climate where diversity is encouraged and students learn to respect differences, exercise leadership, and take responsibility for their actions.

#### **Programs and services of the Dean's Office include:**

- Alcohol and Substance Abuse Prevention
- Board of Governors Universities Minority Internship Program
- Coordination of Student Due Process and Judicial Affairs
- Minority Student Mentoring Program
- National Student Exchange Program
- New Student Orientation
- New Student Week
- Orientation Student Leader Training
- Student Research and Needs Assessment
- Student Survival Kit
- Student Volunteer Corps Program

In addition, the Dean of Students Office serves as a "universal starting point" for students who need assistance in exploring and addressing their concerns, complaints, suggestions, and grievances.

**COUNSELING OFFICE**

The Counseling Office is staffed by professional counselors with various backgrounds, and offers counseling services and counseling-related programs to all Northeastern students, faculty, and staff members. Because University commuter students often have to balance the different responsibilities of school, work and home, they may face heavy and sometimes conflicting demands on time and resources. The counseling staff can help in the often difficult task of sorting out these demands. Career counseling is available in individual sessions, in group workshops, and in a credit course to help students assess their career interests and values and put this information to use when choosing an academic major or career direction. Personal counseling is private, confidential assistance to help students understand their feelings and personal problems, overcome stress, or find better ways of handling interpersonal relationships. Academic counseling provides information about University policies and answers to general questions. Additionally, the office provides addiction counseling services and conflict resolution to all students and staff. If the office cannot provide the appropriate assistance, counselors can make referrals to on- or off-campus resources.

Students may obtain a "walk-in" consultation or make an appointment to see a specific counselor during both daytime and selected evening hours. Counselors may arrange individual, group, or couples-based sessions, depending on the nature of the need and the current range of on-going services. Counselors may use various testing and assessment instruments to provide information and help students learn more about themselves. These instruments can include career and personality inventories, as well as a computer-based career guidance system.

The Counseling Office is located in B-115 (B-Wing) and can be reached by telephone at 794-6269 or at the campus extension 6269.



## OFFICE OF FINANCIAL AID

Northeastern Illinois University makes every effort to extend financial assistance to qualified students in need of funds to complete their education. The office of Financial Aid, located in D-201, (at extension 3560) offers assistance in meeting these expenses through loans, grants, scholarships, and student employment programs. Basic information about aid sources most commonly available to Northeastern students is listed below. Please refer to the Financial Aid Facts brochure for more detailed information.

### How To Apply For Financial Aid

To be considered for financial aid, students must apply each year by completing the Free Application for Federal Student Aid for complete processing.

PROGRAMS ELIGIBILITY PROGRAM	DESCRIPTION OF CONTACT	OFFICE TO	REPAYMENT
<b>Illinois Monetary Award (ISAC)</b>	(Undergraduate) Must be resident of Illinois and enroll for at least six credit hours. Based on need only. Must be enrolled in a degree program. Expires after ten (10) terms of use.	Applies to tuition and fees only. Must apply annually	No repayment obligation High school guidance departments or Northeastern's Office of Financial Aid or ISAC 1755 Lake Cook Rd., Deerfield, IL 60015-5209. (708) 948-8550.
<b>Special Teacher Education Scholarship for High School Graduates and for Certified Teachers</b>	(undergraduate and graduate) Limited availability to students expressing intent to take courses in preparation for teaching special education, No need analysis required.	Maximum: four years. Pays tuition and activity fees	Repayment to state is necessary if teaching career not pursued High school guidance departments. Department of Special Education, or Cook County Superintendent's office.
<b>Merit Recognition Scholarship (ISAC)</b>	Students must be in the top 5% of their high school class for the 7th and 8th semesters. Eligible students will be sent an application in the summer after high school graduation.	\$1,000 award for freshman year	No repayment obligation ISAC 1755 Lake Cook Rd., Deerfield, IL 60015-5209. (708) 948-8550.
<b>Illinois General Assembly Scholarship</b>	Financial need usually not a factor	Each member of the Illinois General Assembly is authorized to award the equivalent of two, 4-year scholarships annually to his/her constituents.	No repayment obligation State Senator or Representative.
<b>Federal Pell Grant</b>	undergraduate) Must (show need. Must be a U.S. citizen or permanent resident intend to become a permanent resident, Must be enrolled in a degree program.	Applies to tuition & fees plus other educational expenses 1994-95: \$2300 max per year \$1150 max per term	No repayment obligation Northeastern's Office of Financial Aid, or high school guidance offices, post offices, libraries, etc.

Must apply annually.

<b>Federal Supplemental Educational Opportunity Grant</b>	(undergraduate) Limited availability. Must show exceptional need. Must be enrolled in a degree program	Program is considered a source of grant funds to supplement other federal aid programs such as the Federal Pell grant described immediately above if the student continues to show need.	No repayment obligation	Northeastern's Office of Financial Aid.
<b>Graduate Need Based Tuition Waiver</b>	(graduate) Must show need. Must be enrolled for nine credit hours.	Pays tuition only	No repayment obligation	Northeastern's Office of Financial Aid.
<b>Graduate Merit Tuition Waiver</b>	(graduate) Must be in graduate program	Pays tuition only	No repayment obligation	Northeastern's Graduate College and individual departments.
<b>NEIU Talent Scholarship (Art, Music, Athletic, etc.)</b>	(undergraduate) Limited availability. Two letters of recommendation from persons qualified to evaluate talent. Approval of Northeastern Talent Committee. No needs analysis required.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation	Individual Departments.
<b>Teachers of Secondary Science or Math</b>	Certified Teacher who wishes to prepare for teaching secondary math or science, Full or part-time.	Pays tuition	Repayment to State is necessary if teaching math or science not pursued,	Northeastern's Office of Financial Aid.
<b>Cooperating Teacher Certificate</b>	Current teachers who have supervised a Northeastern student teacher in a classroom setting arranged through Office of Clinical Experiences & Student Teaching.	For each student teacher supervised the cooperating teacher will be waived tuition for one 3 credit hour class	No repayment obligation	Northeastern Office of Clinical Experiences & Student Teaching, Extension 5145.
<b>Scholarship for Children of Deceased Faculty/Staff</b>	(undergraduate)	Covers tuition and fees	No repayment obligation.	Northeastern's Office of Financial Aid.
<b>Bureau of Indian Affairs</b>	(undergraduate and graduate) Must be a native American and show financial need.	\$500 to \$1,500 or more, depending upon monies available to the bureau.	No repayment obligation	Directly from student's tribal office
<b>Dependents of POW's and MIA's Scholarship</b>	(undergraduate and graduate) Students who are dependents (spouse and/or	Covers tuition and fees	No repayment obligation	Illinois Office of Veterans Affairs, Springfield. Illinois

	children) of Illinois residents, officially declared prisoners of war, missing-in-action, killed, or 100 percent disabled since 1, 1960.				
<b>ROTC Scholarship</b>	(undergraduate and graduate) Based on merit	Covers tuition up to four years	No		U.S- Army ROTC: University of Ill. (Chicago) (312) 996-3451; U.S Air Force ROTC: Illinois Institute of Technology (312)567-3525.
<b>Private Scholarships</b>	(undergraduate and graduate) Need, merit, ethnic group, religious group, etc	The amounts vary according to the award	No repayment obligation		Various outside sources such as: Pullman Foundation, Ford Foundation. Refer to NEIU Financial Aid Office.
<b>Student Aide Employment</b>	(undergraduate and graduate students)	All enrolled students are eligible to apply for part-time on campus employment	Not applicable		Northeastern's Office of Student Employment {D-024}.
<b>Federal Work Study Employment</b>	(undergraduate and graduate) Enrolled full or half- time. Eligibility of students is determined by approved needs-analysis methods Must be enrolled in a degree program	Federally funded on- or-off- campus employment. Off-campus employment is arranged through the Office of Student Employment with public and/or private not-for-profit agencies operating in the public interest.	Not applicable		Northeastern's Office of Student Employment (D-024),
<b>FEDERAL PERKINS LOAN (NDSL)</b>	(undergraduate and graduate) Enrolled full or part-time. Must be enrolled in a degree program Must show need	Maximum \$4500 graduate) Enrolled two years: \$9000 an undergraduate	Long-term aggregate first two		Northeastern's repayment Aid.
<b>Federal Family Educational Loans Stafford (Subsidized &amp; Unsubsidized) PLUS</b>	(undergraduate and graduate) Enrolled full or part-time, Must be citizen or permanent resident of the United States and resident of the state of Illinois.	Maximum per academic level: Fresh: \$2625; Soph: \$3500; Jr - Sr: \$5500; Grad: \$7500	Long-term repayment (no cancellation privilege for teachers) eight (8) percent interest		Northeastern's Office of Financial Aid.
<b>Emergency Loan Fund (Northeastern) Office.</b>	(undergraduate and graduate) -no need and a	Maximum \$100	Thirty- day repayment		Northeastern's Office of Financial interest. Aid or Loan
			Fifty cent		

	validated bill for the current charge term.		service	
<b>Illinois Veterans Grant (ISAC)</b>	(undergraduate and graduate) Veterans must complete appropriate application form and furnish one copy of their official separation form (DD-214) which demonstrates: 1) Illinois residency until at least six months prior to induction; 2) served on active duty in the Armed Forces for at least one year at any time since 1940; and 3) returned to Illinois within six months after discharge.	Payment of tuition and some fees for an equivalent of four years of enrollment at any state university or Illinois public community college.	Not applicable	Northeastern's Office of Financial Aid or ISAC 1755 Lake Cook Rd., Deerfield. IL 60015-5209 (708) 948-8550.
<b>Illinois National Guard/Naval Militia (ISAC)</b>	(undergraduate and graduate) Enlisted member who has served at least one year in the Illinois National Guard or Naval Militia.	Payment of tuition and fees at any state school. Students may enroll full or part-time	Not applicable	Contact the Illinois Army National Guard Information
<b>Board of Governors Universities Annual Application for 50% Undergraduate Tuition Waiver for Child of 7-Year BGU Employee</b>	(undergraduate) Natural, adopted, foster or step-child of a current Board of Governors employee who has been employed for at least 7 years by the BGU. Student has to be under the age of 25 at the commencement of the academic year the award is granted.	Cover 50% of undergraduate tuition charges	No repayment obligation	Admissions and Records, Financial Aid, Personnel Office
<b>Illinois Consortium for Educational Opportunity Program</b>	(Graduate) Black, Hispanic, Native American, or Asian-American, or Asian-American who have been accepted to a graduate program at Northeastern Illinois University. Illinois Residence and U.S. citizenship required.	Provides partial and full educational stipend for students pursuing degree objectives leading to teaching or administrative position in post-secondary education	No repayment necessary if recipient fulfills teaching administrative obligations	Northeastern's Office of Financial Aid or Graduate College.
<b>Minority Teachers of Illinois Scholarship</b>	Undergraduate minority students (Black, Hispanic, Asian or Native	Maximum \$5000 per year	No repayment necessary if recipient	Northeastern Office of Financial Aid or ISAC 1755 Lake Cook Rd

<b>Program (ISAC)</b>	American) who have not received a baccalaureate degree. Enrolled or Program. Have a cumulative grade point average of 2.50 on a 4.00 scale.	fulfills teaching commitment 5209 (one year for each year of assistance) Deerfield, IL 60015-5209 (708) 948-8550,
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Students who submit the Free Application for Federal Student Aid (FAFSA) for processing no later than February 28, (to the address on the application envelope) and present a Student Aid Report (document received 3 to 4 weeks after FAFSA is submitted) to the Office of Financial Aid by April 1, will receive priority consideration,

**NOTE:** Applicants and their parents should be prepared to furnish any information verifying data on the application. This may include tax returns for the previous year and, in some cases, applicants' tax returns dating to 1992. Students who have completed their financial aid files before April 1 will receive priority consideration for campus-based financial aid (Federal Work Study, Supplemental Educational Opportunity Grant, Perkins Loan) if they qualify.

This priority date applies to all students requesting aid for the Fall, Spring and Summer terms or any combination thereof. Awards may be made after the priority date if monies are still available. Federal Pell Grant, Monetary Award Program Grant (ISAC), and Stafford Loan applications are also reviewed in date order. Although the amounts of these awards are not determined by the date priority, early applicants will receive their monies first.

Additional information concerning financial assistance and deadlines can be obtained by contacting the Office of Financial Aid, 794-2900.

NOTE: Two documents of identification, one of which must be the University ID, are required in order to pick up Financial Aid and Emergency Loan checks.

#### **Satisfactory Academic Progress Policy for Financial Aid**

Purpose: Federal regulations require that the University establish an academic progress policy which addresses the minimum academic standards (relative to hours completed and cumulative grade point average attained) that students otherwise eligible for financial aid must meet. Those same regulations also call for the university to develop a maximum time frame in which students must complete their degree. Students who are not in compliance with this policy will be judged ineligible for further financial aid and must petition for the continuation of their financial aid.

**Policy Statement:** Students are required to complete successfully seventy-five percent (75%) of their minimum full-time or part-time enrolled credit hours during the period commencing with Summer session and ending with the last day of Spring semester. In addition, students are also expected to maintain a minimum cumulative grade point average of 2.0 or "C" as an undergraduate after their second year of study. Post-baccalaureates are accountable for a minimum cumulative grade point average of 2.0 or "C" and graduates must maintain a 3.0 or "B". These requirements apply to full-time as well as part-time students for all semesters within an award year. Although students may self-pace their educational objective, they are expected to complete their program of study within a maximum time frame. Following is a table which serves as an example of the time frame for full-time students attending three semesters of each academic year.

Academic Years	1st	2nd	3rd	4th	5th	6th
Number of cumulative semester credit hours completed.						
Bachelor's degrees	24	46	73	98	124	150
Master's degrees	22	45	54 *			

\* 9 hours one semester in the third year.

The time frame for part-time students is pro-rated beyond six years for undergraduates and beyond two and a half years for graduates. For example, a half-time student will be allowed twelve years to complete an undergraduate degree and five years to complete a graduate degree.

**Tuition Waivers/Awards for Graduate Students**

The Graduate College gives a limited number of Graduate Merit Tuition Awards to qualified students in good academic standing upon the recommendation of the Graduate Advisor/Coordinator of the program of study. Students must apply to the respective departments for consideration for a part-time or a full-time award. To be eligible for a Graduate Merit Tuition Award, candidates must have a bachelor's degree from an accredited college or university, must have full admission into the graduate program and must be enrolled in a minimum of three credit hours each term.

The Office of Financial Aid administers tuition waivers/awards for graduate students who demonstrate financial need. Students who receive need-based awards must maintain full-time enrollment.

Students should contact the Office of Financial Aid for up-to date policy information on need-based awards and the Graduate College for Graduate Merit Tuition Awards.

## OTHER SERVICES

### HEALTH SERVICE

The Health Service Office provides for the emergency needs of the university community consisting of students, faculty, staff and visitors. Health Services is located at G-138, west of the bookstore. Registered nurses are on duty 8 a. m. - 7 p.m. Monday, Tuesday and Wednesday and 8 a.m. - 4 p.m. Thursday and Friday.

The Student Health Service Fee provides students with other services, tests and literature throughout the academic year.

### Student Health Insurance

All full-time undergraduates are automatically covered by Student Health Insurance, and the semester cost is included in their fees. Students who have equal or better health insurance may cancel the insurance fee by completing a waiver form which accompanies the tuition bill and submitting it according to the directions.

Part-time students, graduate students, and students wishing to insure their dependents may apply for this coverage by completing an application form in Health Service (G- 138, west of the bookstore), extension 3453.

In the event illness or injury necessitates filing a claim, claim forms also are available in the Health Service Office.

Insurance cards may be picked up in Health Service.

### PLACEMENT OFFICE

The Placement Office assists Northeastern students in developing appropriate career options, by referring undergraduates (typically, late sophomores and juniors) to internship and co-operative education opportunities. The office encourages students to explore careers in real-world settings. The office also prepares soon-to-graduate seniors and graduate students for appropriate job placement. Placement Office professionals assist students in selecting and using the outstanding resources available in the Placement Office Library housed in B-117. These resources include instructional videos, books, magazines, and timely articles. Placement Office staff may be reached at extension 3119.

Student job seekers also receive specialized services in resume writing and interview skills workshops, opportunities for on-campus interviews by company/agency recruiters, bi-weekly listings of job openings in the Chicago area and elsewhere, access to Northeastern and Chicago-area job fairs, and continually updated job market reports and salary surveys.

Education majors, during their student teaching semester, are invited to attend seminars on placement opportunities in teaching and receive detailed instructions for establishing professional teacher credential files. All first-semester seniors should register for placement services.

### STUDENT EMPLOYMENT OFFICE

Northeastern students seeking part-time or summer employment, on or off campus, may apply at any time through the Student Employment Office, located downstairs along side the cashier's area in Room D-024, at extension 3527. Approximately 1300 placements are made each year.

Jobs are available to help students meet expenses, gain career-related experience, or both. Certain jobs, such as those provided by the College Work Study Program, are based on need demonstrated through an approved Financial Aid application. Work-Study jobs are posted on the bulletin board in the corridor adjacent to the Student Employment Office.

Other University jobs (Student Aide Program), open to all students who are enrolled at least half time regardless of their financial circumstances, are also posted on the bulletin board adjacent to the Student Employment Office.

Off campus jobs in the private sector (Job Location Program) are also available through the Student Employment Office and are posted on the large bulletin boards north of the entrance to the Office of Admissions.

**STUDENT ACTIVITIES**

The Office of Student Activities provides students and faculty with consultation and assistance in organizational management, leadership training and informal learning experiences. Moreover, the Activities Office provides facilities, organizational assistance, advice and direction to help students plan a well-rounded program of activities for personal growth and enrichment of the student body and campus community. Staff may be reached at extension 3868.

**WOMEN'S SERVICES**

The Office of Women's Services provides guidance, advocacy and referrals to women students, faculty and staff members. Women's Services offers assistance with the unique issues that women may encounter in their academic and personal lives. Further, the office sponsors support groups, workshops, and classes concerning such topics as assertiveness, sexual assault, self-defense, and women's health issues. Sexual harassment complaints should be directed to the Office of Women's Services, extension 3567, and to the Affirmative Action Office. Additionally, New Directions: A Program for Returning Adults, is sponsored by the Women's Services Office. This program helps both male and female students through the initial re-entry period and role transition of returning to college. New Directions offers activities such as orientation sessions, study strategies workshops, and support groups for single parents and returning students.



## ADMISSIONS

### GENERAL INFORMATION

Factors considered in evaluating an applicant for admission to Northeastern include: the high school program of studies, rank in class, standardized test scores, recommendations from high school personnel and previous college work.

### ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

#### CLASSIFICATION AND DEFINITION

##### Freshman

A student currently attending high school or a high school graduate who has never attended a college or university.

or

A student who has satisfactorily passed the G.E.D.

### REQUIREMENTS FOR ADMISSIONS

The applicant must have graduated from a regionally accredited high school or have a passing grade on the G. E. D. ACT or SAT scores are required of all incoming freshmen unless they are 21 years of age or older. Admission is based on high school rank in class, supporting ACT or SAT scores, and high school program of studies. To be admitted, students must rank in the top half of their graduating class, or have a minimum enhanced ACT composite score of 19, or a minimum SAT score of 750, and successful completion of a required program of high school studies.

### HOW TO APPLY FOR ADMISSION

1. Submit application for admission to the Office of Admissions.
2. Arrange to have an official high school or GED transcript from each high school attended and ACT/SAT scores sent directly to the Office of Admissions.
3. If you are currently attending high school, request a copy of your "courses in progress" be sent along with your transcript.
4. If you are a veteran, you must submit a photocopy of your.
5. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

### SUBJECT REQUIREMENTS FOR FRESHMEN (Effective Fall 1993)

In addition to meeting the ACT or class rank requirements for admission, freshman must also have completed the following high school subjects in accordance with the Illinois Board of Higher Education requirements:

- o 4 years of English (emphasizing written and oral communications and literature) 3 years of Social Science (emphasizing history and government)
- o 3 years of Mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming)
- o 3 years of Science (laboratory science)
- o 2 years of foreign language, music, art or vocational education (only one vocational education course accepted)

### PROVISIONAL ADMISSION

First time freshmen and transfer applicants with fewer than 30 hours of credit, who meet all criteria for admission except high school subject requirements, may be admitted on a provisional basis.

**CLASSIFICATION AND DEFINITION****Transfer**

A student who has at some time registered at an institution of higher learning following high school graduation whether or not any college-level work was completed.

**REQUIREMENTS FOR ADMISSIONS**

The applicant must have an overall "C" average in all course work attempted and be in good academic standing at the last school attended full time. Students with less than 30 semester hours of college credit must also meet freshman requirements.

**HOW TO APPLY FOR ADMISSION**

1. Submit application for admission to the Office of Admissions.
2. Arrange to have official transcripts sent directly to the Office of Admissions from all colleges or universities attended.
3. If you have earned less than 30 semester hours of college credit, you must also have an official high school transcript and ACT/SAT scores sent from your high school. ACT/SAT scores are not required if you are over 21 years of age.
4. If you are a veteran, you must submit a photocopy of your.
5. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

**Second Bachelor's Degree**

A student who has earned a bachelor's degree and wishes to earn a second undergraduate degree.

NOTE: Students will receive registration priority after undergraduate students. Tuition and fees will be assessed at the graduate student rate.

Evidence of graduation from a regionally accredited college or university.

1. Submit undergraduate application form.
2. Arrange to have an official transcript sent showing graduation from the college or university which awarded the previous degree.
3. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

**Readmission**

Any former Northeastern undergraduate who has not attended for three consecutive terms must apply for readmission. Students who were dropped for poor scholarship at the time of last attendance must petition the Academic Standards Committee in writing.

NOTE: Undergraduate students who reenter the university after an absence of three or more full terms must meet the requirements of the current catalog.

Good standing at the time of last attendance at Northeastern. Students who have enrolled at other institutions since leaving Northeastern must have an overall "C" average and be in good standing at those institutions,

1. Submit an application for admission.
2. Arrange to have official transcripts sent from any colleges or universities attended since leaving Northeastern.
3. Resident Aliens must submit a photocopy of both sides of their Resident Alien card with each application.

4. International Students must submit a new/updated Northeastern Financial Statement and required supporting documents.

## **CLASSIFICATION AND DEFINITION**

### **International Students**

Students from other countries who carry an F or J visa.

International students are eligible for admission to degree programs only and may not be admitted as students at large. NOTE: Students must complete their files by the published deadline for the term in which the student is applying to insure proper processing of 1-20 forms.

An 1-20 will not be issued until the student has received notification of admission from Northeastern's Office of Admissions. At no time will any student on an F or J visa be eligible for resident tuition assessment.

Students who are out-of-status will not be considered for admission.

## **REQUIREMENTS FOR ADMISSIONS**

You must meet the admission requirements for freshmen or transfer students, whichever is applicable.

You must pass the TOEFL test with a minimum score of 500.

You must file a Northeastern Illinois University Financial Statement that indicates your sponsor has sufficient finances to support you for the duration of your stay in the United States.

attest of English as a Foreign Language.

## **HOW TO APPLY FOR ADMISSION**

1. Submit application for admission to the Office of Admissions.
2. Submit official copies of all educational records. Certified translations must accompany all documents in languages other than English. All transcripts must be evaluated by Educational Credential Evaluators, Inc.
3. Arrange to have official TOEFL scores sent to the Office of Admissions.
4. Submit complete and notarized Northeastern Illinois University Financial Statement. Submit sponsor's bank and/ or employment letter. All financial statements and supporting documents must be in exact U.S. dollar amounts. Bank certification letters must reflect savings or Certificates of Deposit. Checking Accounts are not acceptable.
5. If applicant is currently in the United States a copy of the 1-94 must also be submitted.

NOTE: All of these items are necessary before you can be considered for admission, An 1-20 will not be issued until you have been admitted to the university.

### **Student-at-Large with Degree**

Students with bachelor's or master's degrees who wish to enroll at Northeastern as non-degree candidates. Students who wish to enter the Graduate College must make formal application to the Graduate College. A maximum of nine credit hours taken in this at-large classification may apply toward a master's degree.

Courses are not automatically accepted in a master's program. Such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.

Graduation from a regionally accredited college or university.

NOTE: Students who have graduated from Northeastern are eligible to register as students-at-large and need not submit an application.

1. Submit application for admission to the Office of Admissions.
2. If degree awarded is from a country outside of the United States, official transcripts must be submitted to the Office of Admissions.
3. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

NOTE: If you have previously attended Northeastern Illinois University as an undergraduate student, you must submit proof of your degree to the Office of Admissions.

### **CLASSIFICATION AND DEFINITION**

#### **Student-at-Large Without Degree**

Undergraduate students working toward a baccalaureate degree at another college or university.

NOTE: Students-at-large interested in earning an undergraduate degree at Northeastern must submit an application for admission and meet undergraduate admission requirements. Courses are not automatically accepted in a master's program. Such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.

### **REQUIREMENTS FOR ADMISSIONS**

Graduation from an accredited high school or Satisfactory completion of the G.E.D.

### **HOW TO APPLY FOR ADMISSION**

1. Submit application for admission to the Office of Admissions.
2. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

NOTE: Transcripts are not required. Students-at-large without degree are not eligible for Advance Registration.

### **Veterans**

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

### **APPLICATION PROCESSING**

Applications are processed continuously throughout the year in accordance with published deadlines for each term. Applicants who send all required credentials well in advance of the term for which admission is being sought benefit by receiving earlier notification of admissions decisions.

International students who carry F or J visas must complete their files by the published deadline for the term in which the student is applying in order to ensure re proper processing of the i-20 form.

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

The discovery of omitted previous postsecondary attendance will be cause for dismissal. The student will not be allowed to complete the term when such a discovery is made; neither will any credit earned at be released. An administrative hold will be put on the student's record. Petitions to reenter will be reviewed by the Admissions Committee after a period of no less than one term has elapsed.

Transcripts which are hand carried by students in sealed envelopes will be accepted by the Admissions Office as "unofficial" documents, If within three weeks after the beginning of the term of admission an "official" transcript is not received directly from the other institution further registration will not be permitted.

**ADMISSION THROUGH PETITION**

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

**TRANSFER OF COLLEGE CREDIT**

Beginning with admission to the Fall 1993 semester, students graduating with an approved ICCB (Illinois Community College Board) Model A.A. or A.S. degree will be granted junior standing and will have fulfilled Northeastern Illinois University's General Education requirements.

For admission purposes only, all college level course work at post-secondary institutions previously attended will be considered in the calculation of grade point average. Repeated courses are accepted only once in transfer. In the case where a repeated course is one which the student failed initially, the "F" grade will not be counted in the grade point average. This will apply to one "F" grade per course repeated. Any conflict in identifying repeated courses will be settled by contacting the appropriate academic department if the credentials analyst is unable to determine the matter in question.

Courses from unaccredited or nonaccredited postsecondary institutions are nontransferable. The reference source used to determine whether an institution meets Northeastern Illinois University's accreditation standards is The Official Roster of the Association, published by the North Central Association.

Transfer credit in technical and vocational areas will be accepted if the course work is academic in nature and is designed to transfer into a baccalaureate program at Northeastern. In general, technical and vocational courses are acceptable if comparable programs or areas of study are offered at this university.

Courses from other colleges or universities must have been completed at the appropriate level to be eligible for transfer credit consideration. Developmental and remedial type courses are examples of courses not transferable.

"credit by examination" listed on transcripts must be stated in terms of credits Awarded to be accepted by Northeastern in transfer.

credit for prior learning will not be accepted for transfer credit into Northeastern's traditional programs nor will prior learning credit be counted when students change from non- traditional to traditional programs of study while at Northeastern.

credit earned at institutions not accredited but approved for candidacy status by the recognized regional accrediting agencies will be accepted by Northeastern on a conditional basis; viz., course work will be evaluated and recorded on a student's Northeastern academic record following the completion of 30 semester hours of work at Northeastern with a minimum grade average of "C".

Science and education courses which are 15 years old or more are not transferable to this university without special departmental and/or College approval.

A maximum of 30 credit hours of ROTC/Military Science course work is acceptable as elective transfer credit subject to the credit being properly recorded on the student's transcript.

Any transfer student from an accredited senior college/ university must earn as a minimum the last 30 hours of course work in residence at Northeastern to be eligible to graduate.

**Community College work only:** All applicable courses taken at a community college are reflected on the Evaluation of credit form. However, credit hours beyond 60 will not be counted toward graduation.

**Senior College work only:** All applicable courses taken at a senior institution are reflected on the Evaluation of credit form. However, credit hours beyond 90 will not be counted toward graduation. Students must earn the last 30 consecutive hours at Northeastern in order to meet graduation residency requirements.

**Community College followed by Senior College:** All applicable courses taken at a community college and senior institutions are reflected on the Evaluation of credit form. However, a maximum of 60 community college credits and an additional 30 senior college credits (maximum total of 90 credits) are counted as credit hours leading to graduation. Students must earn their last 30 hours at Northeastern in order to meet graduation residency requirements.

**Senior College followed by Community College:** All applicable courses taken at community college and senior institutions are reflected on the Evaluation of credit form. All applicable courses from senior institutions are acceptable toward graduation. However, community college courses taken after a total of 60 credit hours have been earned from all colleges/universities will not be counted toward hours earned leading to graduation.

An evaluation of transfer credits is prepared by the Admissions Office for all transfer students admitted to Northeastern. This evaluation statement should be presented to the student's departmental advisor at the time the student declares his major (see below). Courses accepted by the University in transfer do not necessarily meet specific program requirements.

Grades of "D" are accepted in transfer in limited cases but no more than 6 credits may be counted toward meeting General Education requirements. Grades of "D" will not be accepted in a student's major, minor or professional sequence.

Course work transferred for credit in the student's major is subject to departmental and/or College approval. For example, all transfer credit in Education courses must be approved by the College of Education.

Students attending community colleges should check with their community college counselors to select appropriate courses for transfer to Northeastern.

### **CREDIT FOR MILITARY SERVICE**

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

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

Credit for service schools successfully completed may be evaluated upon request. The student must file the Request for Evaluation form available at the Admissions/Records counter.

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

### **ROTC PROGRAMS Air Force ROTC**

Students may enroll in the Air Force ROTC program at the Illinois Institute of Technology (ITT). The four-year and two-year programs allow qualified men and women the opportunity to earn commissions as Second Lieutenants in the U.S. Air Force upon graduation and completion of Air Force ROTC. Federal scholarships are available to qualified students of either program and pay full tuition and fees, \$228 a year towards textbooks, and \$100 monthly subsistence allowance. State of Illinois ROTC scholarships are also available to qualified students and pay full tuition. All members of the Professional Officer Course also receive the \$100 monthly subsistence allowance. The Air Force ROTC courses are taught on the IIT campus. For more information on Air Force ROTC, call (312) 567-3535/3526 or stop by 3201 S. Michigan (ITT Military Science Building) in Chicago.

### **Army ROTC**

Northeastern students may participate in Army Reserve Officers' Training Corps in conjunction with the University of Illinois, Chicago. The Reserve Officers' Training Corps prepares students for service as Army Officers. Additionally, it provides invaluable leadership and managerial instruction which can be applied to any occupation. Successful completion of the program results in a commission as a Second Lieutenant in the Regular Army, Army National Guard or Army Reserve.

During the first two years, (Basic Course), the fundamentals of military organization and leadership are taught, and students have a chance to see what the program entails. Students enrolled in the Advanced Program during the junior and senior years are paid \$100 per month. There are special two-year programs available for academic juniors, graduate students, Veterans and members of the Army Reserve components. Any qualified Northeastern student can apply for an Illinois State Scholarship (ROTC tuition waiver). Up to ten of these scholarships are available per school year. Basic Course ROTC students who receive one of these scholarships incur absolutely no military obligation. All ROTC courses may be considered part of a department's curriculum.

For further information contact: University of Illinois, Chicago Army ROTC (312) 996-3451.

**CREDIT FOR ADVANCED PLACEMENT**

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

**CREDIT THROUGH COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

credit for successful performance on the general examination may be granted to students who have participated in the College Level Examination Program, credit is awarded for scores earned at the fiftieth percentile or higher. A maximum of 30 hours of lower division credit may be awarded through CLEP. CLEP credit is not accepted as credit toward graduation when a student has completed 60 hours of course work.

**ADMISSION TO MAJOR PROGRAMS**

Undergraduate applicants are first approved for admission to the university. It is then the student's responsibility to make application to the academic department where he/she wishes to major, to the College of Education if pursuing a teacher education program, and to the College of Business and Management if pursuing a Business degree.



## RESIDENCY STATUS

For the purpose of this regulation an "adult" is considered to be a student eighteen years of age or over; a "minor" student is a student under eighteen years of age. The term "the state" means the state of Illinois. Except for those exceptions clearly indicated in this regulation, in all cases where records establish that the person does not meet the requirements for resident status as defined in this regulation the nonresident status shall be assigned.

### 1. **Residency Determination**

Evidence for determination of residence status of each applicant for admission to the university shall be submitted to the office responsible for admissions at the time of application for admission. A student may be reclassified at any time by the university upon the basis of additional or changed information. However, if the student is classified in error as a resident student, the change in tuition shall be applicable beginning with the term following the reclassification; if the student is classified in error as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for a review in accordance with this regulation.

### 2. **Adult Student**

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

### 3. **Minor Student**

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

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

### 4. **Parent or Guardian**

Except as provided in paragraph 10 of this regulation, no parent or legal or natural guardian will be considered a resident of the state unless the parent or guardian (a) maintains a bona fide and permanent place of abode within the state, and (b) lives within the state, except when temporarily absent from the state, with no intention of changing his/her legal residence to some other state or country.

### 5. **Emancipated Minor**



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

**6. Marriage of Students**

- a. If a resident student marries a nonresident, then the resident student shall continue to be classified as a resident unless the student requests reclassification to a nonresident status.
- b. If a nonresident student marries a resident, then the nonresident student shall continue to be classified as a nonresident unless the student executes a declaration of residency, in such form as may be prescribed by the office responsible for admissions and requests reclassification to resident status.

**7. Persons Without United States Citizenship**

A person who is not a citizen of the United States of America, to be considered a resident must have permanent resident status with the United States Immigration and Naturalization Service or a visa that allows applicant to stay in the United States indefinitely. They must also meet and comply with all of the other applicable requirements to establish resident status.

**8. Armed Forces Personnel**

A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the state in connection with that service and submits evidence of such service and station, as well as such person's spouse and dependent children, shall receive a waiver of the nonresident portion of tuition as long as such person remains stationed and present in Illinois and the spouse or dependent children of such person also live in the state. If such a person is transferred to a post outside the continental United States, but such person or the spouse and/or dependents of such person remain(s) registered at the university then such a waiver shall continue until such time as the person in service is stationed in another state within the continental United States.

**9. Minor Children of Parents Transferred Outside the United States**

The minor children of persons who have resided in the state for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within five years from the time their parents are transferred by their employer to some location outside the United States.

**10. Staff Members of the University, Allied Agencies, and Faculties of State-Supported Institutions in Illinois**

Staff members of the university and of allied agencies, and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

**11. Teachers in Public and Private Illinois Schools**

Teachers in the private and public elementary and secondary schools in Illinois shall, if subject to the payment of tuition, be assessed at the resident rate during the term in which the staff member or teacher holds such an appointment at least one-quarter time. This privilege also extends to the summer session or off-term vacation immediately following the term for which such appointment was effective.

**12. Definition of Terminology**

To the extent that the terms "bona fide residence," "independent," "dependent," and "emancipation," are not defined in this regulation, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the state of Illinois.

Voter registration, filing of tax returns, proper license and registration for the driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of university attendance nor continued presence in the university community during vacation period shall be constructed to be proof of Illinois residence.

The term "staff member as used in this regulation shall mean a person appointed to an established position for specific amount of time at a salary commensurate with the percentage of time required, under an appointment requiring service for not less than three-fourths of the term. The term "staff member as defined herein shall not apply to persons employed on an hourly basis in either an academic or non-academic capacity, nor to persons on leave without pay. Persons appointed to established civil service positions, whose rate of pay is determined by negotiation or prevailing rates, shall not be considered as being paid on an hourly basis.

**13. Procedure for Review of Residency Status**

A student who takes exception to the residency status assigned and/or tuition assessed shall pay the tuition assessed but may file a claim in writing to the director of Admissions and Records for a reconsideration of residency status and/or an adjustment of the tuition assessed. The written claim must be filed within 30 calendar days from the date of assessment of tuition or the date designated in the official university calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and/or adjustment of the tuition assessed for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may appeal the ruling by filing a written appeal with the office responsible for admissions within 20 days of receipt of notice of ruling. Such written appeal shall be forwarded by the office responsible for admissions to board legal counsel, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

## STATEMENT OF FEES

Mandatory tuition and fees are detailed in the Schedule of Classes for the current term, and are subject to change without notice.

### REFUNDS

Final dates for refunds upon complete withdrawal from all classes will be stated in the Schedule of Classes. A service charge will be deducted for processing refunds.

Health insurance and parking fees are not refundable.

### TRANSCRIPT FEE

Students will be assessed a transcript fee during their first term of enrollment to support the production of transcripts upon request, up to a reasonable limit per student.

### MANDATORY STUDENT FEES

Students registered at Northeastern Illinois University pay a variety of fees intended to enhance and facilitate many aspects of campus life.

An Athletic Fee finances a wide variety of intercollegiate athletic programs.

The Commuter Center Fee helps support the Commuter Center Student Union which is the heart of the activity program on campus. It is the scene of lectures, discussions, concerts, dances, meetings, and other activities. Its facilities include food services, the campus bookstore, lounges, meeting rooms and game room.

The Student Activity Fee is used to support the Student Government, student organizations and clubs, and the many activities, programs, media, and events sponsored by the above group.

The Performing Arts Fee helps to support university theatre and dance productions and musical concerts.

The Recreational/Intramural Fee supports the Recreation Intramural Program, which is a full schedule of recreational opportunities.

The Health Service Fee enables the University to provide extended hours of service three evenings weekly which benefits our evening students.

Student-Health Insurance Fee--All full-time undergraduate students will automatically be covered unless they have an insurance plan equal or better than the Northeastern student plan. If they have such coverage, a waiver card must be submitted at the time of validation and the fee will be deducted.

PAYMENT OF THESE FEES IS REQUIRED BY THE BOARD OF GOVERNORS.

### POLICY ON RELEASE OF INFORMATION PERTAINING TO STUDENTS

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

#### I. Definitions

- A. "Student" is defined as one who has attended or is attending Northeastern Illinois University and whose records are in the files of the University.
- B. "Education records" are those records which are directly related to a student and maintained by the institution or by a party acting for the institution. "Education records" do not include files made by and kept in the sole possession of the maker which are not accessible to any other person.

- C. "Directory information" includes name, address, dates of attendance, enrollment status, class, previous institutions attended, major field of study, awards, honors, degrees conferred with dates, past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), and date and place of birth. (See Section V, Release of Information).

## II. Location of Education Records

All students have records in the Admission/Records Office, D-111, maintained by the Director of Admissions/Records.

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

Academic Development	4-026	Dean
Agamemnon-Traditional Degree Programs	C-530	Director
Dean of Students	B-114	Dean
college of Arts and Sciences	S-158A	Dean
college of Education	4-044	Dean
college of Business and Management	0-041	Dean
Financial Aid	D-201	Director
Graduate College	4-027	Dean
Special Programs	4-026	Dean
Vice-President for Student Affairs	B-104	Vice-President

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

## III. Availability of Records to Students

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

- A. Letters of recommendation placed in files prior to January 1, 1975 which were intended to be confidential and used only for the purpose for which they were prepared.
- B. Records of parents' financial status.
- C. Medical and psychological records. Medical and psychological records are not available to anyone other than those providing treatment, but can be reviewed by a physician or licensed professional of the student-patient's choice.
- D. Some items of academic record under certain conditions. To ensure the validity and confidentiality of references prepared off campus and on campus, certain documents may carry waivers, signed by the student, relinquishing the student's right of access to the document.

Waivers are subject to the following conditions:

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

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

## IV. Availability of Records to University Personnel

Student records are open to members of the currently employed University faculty and staff who have a legitimate need to know their contents, with the following provisions/restrictions:

- A. The determination of a "legitimate need to know" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved. Circumstances such as the direct student relationship to the person seeking the records (such as a professor accessing the records of an enrolled student in his or her class) must be determined prior to access,
- B. Those letters and statements in an education record which are inaccessible to students (filed before January 1, 1975, or segregated by waivers) are to be used only for the purpose for which they were prepared.

**V. Release of Information to Third Parties**

- A. Directory information may be released to public officials; it may also be released to agencies or persons outside the university for purposes of acknowledging awards, honors, and achievements earned by students, unless the student requests, in writing, that this information be withheld. Such written request must be filed with the Admissions/Records office within the dates announced.
- B. Other information in the education record normally will be released to third parties (i.e., anyone not a member of the faculty or staff) only at the written request of the student. A student may secure from the appropriate office a "consent form" authorizing the release of specified records to specific individuals.
- C. Other information in the education record will be released to third parties without the consent of the student only as follows:
  - 1. Education records will be released to third parties only by the Vice President for Student Affairs, the Director of Financial Aid, or the Director of Admissions and Records. No other University office will release education record information to third parties directly except in the case of institutional audits. Third party requests to other University offices shall be referred to one of the aforementioned officials.
  - 2. The third party must submit the request in writing and must specify legitimate reason. A copy shall be filed with the President's coordinator of legal affairs.
  - 3. Information will be released:
    - a. To Federal and State Officers in connection with the audit and evaluation of federally supported educational programs and to enforce federal laws;
    - b. As required by State law;
    - c. To research projects on behalf of educational agencies seeking test norms, improving instruction, etc., provided that there is no personal identification of students;
    - d. To accrediting agencies carrying out their functions;
    - e. In response to a subpoena;
    - f. To persons in an emergency if the knowledge of information is in fact necessary to protect the health or safety of the student or other persons.
  - 4. A reasonable attempt will be made to notify the student prior to the release of information if: (a) the request for information takes the form of a subpoena, and (b) disclosure without notice would infringe upon the student's rights under the Family Educational Rights and Privacy Act. Judgments on condition (b) will be made by the President's coordinator of legal affairs in consultation with the university President and the BGU staff attorney.
  - 5. A notation of the release made to third parties will be kept in the student's record by the Vice President for Student Affairs, the Director of Financial Aid, or the Director of Admissions and Records except when the reason for the request is institutional audit, procedural evaluation, or research. Reasons shall be evaluated in consultation with the President's coordinator of legal affairs. Such notation is open only to the student and the person in charge of the record,

- D. The third party is prohibited by the Family Educational Rights and Privacy Act from subsequently releasing personally identifiable information to other (or fourth) parties, and shall be so informed in writing by the university official who releases information.

#### VI. Access Procedure

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

- A. The student may see his or her file by filling out a specific request form at the office where the record of interest is maintained.
- B. Access is to be granted promptly and no later than 45 days from the date of request.
- C. The student may make the request in person or by mail.
- D. The student may obtain copies of records upon request (for which the university may charge an appropriate fee per page).
- E. The student may request and receive interpretation of his or her record from the person (or designate) responsible for the maintenance of the record,

#### VII. Review on Challenge

- A. In the event a student challenges the content of the education record on the basis that an item(s) is inaccurate, misleading, or violates the privacy or other rights of the student, the custodian of the education record shall discuss the challenge with the student and attempt to resolve the challenge within a framework of maintaining the integrity, accuracy, and usefulness of the record. If the student wishes to insert a written explanation regarding the content of the record, such written explanation is to be accepted and included in the record.
- B. If the custodian and student are unable to resolve the challenge, they shall schedule a meeting with the appropriate dean, within 15 days of the challenge for further review.
- C. If no resolution can be effected, the matter will be referred to the appropriate vice-president's hearing panel.
- D. It is the obligation of the university to amend the education record if it is found that information contained therein is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and the student's statement commenting on the education records which may be inserted therein shall be maintained as part of the educational records and shall be disclosed, together with the contested portion, to any party entitled to receive the education records.

#### VIII. The Hearing

- A. General principles:  
A request for a hearing must be specific to a record, be submitted in writing to the custodian of the record, and include an explanation or justification of the request for a hearing. It is the responsibility of the student to prepare the written request.
- B. The hearing panel shall be appointed by the appropriate vice-president. It shall consist of:
  1. At least one administration official of the university who does not have an interest in the direct outcome of the hearing;
  2. One faculty member of the university who does not have an interest in the direct outcome of the hearing;
  3. Two representatives from the Student Government or appropriate body.

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



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

#### **IX. Notification Regarding Access to Records**

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

#### **X. Continued Maintenance**

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

#### **REASONABLE ACCOMMODATION OF RELIGIOUS OBSERVANCES**

Consistent with Illinois Public Act 84-212, an act to prohibit public school districts and institutions of higher education from discriminating against students for observing religious holidays (effective August 26, 1985), Northeastern Illinois University subscribes to the following policy and procedures:

- A. Northeastern Illinois University supports the concept of "Reasonable Accommodations of Religious Observances" in regard to admissions, class attendance and the scheduling of examinations and other academic work requirements.
- B. A student who is unable because of the observance of a religious holiday to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or other academic work assignments on such days or times.
- C. It is the responsibility of the faculty and administrative personnel to make available to such students an equivalent opportunity to make up the examinations, study or other academic work requirements which they missed due to such absences.
- D. It is the responsibility of all students who are employees of the University to make arrangements to fulfill their obligations to the University in advance of their absence, and/or to utilize accrued leave (if applicable) during the absence.
- E. No fees or penalties may be imposed against the students who exercise such afforded opportunities.
- F. The faculty and administrative personnel may require up to five (5) calendar days advance notice of **absences** to observe religious holidays.

If a student believes she or he has been a victim of discrimination on grounds of religious observances, she or he may seek redress under the existing Affirmative Action Complaint Procedures (copies available in the Affirmative Action Office).

#### **POLICY ON DRUG AND ALCOHOL ABUSE -SUMMARY**

**Note: A copy of the full policy on Drug and Alcohol Abuse is mailed annually to all students, faculty and staff and is also available from the Dean of Students Office.**

Consistent with its mission as a public institution of higher education, Northeastern Illinois University is committed to educating students, faculty, and staff on the dangers of alcohol and drug abuse, and to standards of conduct that maintain a campus environment in which such abuse is prohibited. These standards are intended to be in full compliance with any current or future regulations or interpretations implemented under the Federal Drug Free Schools and Communities Act Amendments of 1989.

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, Northeastern Illinois University will provide a copy of this policy on an annual basis to all employees and to all students enrolled in one or more courses for academic credit. Furthermore, the University will conduct a biennial review of its drug prevention program to (1) determine its effectiveness and implement any needed changes in the program; and (2) ensure that disciplinary sanctions for violations are consistently enforced,

### **Health Risks**

The abuse or illegal use of alcohol and the illegal use of controlled substances can seriously injure the health of employees and students, adversely impair the performance of their duties and their academic achievements, and endanger the safety and well-being of fellow employees, students, and others. Further information about the health risks associated with the use of alcohol and controlled substances is mailed to all students, faculty and staff annually and is available from the Dean of Students Office.

### **Standards and Prohibitions**

Faculty, staff, and students, in their affiliation with the University, shall not manufacture, possess, use, deliver, sell, or distribute any substance prohibited by the Illinois Cannabis Control Act, the Illinois Controlled Substance Act, or any other State or Federal statute, excepts authorized by law, consistent with the regulations of the Board of Governors and the policies of Northeastern Illinois University. Further, faculty, staff, and students may not possess or consume alcoholic beverages on university property or at university-sponsored activities except in accordance with the University's Alcohol Policy (See Use of Facilities Policies and Procedures Manual) -- which expressly limits consumption of alcoholic beverages to persons 21 years of age or older, who are attending as specific invitees of the President or appropriate Vice President or designee, a function specifically approved by the President or appropriate Vice President held in a specifically approved designated area.

In addition, employees directly engaged in work under a Federal grant or contract, including all college work-study students, are required, as a condition of employment, to abide by all terms of the University's Drug Free Work Place Policy. All students eligible for Federal financial aid in the form of a Pell grant are also required to certify in writing as a condition of receiving a Pell Grant that they will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the Pell Grant award period.

### **Applicable Legal Sanctions**

Students, faculty, and staff who violate State and/or Federal law may be subject to criminal prosecution. A number of Illinois and Federal criminal statutes provide extended definitions of what constitutes illegal possession, use, and distribution of alcohol and drugs. Criminal penalties for violations of Illinois statutes include terms of imprisonment for up to sixty (60) years and fines of up to \$500,000. Equally severe penalties and sanctions may be imposed for violations of Federal statutes. Detailed information on penalties and sanctions is mailed to all students, faculty, and staff annually and is available from the Dean of Students Office. Definitions of legal sanctions under Illinois law for the unlawful possession, use and distribution of illicit drugs and alcohol are included under Chapters 43 and 56 1/2 of the Illinois Revised Statutes 1989, copies of which are available for review by students and employees in the University library.

### **Counseling and Support Services**

#### **1. Students**

The University Counseling Office offers counseling and referral services to students who have drug or alcohol abuse-related problems. The Dean of Students Office provides (a) information about on-



campus substance abuse self-help groups, (b) referrals to off-campus prevention and treatment resources, and (c) substance abuse information and prevention literature.

## **2. Employees**

Faculty, staff, and their dependents who encounter drug and alcohol abuse problems are encouraged to seek assistance voluntarily from the University's Employee Assistance Program (EPA). If job performance is adversely affected by drug or alcohol abuse, an employee may be referred to the Employee Assistance Program. Participation in the EPA is confidential and is encouraged by the University; however, it will not preclude normal disciplinary action or relieve an employee of responsibility for performing assigned duties in a safe and efficient manner.

## **EMPLOYEE AND STUDENT SANCTIONS**

### **1. Student Sanctions**

In addition to possible criminal prosecution by State and/or Federal law, students who violate University policies concerning drugs and alcohol will be referred to the University Examiner for possible disciplinary action up to and including suspension or expulsion in accordance with the Student Conduct Code. Furthermore, student employees who violate University policies concerning drugs and alcohol may be subject to termination of employment.

### **2. Employee Sanctions**

In addition to possible criminal prosecution by State or Federal law, faculty, administrative staff and civil service employees who violate University policies concerning drugs and alcohol may be subject to disciplinary action up to and including termination of employment.

## **POLICY ON ORAL PROFICIENCY**

Northeastern Illinois University, in accordance with a 1987 State statute, insures that all persons providing classroom instruction to students are proficient in oral English. If an instructor's oral proficiency is in doubt, students should contact the department chair to obtain information about the University's procedure for handling complaints.

## **POLICY ON SERVICES FOR STUDENTS WITH DISABILITIES**

Northeastern Illinois University complies with Section 504 of the Rehabilitation Act of 1973 which states that "No otherwise qualified handicapped individual in the United States .. shall, solely by reason of his (or her) handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.." In addition, Northeastern complies with the Americans With Disabilities Act of 1990.

- I. The Affirmative Action Office (A.A.O.) assumes responsibility for seeing that the University is properly interpreting Federal regulations requiring that the University take such steps as are necessary to ensure that no disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills. The Affirmative Action Officer will be responsible for coordinating the University's compliance with these regulations.

In cooperation with the Admissions Office, Health Service, Counseling Office and Handicap Educational Liaison Program (HELP), the A.A.O. assumes responsibility for receiving and coordinating inquiries from students regarding "auxiliary aids, reasonable academic accommodations, or other special services."

- II. The following procedure will apply for consideration of requests for auxiliary aids, academic accommodations, or other special services. Students should complete the steps listed below in advance of the anticipated need for services. Such notice is required in order to give the various academic and service areas a reasonable period of time in which to evaluate requests.
  - A. Students must be admitted to and/or enrolled in the University.
  - B. Students requesting auxiliary aids, academic accommodations, or other special services should first contact the University's Handicap Educational Liaison Program (HELP). If the request requires modification of academic procedural requirements or necessitates

special testing and/or course evaluation methods, students must provide a written diagnosis from appropriate professional personnel. Such diagnosis is subject to verification by the University. If the request cannot be granted by the Handicap Educational Liaison Program (HELP), students are required to contact the local Department of Rehabilitation Services (DORS) to determine state funded eligibility.

- C. If DORS denies the request for auxiliary aids, academic accommodations, or other special services, the request will be brought to the ALA. As a general rule, the Affirmative Action Officer will require students to present proof of denial of funds by DORS before the University will consider requests that require special funding. However, a student may receive consideration of such requests in advance of DORS action if there is a substantial delay on the part of DORS due to no fault of the student.
  - D. The A.A.O. will make a case-by-case determination of the student's educational need for the requested auxiliary aid, academic accommodations, or other special services. Auxiliary aids, academic accommodations, or other special services determined to be necessary will be provided at no cost to the student.
- III. Students who believe that they have been discriminated against on the basis of a disability can seek resolution through the University's Discrimination Grievance Procedure. Information and consultation on these procedures are available through the Affirmative Action Office (Room 219, Bldg. C, Ext. 3375).

## TESTING REQUIREMENTS

### PLACEMENT TESTING

#### **New Freshmen and Transfer Students Entering with Fewer than 30 Semester Hours of credit**

All new freshmen and transfer students with freshman status must take Northeastern's series of reading, writing and mathematics placement tests prior to initial advising and registration at Northeastern. Students placed into developmental courses in reading, writing or mathematics must enroll in those courses and complete the course sequences.

No student may register for an English Language Program, reading, writing, or mathematics course before being placed into it through the appropriate test or examination.

#### **Transfer Students and Readmitted Students with 30 or More Semester Hours of credit**

All incoming transfer students and readmitted students with 30 or more semester hours of credit and who have successfully completed ENGL-101 or its equivalent must take the English Competency Examination prior to their first semester or within six weeks of the beginning of that semester. Students who pass both portions of the examination have met the graduation requirement of competence in English (see below). Students who fail a portion of the exam are placed in to the appropriate course of studies. Students failing a portion of the exam twice and students with 90 or more semester hours of credit, failing once, must enroll in and complete the assigned sequence of courses before attempting the English Competency Examination again.

Students who wish to take mathematics courses and who have not yet completed a college course in calculus must take the Mathematics Placement Test. No student may register for an English Language Program, reading, writing, or mathematics course before being placed into it through the appropriate test or examination.

Incoming transfer students, readmitted students, and second-baccalaureate students will not be permitted to register for subsequent terms at Northeastern unless they have met this requirement.

## ENGLISH COMPETENCY EXAMINATION

All undergraduate students must pass both the reading and the writing portions of the English Competency Examination in order to graduate from Northeastern Illinois University. Students must take the exam before completing 60 hours toward graduation and must pass it before completing 90 hours.

## GENERAL EDUCATION PROGRAM

The baccalaureate program at Northeastern Illinois University is designed to provide students with depth in their chosen field through the requirements in the major and to familiarize them with a broad range of disciplines and methods they use through the General Education Program. Completion of the Program

provides students with knowledge that will be helpful to them in many aspects of their professional and personal life by broadening their horizons, sharpening their thinking, communication, and research skills, and lays the foundation for further lifelong learning.

The specific goals of the general education requirements include developing knowledge of or competence in the following areas:

1. communication and computation;
2. gathering, analyzing, documenting, and integrating information;
3. historical processes and cultural differences;
4. aesthetic and literary sensitivity;
5. the modes of thought, the concerns, and the methodologies of the fine arts, the humanities, the behavioral and social sciences, and the natural sciences;
6. use of quantitative methods in the natural, social, and behavioral sciences.

The General Education Program requirement consists of a minimum of 39 credit hours of courses specified on the Limited List of Courses distributed among four areas as follows:

**Fine Arts** 2 courses, 6 cr

Art, Music, Speech and Performing Arts (Performance only )

**Humanities** 3 courses, 9 cr

English, Foreign Languages and Literatures, Linguistics, Philosophy, Speech (Communications only), Women's Studies

**Behavioral/Social Sciences** 4 courses, 12 cr

Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology

**Natural Sciences** 4 courses, 12 cr

One course must have a laboratory component. Biology, Chemistry, Earth Science, Physics  
Only courses included on the Limited List of Courses during the term of enrollment (published in the Schedule of Classes) are applicable towards the general education requirements.

Continuing students who have successfully completed their General Education program prior to Fall 1993 will have satisfied the General Education requirements for graduation.

Continuing students who have not completed their General Education program prior to Fall 1993 will follow the revised General Education program requirements.

Continuing students who have successfully passed General Education Courses prior to Fall 1993 can use these courses to meet the revised General Education program requirements.

Effective with the Fall 1993 semester, newly admitted and readmitted undergraduates will be required to meet the revised General Education program requirements.

The Pass/Fail option may not be used to meet any General Education requirements.

A student may use no more than six (6) hours of "D" to meet the distribution area requirements. A grade of "C" or better is mandatory for ENGL 101 and the remaining General Education requirements.

By the tenth week of the semester, faculty teaching General Education courses must notify any student with less than a "C" average of his/her grade in the course.

All General Education requirements must be completed within 75 hours. An advisement hold will be activated for those students who do not meet this requirement. A student must register for at least six (6) hours (or remaining needed hours) of General Education courses to remove the hold.

Freshmen and transfer students who require developmental courses in reading, writing and/or mathematics must take the indicated courses during their first 30 hours in residence. Students who have not completed their developmental courses may not begin their major course work. An advisement hold blocking enrollment will be placed on students who have not fulfilled this requirement.

Majors in the Fine Arts, Humanities, Behavioral/Social Sciences, and Natural Sciences may waive up to six hours of General Education credit in the appropriate distribution area. A major in the Natural Sciences may waive up to an additional six (6) hours in the Natural Science distribution area at the discretion of the major department.

A student may use no more than two (2) courses from a program (including courses transferred to Northeastern) to meet the distribution requirements in Humanities, Natural Sciences, and Social Sciences. No more than one course from a program (including transferred courses) may be used to meet the Fine Arts distribution requirements.

Effective Fall 1993, transfer students who have an approved LCD (Illinois Community College Board) Model A.A. or A.S. degree will be granted junior standing and will have met Northeastern Illinois University's General Education requirements.

Courses completed elsewhere by students transferring to Northeastern may be applied to general education requirements. Such courses will be articulated/evaluated to determine appropriate general education credit.

Students who have specific questions should contact either their faculty academic advisor or the Coordinator of the General Education Program.

### **AREA OF STUDY IN ADDITION TO THE MAJOR**

All undergraduate students are required to have an area of study in addition to their major.

A student in the College of Arts and Sciences who majors in Biology, Chemistry, Earth Science, or Physics satisfies the requirement by means of a required group of cognate courses in other sciences and mathematics.

A student who completes a major in the College of Business and Management satisfies the requirement by means of completing cognate courses in the Business and Management core in addition to courses for the major.

A student who completes a professional education sequence in the College of Education has thereby satisfied the requirement.

Other students satisfy the requirement by completing a second major or a minor. Requirements for majors and minors are listed in detail in the academic department entries which follow.

## ACADEMIC REGULATIONS

### STUDENT RESPONSIBILITY

Each student is responsible for knowledge of, and adherence to, all university requirements and regulations.

Each student is also responsible for knowing the degree requirements for the major in which he/she is enrolled and enrolling in courses which meet those degree requirements.

All students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

### THE ACADEMIC YEAR

The academic year consists of a Fall Semester, a Spring Semester, and a Summer program composed of varying term lengths. Consult the current Schedule of Classes for beginning and ending dates.

### PREREQUISITE POLICY

The student should note that some course descriptions refer to a prerequisite course that must be successfully completed before enrollment. The members of the faculty regard these prerequisites or their equivalent as a necessary foundation for student learning. Therefore, it is the student's responsibility to be aware of and follow any course prerequisite(s) prior to registration. In such case that a course prerequisite cannot be met, it is the responsibility of the student to obtain a written waiver of the prerequisite by following the procedure applicable in the college or department which sponsors the course.

It is the right of the faculty to verify that students enrolled in their courses have met the appropriate prerequisite(s) or their equivalents. The faculty member may request the student to show verification of having met the prerequisites. In the event a faculty member determines that a student has not met the prerequisites and should not be permitted to continue in a course, the faculty member may initiate action to drop the student by notifying Admissions and Records.

Faculty members from the College of Business and Management shall refer the matter to the college's Program Advising Office, which will initiate course drop action as appropriate.

### POLICY ON FIRST CLASS SESSION ATTENDANCE

Department instructors may assign a grade of "R" to any student registered for a class who does not attend the first class session, is late for the first class session, or neglects to inform the instructor in advance of the intended absence. The student's seat in the class may also be reassigned by the instructor. The student will be responsible for any financial consequence if the course is not dropped officially by the student before the appropriate refund deadline.

Students are expected to attend all regularly scheduled classes and examinations. If a student has more than three unexcused absences (or one per class credit hour), the instructor may lower the student's grade, require additional work, and/or impose other sanctions as appropriate. Additional class attendance provisions may be adopted by the separate academic departments.

### ACADEMIC CONDUCT

Northeastern Illinois University students are expected to exhibit the highest standards of academic integrity. Academic misconduct such as plagiarism or cheating is unacceptable and will be investigated in accordance with University policy on academic misconduct. (See Student Handbook)

### UNIT OF CREDIT

Credits at Northeastern are measured in semester hours. One semester hour consists of the equivalent of one 50 minute lecture or discussion period, or two laboratory periods per week, for one term. For individual study programs, requirements for a credit unit are arranged on an individual basis.

**COURSE NUMBERS**

A general guideline to the course numbering system is:

090-level courses are developmental; credit does not apply towards graduation;

100-level courses are usually taken during the freshmen year. 200-level courses are usually taken by sophomores.

100- and 200-level courses are lower division.

300-level courses are upper division courses which are for advanced undergraduates and, under some conditions, graduate students.

Beginning in the Fall 1993 semester, all entering students must complete a minimum of 42 semester hours at the upper division level.

400-level are for graduate students ONLY.

500-level courses are for graduate students ONLY.

**STUDENT CLASSIFICATION**

	<b>Total Hours Earned:</b>
Freshman	00 - 29 hours
Sophomore	30 - 59 hours
Junior	60 - 89 hours
Senior	90 + hours

Graduate Student -- admitted to a graduate degree program Student-at-Large -- not admitted to a degree program Student-at-Large Seeking Certification -- admitted to a certification program.

Second Bachelor's Degree Candidate -- admitted to an undergraduate degree program.

**GRADING SYSTEM**

Effective with the Fall 1990 semester Northeastern is on a 4.0 grading scale, i.e., each credit hour of "A" equals 4 grade points; an "A" earned in a 3 credit hour course generates 12 grade points.

The student's grade point average (G PA) is calculated by total number of grade points earned divided by total number of credit hours earned. Credit hours for courses in which a "F" is earned are used to calculate the grade point average. Transfer hours and courses in which a "P" grade is earned are not used to calculate the grade point average.

A general guide to the grades awarded follows:

<b>Grade</b>		<b>Grade Points Per credit Hour</b>
A	Completion of course requirements in an outstanding manner, reflecting a degree of accomplishment that is exceptional.	4
B	Completion of course requirements in an entirely acceptable manner, demonstrating an excellent grasp of the subject matter, and the likelihood of successful completion of further courses in the same area.	3
C	Completion of the course requirements in an acceptable manner, reflecting a basic understanding of the subject matter of the course and the possibility of successful completion of further courses in the same subject area.	2
D	Fulfillment of the minimum performance requirements prescribed by the instructor, but not in such a manner that higher level courses in the same area can be recommended.	1



F	Failure to demonstrate acceptable competence in the subject matter of the course, and/or failure to fulfill the requirements of the course.	0
I	Incomplete -- Extension of the period of enrollment in a specific course, given at the discretion of the instructor. (See Policy on Incompletes, below.)	0
P	Pass --credit is awarded, but the credit hours are not used to calculate the grade point average. This designation is used in pass/fail courses and some Program for Interdisciplinary Education courses.	0
R	Registered -- Excessive absences precluded evaluation. This is a permanent symbol; it is not considered in the calculation of the grade point average, and the course is not applicable toward graduation credits.	0
V	Visitor/Auditor -- Enrollment for no credit, no grade; not convertible to letter grade, nor applicable toward graduation credits.	0
W	Withdrawal -- Student withdraws after the change- of-registration period, through the last day to officially withdraw.	0
X	Symbol used to indicate grades were not submitted by instructor in time for processing. NOT AN ACADEMIC GRADE. Replaced later by the academic grade earned.	0

### CREDIT HOUR LOAD

Overloads require (1) the appropriate cumulative GPA, (2) starting with the student's fourth term of enrollment, passing the English Competency Exam, (3) the signature of the advisor, and (4) the signature of the appropriate dean (for undergraduates, the dean in whose college the major department is located, or, before declaration of a major, the dean of the College of Arts and Sciences; for graduate degree students, the dean of the Graduate College).

See the current schedule of classes for more information.

NOTE: No student may carry a course overload during the first term at Northeastern.

The Dean's Office may delete a course(s) from a student's record if permission is not granted.

When verifying enrollment for purposes of loan deferment, Social Security eligibility, veteran's benefits, etc., the university reports full-time/part-time status in the following manner:

Enrolled Semester	(Fall and Spring Hours	Semesters)
<b>Graduate</b>	<b>Undergraduate</b>	
9 or more = full-time	12 or more = full-time	
4 to 8 = 1/2 time	6 to 11 = 1/2 time	
3 = part time	5 = part time	

See current Summer Course Schedule for enrolled semester hour designations.

**NOTE:** Enrollment verification for Second Bachelor Degree students will be based on undergraduate criteria as stated above.

### REPEATED COURSES

If a student elects to repeat a course, both grades and their corresponding grade points are used to calculate the grade point average. However, a repeated course cannot be used towards fulfilling the minimum 120 hours graduation requirement. In addition, if a student repeats a course for which he received similar transfer credit, only one of the courses will be credited towards graduation.

This policy does not apply to independent studies, individual titles of varying courses, or courses specifically identified in the catalog with the description "may be repeated for credit".

**POLICY ON INCOMPLETES**

"I" (incomplete) may be given if a student is absent from the final examination or fails to complete a special research or individual study project because of some unavoidable circumstance such as illness.

Incompletes assigned prior to September 1979 will be retained until such time as the instructor assigns a regular grade with the exception that "I" grades earned prior to the recording of a degree cannot be removed after the degree has been awarded.

Incompletes assigned between Fall 1979 and Spring 1984 that have not been changed to a regular letter grade are permanent. This rule does not apply to thesis seminars or master's project seminars.

Effective Spring/Summer 1984, "I" grades may only be assigned after an Incomplete Removal Contract Form has been completed with the instructor detailing the steps necessary for removal of the incomplete.

Incompletes that have not been removed by the end of the designated Fall or Spring semester, will become permanent if the student was performing satisfactory work (A, B or C) at the time the "I" grade was issued. "I" grades for students who were not performing satisfactory (D or F) work will be changed to an "F" grade.

This policy does not apply to thesis seminars or master's project seminars.

**GRADE CHANGE LIMITATION**

Effective Fall 1981, there is a time limit of one calendar year for any changes in letter grades. Grades assigned prior to the recording of a degree cannot be changed after the degree has been awarded.

**PERMANENT PASS/Fail OPTION**

1. The Pass/Fail Option is available only to students in good standing (can not be on academic probation) at the undergraduate level.
2. The pass/fail option is not available for the following courses: General Education, major and minor programs, Honors courses, Tutored Study, Independent Study, ENGL-101 or MATH-102.
3. Students are eligible to exercise the pass/fail option only after accumulating fifteen hours in residency (courses taken through Northeastern).
4. Eligible students will be permitted only one pass/fail course perform. A maximum of 18 pass/fail hours, including P.I. E, work and transfer courses from other institutions, may be applied toward graduation but may not be counted toward a student's major area of concentration, minor, or General Education Program.
5. Declaration of the intention to select pass/fail option must be made no later than the tenth day of the term by using the Touch-tone Telephone Registration System (TTRS). The decision to select the pass/fail option may not be changed after that date.
6. A grade of "P" will be used to indicate that the student has passed the course and a grade of "F" that the student has failed the course. This "F" will be included in the grade point average.
7. Instructors may offer courses restricted to pass/fail registration with approval from the appropriate College Educational Policy Committee, and by the Faculty Council on Academic Affairs either at the time of initial course approval or subsequently. Hours of credit carried by such a course(s) will be part of the maximum of 18 hours which have been approved for the general pass/fail option.

**VISITOR/AUDITOR**



A student who wishes to audit courses must obtain the written permission of the instructor, register in the regular manner, and pay all fees charged students earning credit in the same course. The audit option can only be selected at the time of registration. Once the student has enrolled as an auditor in a course, he/she may not change registration to earn credit.

## **ACADEMIC STANDARDS, PROBATION AND DISMISSAL**

### **Undergraduates**

The minimum cumulative grade point average which must be maintained in order to be classified as an undergraduate student in good standing is 2.0 (on a 4.0 scale) or a "C" average. Students must have at least a 2.0 cumulative average in order to graduate. The cumulative grade point average is computed on the basis of credit earned at Northeastern Illinois University only (A=4, B=3, C=2, D=1, F=0.)

An undergraduate student will be placed on academic probation when his/her cumulative grade point average falls below 2.0 (C). If, in subsequent terms, the student earns grades which restore his/her cumulative average to 2.0 or above, he/she will be returned to good standing. If, in subsequent terms, the student earns at least a 2.0 average for the term, but does not restore his/her cumulative record to 2.0, he/she will be permitted to continue on academic probation. If, in any subsequent term, the student on probation fails to earn a 2.0 average for the term, he/she will be dropped from the university for poor scholarship. Students who have been placed on academic probation are required to carry a minimum course load necessary to continue normal and successful progress to raise their grade point average.

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

All petitions to the Academic Standards Committee must be submitted no later than July 15, November 15, or March 15 in order to be considered for reinstatement the next term in residence.

The Academic Standards Committee is responsible for all policies governing the probation, dismissal and reinstatement of undergraduate students, and will recommend action to the Provost. Decisions of the Provost shall be final in all cases.

### **Students-at-Large**

Students-at-large with bachelor's degrees and undergraduate students-at-large will be dropped for poor scholarship if, upon completion of four courses, they have less than a 2.0 (on a 4.0 scale) (C) cumulative grade point average, and have not maintained a term grade point average of 2.0 or better.

A student-at-large who has been dropped for poor scholarship may appeal to the Academic Standards Committee for reinstatement after one term.

To remain in good academic standing, graduate students in a Masters Program must make satisfactory progress toward their degree. Graduate students who have less than a 2.0 ("C" average) after completing 4 or more courses at Northeastern and who have not maintained a term GPA of 2.0 or better will be dropped from the university. See detailed academic regulations in the Graduate College section of this catalog.

### **Special Programs**

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

### **University Without Walls (UWW)**

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

## **REGISTRATION AND RECORDS**

### **REGISTRATION PROCEDURES**

Currently enrolled students and students admitted or readmitted to the university three months prior to the beginning of a semester, may be eligible to participate in the advance registration system. This allows students to register for the next term in advance. All eligible students receive registration materials from the Registration Office. Following the advance registration period, class schedules and bills are produced.

Eligible students who do not advance register may register for classes during the late registration period which is scheduled just prior to the beginning of each term.

Students who fail to complete all admissions requirements, English/Mathematics placement examinations, tuition/fees, loan and other financial obligations, or receive disciplinary notices are subject to cancellation of their current and future registrations.

### **CONCURRENT REGISTRATION**

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

### **TRANSCRIPTS**

Students may request an official transcript of their record by writing to the Records office or by completing a Transcript Request form. It is recommended that the student allow 7-10 working days for processing time from the date the transcript request is received. All transcripts issued directly to the student will have an "issued to student" stamp affixed to the transcript. Each graduating student will be sent a copy of his transcript at the time of graduation. Students will be assessed a \$10.00 transcript fee at the time of their first registration at Northeastern Illinois University. This will allow the student to request official transcripts up to a reasonable limit at no additional cost.

Students who have a financial obligation to the university may not receive transcripts until the debt has been cleared.

### **CONFIDENTIALITY OF RECORDS**

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

See the university policy on Release of Information Pertaining to Students as required by The Family Educational Rights and Privacy Act of 1974, elsewhere in this catalog.

### **DROPPING A CLASS/OFFICIAL WITHDRAWAL FROM THE UNIVERSITY**

Consult Schedule of Classes for refund policies and deadline dates.

Students must take the appropriate action in order to update their enrollment record. In special circumstances, at the discretion of the college dean, students may obtain approval for late withdrawal from class.

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

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

## BACHELOR'S DEGREE REQUIREMENTS

1. **Total credits:**

A **minimum** of 120 semester hours must be earned by every undergraduate student to be eligible to graduate from Northeastern. Effective Fall 1993 semester, all entering students must complete a minimum of 42 semester hours at the upper division level.

2. **Academic Major and Minor:**

Undergraduate students must complete a major and a minor or an approved additional area of study (second major, cognate, or professional sequence).

Students must earn a grade of "C" or higher in all courses counted toward the major, the minor, cognate, and professional sequences. No "P" grades will count toward a major, minor, or approved area of study.

All grade point average requirements must be met for the successful completion of a program of study.

3. **Residency:**

The last 30 consecutive credit hours must be taken at Northeastern.

4. **General Education Program:**

All undergraduate students must complete the General Education Program requirements.

5. All entering students(effective Fall 1992)must successfully complete English 101 or its equivalent. All students admitted after Summer 1993 must meet the English requirement with a grade of "C" or better. This requirement should be completed in the freshman year in order to ensure that students have the necessary writing skills to complete their studies.

6. **Academic College:**

All undergraduates must also satisfy the requirements of their individual college (College of Arts and Sciences, College of Business and Management, College of Education).

7. **Grade Point Average:**

To be eligible to graduate, a student must have a minimum cumulative 2.0 G PA (overall ""C" average). Some academic programs and departments have other specific grade requirements. Check with your academic advisor.

8. **Constitution Requirement:**

All undergraduate students enrolled in state universities must meet the requirements of Senate Bill 195 which requires knowledge of the U.S. and Illinois State Constitutions. This requirement can be met by

- a. passing an examination given through the Political Science department, or
- b. passing PSCI-AMER-216#.

No academic credit is given for passing the exam.

9. **Improving Human Relations Requirement:**

House Bill Number 0094 of the 87th General Assembly of the State of Illinois requires: "each public institution of higher education to include, in the general education requirements for obtaining a degree, course work on improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses, through existing courses."

The revised General Education Program includes course work on improving race and ethnic relations. The current Schedule of Classes will identify the list from which the students will choose HB0094 courses.

Students who complete one of the following programs of study have met the HB0094 requirement. Anthropology (major or minor) Bilingual/Bicultural Education (major) criminal Justice (major or minor) Geography (major) History (major) Inner City Studies (major) Mexican-Caribbean Studies (minor) Political Science (major or minor) Social Work (major or minor) Sociology (major or minor) Women's Studies (minor)

10. **English Language Competency Requirement:**

Every undergraduate student must pass the English Language Competency Exam offered regularly through the Assessment and Testing Office.

11. **Mathematics Competency Requirement:**

Students must demonstrate competency in quantitative reasoning at a collegiate level. Students can fulfill this requirement in one of the following ways:

- a. A grade of "C" or higher in a mathematics or statistics course having MATH-102 Intermediate Algebra as a stated prerequisite. Specific course information can be found in the current Schedule of Classes.
- b. Transfer credit with a grade of "C" or better in a course equivalent to the courses listed in the current Schedule of Classes as meeting the Mathematics Competency requirement, or in Calculus I or Business Calculus.
- c. A score on the Northeastern Mathematics placement test to indicate placement in Calculus I, or a score of three or higher on the Advanced Placement (AP) calculus test.
- d. An AA or AS degree from a community college meeting the standards of the 1991 Illinois Community College Board Model. To meet the mathematics competency requirement, a student must earn a grade of "C" or better in the mathematics course transferred from the community college.
- e. Completion of one of the majors or minors listed below:

College of Arts and Sciences

Biology major  
Chemistry major  
Computer Science major or minor  
Earth Science major  
Physics major or minor  
Economics major or minor  
Mathematics major or minor  
Psychology major

College of Business and Management

Accounting major or minor  
Business Law minor  
Finance major or minor  
General Business Administration major  
International Business minor  
Marketing major or minor  
Management major or minor

College of Education

ISBE Certificate for:  
Early Childhood Education  
Elementary Education  
Secondary Education  
Special Education

12. **Computer/Information Literacy Requirement:**

The scope of this requirement is determined by a student's major area of study. To fulfill this graduation requirement, a student must demonstrate the ability to use word processing, the NEIU Library on-line catalogue and index databases, and at least one of the following:

1. e-mail/bitnet/internet
2. database management program
3. spreadsheet program

4. statistics program
5. line-editing program
6. graphic design program
7. computer-assisted design (CAD)
8. programming language
9. MIDI
10. specialized bibliographic database search
11. cartography program
12. accounting program
13. modeling or simulation program
14. computer assisted instruction

The third component of the computer/literacy requirement will be identified by each program for its majors. Students should contact the chair of their major program of study to begin work on this requirement.

### **13. Professional Education Requirements:**

Students planning to teach at the elementary level must a. be admitted to the College of Education; b. complete all departmental requirements, and c. present a minimum cumulative GPA of 2.5 (on a 4.0 scale).

Students planning to teach at the secondary level must

- a. be admitted to the College offering the academic major of their choice;
- b. be admitted to the Teacher Education Program offered through the College of Education; and
- c. present a minimum cumulative GPA of 2.5 (on a 4.0 scale).

Prospective high school teachers are advised to prepare in more than one subject area by electing a second major or some combination of a major and one or more minors.

### **FILING FOR GRADUATION**

Students must submit an Application for Graduation, completed Academic Course Record forms for major and minor (if applicable), and the Student Opinion Survey to the Office of Admissions and Records when the following have been completed.

1. A minimum of 85 hours of credit has been earned.
2. Student has been formally accepted by his/her major department and minor department (if applicable).

### **DEADLINES FOR FILING THE APPLICATION FOR GRADUATION FORM**

#### **Month of Anticipated**

#### **Completion of Degree Requirements**

May  
August  
December

#### **Filing Deadline**

Previous September 15  
Previous January 20  
Previous May 16

Each student anticipating graduation is totally responsible for filing the appropriate forms by the above deadlines. A student who files the required forms but fails to complete all graduation requirements by the appropriate date will be dropped from the graduation list and must reapply for a later graduation date by completing a Change of Graduation Date form available at the Admissions and Records Information Counter.

Only those students who have applied, been accepted for graduation, and successfully completed all requirements by the end of the preceding terms will be eligible to participate in the subsequent annual commencement ceremony.

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

### **SECOND BACHELOR'S DEGREE**

Students who wish to earn a second bachelor's degree must submit a completed Northeastern undergraduate application form and an official college transcript from a regionally accredited institution which awarded the first baccalaureate degree to the Office of Admissions.

Course work used to fulfill requirements for a previous undergraduate major or master's degree may not be used to fulfill requirements for the second bachelor's major. A minimum of 30 additional credit hours must be earned in residence after the first degree has been awarded. A second bachelor's degree candidate will not be required to complete a minor or an additional area of study.

Students may not be enrolled in or pursuing two degree programs simultaneously.

Applicants for the second bachelor's degree who were awarded a degree from an accredited college or university in the United States must have met Neil's General Education program, ENGL-101, English Competency, and Mathematics Competency. If the degree was awarded from an institution in Illinois, the Constitution requirement has been met.

Second bachelor's degree candidates will be required to fulfill the Improving Human Relations requirement and the Computer/ Information Literacy requirement.

### **HONORS RECOGNITION**

Effective June 1988 baccalaureate degree students who graduate with at least a 3.5 cumulative grade point average (on a 4.0 scale) will be awarded Honors recognition:

<b>cum laude</b>	(with distinction) 3.5-3.74 GPA
<b>magna cum laude</b>	(with great distinction) 3.75-3.89 GPA
<b>summa cum laude</b>	(with highest distinction) 3.9-4.0 GPA



## INSTRUCTIONAL SUPPORT SERVICES

### ACADEMIC COMPUTING

Academic Computing provides service to faculty and students in support of instruction and research. Networked computer laboratories are located in the Library, Science and Classroom buildings. These facilities are open to all NEE students irrespective of major.

Besides a range of productivity applications, these facilities also provide access to Internet and Bitnet. Free training seminars are offered every semester. Additional information can be obtained from the office at extension 5115.

### LIBRARY

The Ronald Williams Library is located west of the Science Building. It has five floors totaling over 150,000 square feet and contains approximately 600,000 volumes, 1600 reader stations, and numerous study areas. Special features include facilities for the handicapped, private study areas for faculty and graduate students, and a classroom for library instruction. In addition, over 1,000,000 other educational support items such as recordings, microfilms, maps, documents, filmstrips, pamphlets and periodicals are housed in the library. Check at the main circulation desk for library hours.

#### Reference

Help in using the library's collection and locating information for study and research is available at the reference service desk, located on the main floor. Reference assistance is also available at the service desks on the second and third floors.

#### Circulation

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

#### Reserve

Library materials selected by instructors for reading assignments in course offerings are kept at Reserve located in the Circulation Service area. A card catalog listing items on reserve is situated near the reserve service desk.

#### Interlibrary Loan

As a member of Online (IO) Northeastern's students, faculty, and staff may borrow materials from 40 academic libraries in Illinois. In addition, they have access to the holdings of more than 900 public, college, university, and special libraries in the state. With a valid I D card patrons may check out materials from designated 10 libraries at the circulation service area. The names of those libraries are posted near terminals throughout the Library building. Northeastern's Library also holds memberships in several local, state, and national library consortia which own diverse, specialized research materials. Arrangements for access to the services available through these affiliations should be made at the reference service area.

#### Database Search Services

The Library subscribes to several computerized databases available on public-access microcomputer workstations located on the first, second, and third floors of the building. In addition, upon appointment, the reference department offers search services for many more computerized databases. There are charges for some of these searches, and users are billed for time spent online.

#### Special Collections IRAD and Archives

The library is a member of IRA (Illinois Regional Archives Depository) for the Chicago area. It holds and services part of the city's archival materials and also maintains the historical documents for the university. These materials are located on the lower level of the library, and assistance is provided by a librarian and several IRA interns.

#### Periodicals and Government Documents

The periodical and government document collections are located on the second floor. The Library subscribes to more than 3000 periodical titles. Listings of periodical titles are at the service a reasonable the first, second, and third floors. Northeastern's Library is a depository for both federal and Illinois state documents. Staff at the periodical/documents reference service desk is available for assistance in and using these materials.

**Curriculum Materials**

This collection, located on the third floor, is designed to support course work in professional education and children's literature. It includes children's books, school texts, curriculum guides, and a complete file of Educational Resource Information Center (ERIC) materials.

**Center for Inner City Studies**

The university provides a separate library to support the Inner City Studies program. The collection of over 19,000 books, periodicals, microforms, and other research materials is located at 700 East Oakwood Boulevard.

**UNIVERSITY MEDIA SERVICES**

Northeastern offers opportunities to learn and teach through the use of a wide variety of audio, film, television, interactive video disk programs, and other audio-visual materials. These are either purchased or rented from national distributors or produced in the university's own studios. Although some departments have specialized media laboratories, the majority of audio-visual materials, equipment, production studio facilities, and professional help for instructional and administrative activities are provided by the University Media Services area of the Library.

## STUDENT LIFE

### ACTIVITIES PROGRAM

Student Life at Northeastern is enhanced by an activities program including some 60 organizations. Students can participate in Student Government, ethnic organizations, academic interest groups, various media organizations, and other special interest groups. Involvement in these groups promotes individual student development and contributes significantly to the diversity and richness of campus life.

Student Government, an important adjunct of Student Activities, provides valuable opportunities for students to develop leadership abilities as well as to serve on all-University committees and boards. Student senators and officers typically are involved in many other functions of the activities program.

### INTERCOLLEGIATE ATHLETICS

Since the fall of 1990, Northeastern Illinois has participated in the National Collegiate Athletic Association (NCAA) at the Division I level. Northeastern Illinois is committed to high academic standards and providing student athletes with the opportunity to excel academically and athletically. Men compete in basketball, baseball, cross country, golf, swimming/diving, and tennis and women compete in basketball, cross country, softball, swimming/diving, tennis, and volleyball.

### INTRAMURALS AND RECREATION

The purpose of the Intramural and Recreation Program is to provide an opportunity for all students, faculty, and staff to enjoy satisfying experiences related to their particular needs, varying from the highly competitive types to those of a non-competitive and recreational nature. Recreation activities include swimming, basketball, volleyball, weight training, badminton, table tennis, fencing, aerobics, tennis, archery, and racquetball. The physical education complex provides many opportunities for participation as the building is open from 7:00 a.m. to 10:00 p.m. Monday-Thursday, 7:00 a.m. - 5:00 p.m. Fridays, and 9:00 a.m. - Noon on Saturdays.

Intramural competition is offered in male, female co-recreational divisions and club sports.

Intramural competition includes softball, volleyball, badminton, table tennis, basketball, tennis, flag football, racquetball and wallyball.

### CHILD CARE CENTER

The Northeastern Illinois University's Child Care Center, located on campus, is licensed to accept children 15 months through 6 years. Operating Monday through Friday from 7:00 am to 6:00 pm, the center offers both half- and full-day sessions. Licensed by the State of Illinois Department of Children and Family Services, the program provides quality early-childhood education in keeping with the best accepted methods and principles of child care. Contact the Child Care Center at extension 3079 for registration and fee information.

### COMMUTER CENTER

The Commuter Center coordinates food service, the bookstore, vending, locker rental, and identification card services. The Center also has meeting facilities for campus organizations as well as space for social and recreational events. Providing the focus of Northeastern's student life, the Center offers programs to enrich the educational experiences of the University community and features comfortable surroundings for informal study and relaxation. Staff may be reached at extension 4615.

### UNIVERSITY EVENTS

The University Events Office coordinates all of the functions and support services for centralized special events sponsored by the academic, administrative and student communities.

This office provides assistance in planning, producing and promoting university events, as well as providing consultation for productions of university-wide events such as commencement, orientation, workshops and conferences.

The University Events Office monitors the use of university facilities by on-campus individuals and groups and is the initial contact for off-campus agencies requesting use of Northeastern's facilities. Copies of the Use of University Facilities Policies may be obtained in the University Events office, extension 4658.

## ACADEMIC DEVELOPMENT

Murrell Duster, M, Ed., Assistant Professor, Curriculum and Instruction, Dean

Jose Acevedo, M.S., Coordinator, El Center de Recursos Educativos

Victoria Amey-Flippen, M.S., Ed., Coordinator, Handicap Educational Liaison Program

Thomas Blackburn, M.S., Coordinator, Math Lab

Rory Donnelly, Ph.D., Professor of Linguistics; Coordinator, English Language Program

Roosevelt Gordon, Jr., M.A., Assistant Professor, Student Services, Counselor-Coordinator, Project Success

Yvonne Guilt, M.A., Coordinator, Academic Advising and Tutoring

Joyce Hieshima, Ph.D., Assistant Professor, Reading Coordinator, Developmental Reading

Michael R. Johnson, Ph.D. Coordinator, Assessment and Testing

Miriam Ocasio-Collazo, M.S.Ed., Coordinator, Proyecto Pa'Lante

Joy Scott, M. Ed., Coordinator, Student Support Services

The Office of Academic Development provides quality academic and support service programs for Northeastern students. The office is responsible for the following areas: Academic Advising; Tutorial Center; English Language Program (ELP); Handicap Educational Liaison Program (HELP); Special Programs, which includes Student Support Services, Project Success and Proyecto Pa'Lante; Summer Transition Program; University-wide Placement and Competency examinations through the Testing/Assessment Center; university-wide assessment; developmental reading; transfer programs; math, reading and writing labs; and El Centro, a community outreach center. This office works to establish or continue liaisons between all support services within the University; encourages innovative approaches to instruction; assists under prepared students; participates in liaison activities with other institutions and supports services and programs for entering student populations. Student and advisory councils provide suggestions and feedback on the activities and programs of the office.

### ADVISING PROGRAM

The University Advising Program provides academic and developmental advising for all undergraduate students who have not declared majors. Through the Advisement Center and its staff, each student is assigned a university advisor, usually a faculty member, who guides the student through course and program selection, testing and other general education requirements, and the process of career choice and personal development. Students remain with their university advisors until they declare a major, at which time the major department will assign a major advisor.

Special advisors are available for students interested in pre-engineering, pre-law and pre-professional health sciences programs. The Advisement Center will provide further information.

### ASSESSMENT AND TESTING

Located in Room 3026 of the Classroom Building, Assessment and Testing administers and coordinates a variety of assessment programs and services. The programs include Northeastern's competency examination program (including the English Competency Examinations in reading and writing) and its placement testing program for incoming freshmen and new transfer students with fewer than 30 semester hours of transfer credit. The Center also coordinates assessment activities throughout the University. Working in collaboration with students, faculty members, department and program leaders, and university administrators, the Center staff sponsors and promotes activities to assess the impact of programs and services on student learning and projects to increase student learning, satisfaction, and academic success.

**EL Centro**

El Centro de Recursos Educativos/Educational Resource Center is the university's outreach center for the Hispanic-American community. Known as El Centro, this field center provides educational opportunities to members of the Hispanic community in or near their own neighborhoods. Located in the northwest area of Chicago, El Centro is easily accessible to residents of West Town, Humboldt Park and Logan Square.

El Centro orients community residents to higher education, provides university resources, improves the quality of life and increases employment opportunities through skills development. El Centro serves the non-traditional college student population by providing admission, registration, academic advisement and other student services on site.

During each academic year, El Centro offers courses including natural sciences, behavioral and social sciences, and humanities which fulfill the university's General Education Program requirement. Elective courses develop students' competence in languages, mathematics, reading, and academic skills.

The sequences taught at El Centro by full- and part-time faculty permit students to carry a full academic load of 12 credit hours during both the fall and spring semesters, with additional credit hours during the summer. Many courses are taught bilingually in Spanish and English. Both instruction and course work may be conducted in the language agreed upon between students and teachers. In addition to the courses offered for academic credit, non-credit offerings, such as lecture series, seminars and workshops are held throughout the academic year.

For more information, contact El Centro office, 3119 North Pulaski Road, Chicago, Illinois 60641. Telephone (312) 7779955 from 1:00 p.m. to 9:00 p.m. Monday through Thursday, 9:00 a.m. to 3:00 p.m. Friday.

**ENGLISH LANGUAGE PROGRAM**

Rory Donnelly, Ph.D., Professor of Linguistics, Coordinator  
Harold N. Hild, Ph.D., Professor of Speech and Performing Arts  
Sandra Hunt, Ph.D., Associate Professor of English  
Myrna Knepler, Ph.D., Professor of Linguistics  
Audrey Reynolds, Ph.D., Professor of Linguistics

The English Language Program provides the opportunity for students to acquire the level of oral and written English Language skills expected of university students. Courses are offered for both native and non-native speakers.

The ELP Writing Lab provides tutoring for students from any college in the university who want help with academic writing assignments, and offers assistance to students enrolled in ELP and English composition classes and students preparing for the English Competency Examination. The professional staff is trained to work on a one-to-one basis and can provide assistance with the development and organization of ideas, the use of research in writing, and revision and editing techniques.

No majors or minors are offered through this program.

**COURSE OFFERINGS**

**ELP-DEV-090 Language Competence Skills, 3cr** (May not be applied towards graduation.)

This course is designed for students who, despite prior college-level coursework in writing, are unable to pass the English Competency Exam. It provides them with intensive, individualized instruction in the skills associated with college level competency in writing.

**ELP-DEV-099 Developmental Writing, 3cr** (May not be applied towards graduation.) This course provides native speakers of English with intensive work on basic writing skills such as planning, organizing and revising an essay, and emphasizes the development of sentence level skills and proofreading techniques.

**ELP-ESL-108 Listening and Speaking, 3cr** (Non-native speakers of English only.) Practice in the listening and speaking skills used in American universities, with emphasis on comprehension of brief academic lectures, presentation of brief reports, and participation in class discussion.

**ELP-ESL-110 English Grammar Skills, 3cr** (Non-native speakers of English only.) Analysis of and practice in selected English grammatical patterns, with special emphasis on their academic application.

**ELP-ESL-112 English Language Workshop I, 3cr** (Non-native speakers of English only.) Basic principles of personal essay writing English, with emphasis on developing sentence level skills.

**ELP-ESL-114 English Language Workshop II, 3cr** (Non-native speakers of English only.) Introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills.

**ELP-ESL-115 Reading for the ESL Student, 3cr** Designed to meet the needs of non-native speakers of English who wish to improve their English reading comprehension. Active reading of English is promoted through intensive reading, vocabulary development, conversation and writing. Reading for meaning is emphasized. Understanding the importance of intercultural communications and understanding the relationship between language and culture is developed. Cross-listed with READ-115. Registration by permit only.

**ELP-ESL-116 Reading for the Advanced ESL Student, 3 cr** Designed to meet the needs of non-native speakers of English who have advanced English language proficiency and wish to further develop their reading comprehension. Advanced reading skills such as interpretation, inference, critical analysis, evaluation, application, author style and tone, and technical and literary terminology are emphasized in order to comprehend more complex literary genres, including content-specific materials. Cross-listed with READ-116. Registration by permit only.

**ELP-ESL-120 English Language Workshop III, 3cr** (Non-native speakers of English only.) Practice and instruction in writing expository essays, with emphasis on paragraph development, increased fluency in written English, and proofreading skills.

**ELP-118 Academic Skills, 3cr** Practice and instruction in the skills students need to succeed in college, such as taking notes, managing time, reading textbooks, writing from sources, thinking critically, and studying for and taking exams.

**ELP-280 Library Research Methods, 3cr** Bibliographic tools in a variety of areas are examined, and while the individual subject interests of students are taken into account, students are encouraged to explore areas with which they are not familiar. Discussions on the nature of information, its organization and dissemination.

### **HANDICAP EDUCATIONAL LIAISON PROGRAM (HELP)**

The purpose of the Handicap Educational Liaison Program (HELP) is to afford disabled students equal opportunity for post-secondary education by providing reasonable accommodations and services. The program provides academic assistance to students with documented physical or learning disabilities, based on diagnosed needs,

HELP provides registration/advising assistance, notetakers, interpreters, readers, scribes, taped texts, accessibility information, and information about community resources. The HELP Office, located in B-110, has a TDD phone. Students with disabilities should visit the HELP Office before the semester starts to arrange accommodations.

HELP Career Opportunities also offers career development services for enrolled students with disabilities seeking full-time or part-time employment, internships or temporary work-study experience not requiring a bachelor's degree.

### **SPECIAL PROGRAMS**



The Office of Special Programs sponsors three on-going programs (Project Success, Proyecto Pa'Lante, and Student Support Services) for students with special academic, social or cultural needs. Students in these programs are given a two year adjustment period to meet university academic requirements. They must actively participate in the assistance programs provided and show evidence of academic progress.

**Project Success**

Project Success recruits and assists primarily inner-city students who have academic potential but do not meet standard admission requirements. Counseling, academic advising and tutorial support is provided to meet the personal and academic needs of the students. Program goals stress the development of good study habits and in turn, promote increased self-confidence in one's ability to achieve academic success.

**Proyecto Pa'Lante**

Proyecto Pa'Lante is a uniquely organized, comprehensive, educational and related support service program designed to recruit and serve primarily Latino students from the inner-city who demonstrate academic potential but might not meet the requirements for general admission. After admission, the program provides support services for its students in the areas of counseling, academic advisement, tutoring, career development and cultural reinforcement. These services are designed to assist students in their adjustment to the university, to enhance their scholastic achievement, and to encourage their persistence in completing a Bachelor's degree.

Proyecto Pa'Lante es un programa diferentemente organizado, comprensivo y educacional. Los servicios han sido creados para reclutar y servir primariamente estudiantes Latinos que demuestran potencial academico pero que quizas no reunan los requisitos existe dos por admission general. El program aprovee servicios de apoyo para sus estudiantes en areas de orientacion personal, etude academica, tutoria, un buen desarrollo de profesion y reenforzamiento cultural Que. ayudara al estudiante a adaptarse a la universidad; en esta forma, aumentar el logro academico y la persistencia par adquirir UN titulo universitario.

**Student Support Services**

Student Support Services assist first generation college, low-income and physically/learning disabled students with academic advising course selection, registration, financial aid advisement, and academic and personal skill development.

**SUMMER TRANSITION PROGRAM**

The Summer Transition Program is a comprehensive eight-week program preparing students for a successful transition from high school to the university. Academic study skills development and content courses are conducted in the morning, with motivational activities, counseling, academic advising, individual assistance, and tutoring in the afternoon.

**THE LEARNING CENTER (TUTORIAL CENTER)**

Housed in the library, the Learning Center offers assistance to individuals and groups in General Education courses in various disciplines. Tutors are graduate assistants familiar with the materials and demands of the courses. Tutoring is also available in the Foreign Language, English Language, Mathematics, and Reading Laboratories. In music and the sciences, some tutoring is provided in other locations.

**Mathematics and Reading Labs**

Located in the library, these laboratories provide tutoring and other out-of-class assistance to students.

**NON-TRADITIONAL DEGREE PROGRAMS**

Non-traditional degree programs provide expanded opportunities for quality education with a special emphasis on individual academic advisement in degree programs designed especially for adult students. These programs utilize University faculty to meet the varying needs of their students.

**BOARD OF GOVERNORS****BACHELOR OF ARTS DEGREE PROGRAM**

Janet Sandoval, MA., Director  
Julie Chappell, M.A., Program Associate

The Board of Governors Bachelor of Arts Degree Program is a system-wide degree program specifically designed to meet the undergraduate needs of experienced adults in a manner compatible with career and family responsibilities. It enables students to complete graduation requirements through an alternative, self-paced approach to higher education. The Board of Governors Program is available at each of the five universities which constitute the Board of Governors system.

### **Application Procedures**

Prospective student meetings are held each semester. At these meetings the program is presented, application materials are distributed and further application procedures described.

### **Admission Requirements**

Applicants must have a high school diploma or the equivalent or special permission granted by the University Provost.

An adult holding a baccalaureate degree from a regionally accredited college or university will not be admitted to the Board of Governors Bachelor of Arts Degree Program.

### **Program Options**

The unique structure, flexibility and system wide availability of the Board of Governors Bachelor of Arts Degree Program allows students to utilize a variety of options to complete graduation requirements. In addition to taking courses at Northeastern Illinois University and other Board of Governors Universities, students may use a combination of transfer credits from regionally accredited institutions and credits earned through standardized college level proficiency examinations. Students also have the option of applying for academic credit through the assessment of a prior learning portfolio which describes and documents college equivalent learning acquired outside the traditional college classroom.

### **Graduation Requirements**

To graduate, students must successfully complete the following requirements:

1. 120 total semester hours;
2. a minimum of 12 semester hours each in the humanities, the social sciences and natural sciences/mathematics;
3. a minimum of 40 semester hours at the upper division (junior/senior) level;
4. a minimum of 15 semester hours of course work at one or a combination of Board of Governors universities.

In addition, all students must pass a college level examination or an equivalent course on the United States and Illinois Constitutions and pass all University competency examination(s) as required of all students at the university. Students must have a minimum overall "C" (2.0) grade point average for all work applied toward meeting degree requirements. After admission to the program no credit will be granted for any course in which a grade below "C" is earned.

More information regarding the Board of Governors Bachelor of Arts Degree Program can be obtained in Room C-529 of the Jerome M. Sashes Building or by calling (312) 794-6684.

### **UNIVERSITY WITHOUT WALLS PROGRAM**

The University Without Walls (UWW) program is a competency-based, self-paced program that leads to a Bachelor of Arts or Bachelor of Science degree. Requiring strong motivation, self-direction, maturity, self-sufficiency and clear academic direction on the part of the student, UWW is geared to meet the adult student's learning needs and long range goals through a course of study that allows for curricular individuality.

### **Admission**

Information meetings are held each semester to explain the program and answer questions. All prospective students are strongly encouraged to attend an information meeting prior to submitting an application. A schedule of information meetings is available at 794-6684 or from Room C-529 in the Jerome M Sachs Building.

UWW applicants design their own applications: addressing their need for UWW, outlining their prior learning, proposing new learning goals and identifying human resources. All previous college work must be verified by submitting official transcripts and if the student has earned less than 30 college credits, a high school transcript or General Educational Development (G.E.D.) test scores must be submitted.

### **Program Participation**

Each student, with an academic advisor (a Northeastern faculty member) and a community advisor, develops a Learning Contract which outlines the student's individualized curriculum: prior learning experiences and new learning goals. The UWW student's individualized curriculum has three program requirements: depth, breadth, and the ability to communicate effectively. These three elements provide an organizational structure for the Learning Contract.

### **Graduation Requirements**

The student's program is monitored closely each semester and upon meeting the Learning Contract terms, the student convenes a graduation Review Board that has the sole authority to authorize graduation. In addition, all students must pass a college level examination or an equivalent course on the United States and Illinois constitutions and pass all University competency examination(s) as required of all students at Northeastern Illinois University.

More information regarding the University Without Walls Program can be obtained from the Sachs Administration Building, room C-529, (312) 794-6684.

### **UNIVERSITY HONORS PROGRAM**

Dragan Milovanovic, Ph.D., Professor of criminal Justice, Coordinator

The University Honors Program, which is open to undergraduate students in all disciplines, provides an expanded educational experience for academically talented students who are willing to challenge their academic and intellectual abilities by attending Honors courses, seminars, and colloquia and engaging in independent study, research, or creative work.

The small size of Honors classes promotes effective interaction among students and between students and faculty creating an intensive and stimulating learning experience. Successful completion of the Program offers students an added advantage when seeking employment or admission to professional and graduate schools.

A limited number of scholarships and tuition waivers are awarded to students on the basis of academic merit. Detailed information on all aspects of the Program is available from the University Honors Program Coordinator.

The University Honors Program is composed of two independent tiers: Level I for freshmen and sophomores, and Level II for juniors and seniors.

### **LEVEL I HONORS PROGRAM**

#### **Requirements for Admission:**

**Entering Freshmen:** Minimum composite Enhanced ACT score of 26 or, class rank in the upper 10 percent and minimum composite Enhanced ACT score of 23.

Two letters of recommendation from teachers or counselors,

**Transfer Students:** Minimum cumulative GPA of 3.25 (based on a 4.0 scale) in transferable courses.

Two letters of recommendation from instructors or permission of the University Honors Program Coordinator.

**Enrolled Students:** Minimum GPA of 3.25; between 15 and 59 hours earned.

Two letters of recommendation from instructors or permission of the University Honors Program Coordinator.

**Requirements for the Program:**

The Level I Honors Program requires completion of 21 credit hours distributed among general education courses offered in Honors sections. All courses will be designated as Honors credits on the student transcript.

Students receive a Level I Honors Certificate if they have completed the required Honors course work with a minimum GPA of 3.25, have completed at least 60 credit hours with a minimum GPA of 3.25, and have passed the English Competency Exam.

**LEVEL II HONORS PROGRAM**

**Requirements for Admission:**

Successful completion of Level I Honors Program, or

Junior standing with cumulative GPA of 3.25, or

Satisfactory participation in an Honors Program at another 4-year institution, or

A degree from a 2-year junior or community college with a minimum GPA of 3.25 (based on a 4.0 scale.)

**Requirements for the Program:**

HNRS-397 Honors Colloquium	3cr
HNRS-398 Honors Seminar	3cr
HNRS-399 Honors Thesis/Project	3cr
Honors Electives in the major	6 cr
Total	15cr

Students receive a Level II Honors Certificate if they have completed the required Honors course work with a minimum GPA of 3.25, have completed the University course requirements for graduation with a minimum cumulative GPA of 3.25, and have passed the English Competency Exam. A designation of **Honors Scholar** will also be imprinted on the diploma.

**COURSE OFFERINGS**

**HNRS-397 Honors Colloquium, 3cr** Specialized and intensive investigation of topics in broadly defined areas of issues of current interest; readings, discussions, guest lecture. A paper and oral presentation are required. Prereq.: consent of the University Honors Program

**HNRS-398 Honors Seminar, 3cr** Specialized and intensive investigation of a topic in narrowly defined areas, such as Fine Arts, Sciences, etc. A paper and oral presentation are required.

**HNRS-399 Honors Thesis/Project, 3cr** Guidance of students conducting research or preparing a creative work, usually relevant to their major field, to fulfill the requirements of the Level II Honors Program.

**HONORS ELECTIVES:** Students may earn Honors credit in their major for courses not offered in Honors sections by attending a regular 300-level course and completing additional work specified in an Honors Learning Agreement between the student, the instructor, and the University Honors Program Coordinator. Consult the University Honors Program Coordinator for further information.

**HONOR SOCIETIES**

Membership in an honor society promotes scholarly communication and recognizes superior scholarship and/or leadership achievement. Twelve honor societies currently have chapters at Northeastern Illinois University. Many are member societies of the Association of College Honor Societies.

The honor societies at Northeastern Illinois University are listed alphabetically, by discipline:

All Academic Disciplines: Alpha Chi/Lioness Zeta Chapter

Purpose: To recognize scholarship and advance the University's commitment to academic excellence.

Contact: University Honors Program. Dr. Dragan Milovanovic

Biology: Beta Beta/Omega Xi Chapter; Purpose: To improve the understanding and appreciation of biology.

Contact: Biology Department, Dr. Don Fanslow

Chemistry: Iota Sigma Pi/Aurum Iodide Chapter (for women in Chemistry)

Purpose: To grant recognition to women who have demonstrated superior scholastic achievement and high professional competence.

Contact: Chemistry Department, Dr. Veronica Curtis-Palmer

Economics: Omicron Delta Epsilon/Sigma Chapter of Illinois

Purpose: To recognize scholastic attainment and honor outstanding achievements in economics.

Contact: Economics Department, Dr. Audie Brewton

English: Sigma Tau Delta/Psi Upsilon Chapter

Purpose: To brevet distinction upon undergraduates, graduates and scholars in academia as well as upon professional writers who have realized accomplishments in linguistics or literary realms of the English language.

Contact: English Department, Dr. Thomas Hoberg.

French: Pi Delta Phi, Iota Epsilon Chapter

Purpose: To recognize outstanding scholarship in French language and literature.

Contact: Foreign Languages and Literatures Department,  
Ms. Dorette Klein

Geography: Iota Pi/Gamma Theta Upsilon Chapter

Purpose: To encourage student research, to strengthen professional training and to advance the status of geography.

Contact: Dr. Karl Kriesel.

History: Phi Alpha Theta/Pi Gamma Chapter

Purpose: To recognize and promote scholarship in history.

Contact: History Department, Dr. Joseph Morton

Italian: Gamma Kappa Alpha

Purpose: To recognize outstanding scholastic performance in Italian language and literature, and foster greater interest and understanding of Italian culture. Contact: Foreign Languages and Literatures Department,

Dr. Battista Galassi

Political Science: Pi Sigma Alpha/Theta Lambda Chapter

Purpose: To advance and diffuse knowledge and interest in political science.

Contact: Political Science Department, Dr. Valerie Simms

Psychology: Psi Chi

Purpose: To advance the science of psychology, stimulate scholarship and research.

Contact: Psychology Department, Dr. Maureen Wang Erber

Spanish: Sigma Delta Pi, Mu Xi Chapter

Purpose: To work for the benefit of the Spanish language and the Hispanic culture.

Contact: Foreign Languages and Literatures Department, Dr. Angelina Pedroso

Further information about the honor societies, including specific requirements, inductions, membership fees and activities can be obtained from the department and/or sponsor.

## THE GRADUATE COLLEGE

Mohan K. Sood, Ph.D., Professor of Earth Science, Dean  
 Rosemary J. O'Grady, M.A., Coordinator  
 Ada Umeh, M, A., Coordinator

Northeastern Illinois University, through its Graduate College and faculty, provides the resources, the facilities and the academic environment to advance learning, to foster creativity, and to nurture intellectual independence in graduate education. Graduate students pursue advanced studies and join faculty in extending knowledge through research, and scholarly activities.

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

At present, the Graduate College offers Master's degree programs in 32 academic concentrations. All students admitted to the Master's programs are enrolled in the Graduate College and governed by its policies and procedures. Graduate students, therefore, have different tuition rates, grievance procedures, and registration processing. They are eligible to apply for the teaching/research assistantships and tuition waivers available through the College and departments.

Applications, both for admission and graduation, are accepted for each academic term as per the schedule provided with the application materials. Applicants are advised to check with the Graduate College office for any changes or special situations.

### ACCREDITATION

#### ORGANIZATION OF THE GRADUATE COLLEGE

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

#### Mailing Address and Office Hours

Student inquiries, applications, transcripts should be directed to the **Dean of the Graduate College, Room CLS-4029, Northeastern Illinois University, 5500 N. St. Louis Avenue, Chicago, Illinois, 60625-4099**. Application material may be picked up in the College office or requested by calling the phone number (312) 794-6143.

The College office is generally open between 8:30 a.m. and 5:00 p.m. on weekdays with extended hours to 7:15 p.m. on Monday and Thursday. You may reach the College office at (312) 583-4050, extension 5133.

#### Graduate Advisors | Coordinators

Each graduate program has a Graduate Advisor/Coordinator who serves as an important link with the Graduate College. A Graduate Advisor/Coordinator evaluates and processes applications for admission to a program in the Graduate College, and for graduation from the College, advises on programs of study, informs students of departmental regulations and procedures, monitors students' academic progress, and recommends students for merit tuition awards. Students are urged to keep in contact with their advisors on a semesterly basis.

### GENERAL ADMISSION REQUIREMENTS

All applicants who wish to be admitted to the Graduate College at Northeastern Illinois University must prepare applications following the instructions in the self-managed application for admission. They must submit applications and official transcripts to satisfy the following general requirements:

1. Possession of a degree from an accredited college or university.



2. Demonstration of a high level of scholastic ability as reflected by an undergraduate grade point average of 2.75 or better (4-point scale). All course work completed prior to the bachelor's degree is computed in this average. Any previous graduate credit is also taken into appropriate consideration,

Degree transcripts from foreign schools require special evaluation (check the section entitled "international Students" in the instructions included with the application for the address of the agency for the evaluation of foreign credentials). Accordingly, a delay in processing the application should be anticipated.

### ADMISSION TO A DEGREE PROGRAM

**Full or regular admission** to a specific Master's degree program requires:

1. Fulfillment of the general requirements for admission to the Graduate College. Consult program descriptions and/ or application instructions for specific departmental application requirements.
2. Submission of all parts of the completed Graduate College self-managed application for admission.
3. As part of the self-managed application, receipt of one copy of the transcript from each college/university previously attended, including Northeastern Illinois University. Work showing past transfer credit on the transcript of another institution does not negate the requirement for the receipt of the original transcript of such credit.

The Graduate College does not normally accept in-hand transcripts submitted by students. Once a transcript has been received it cannot be released from the files of the Graduate College. In cases where the college(s)/ universities) will not release transcripts directly to the student, it is the applicant's responsibility to arrange for receipt of transcripts by the graduate office directly from the colleges/universities previously attended.

4. Satisfactory completion of the published program prerequisites.
5. An average of at least B (3.0) in the undergraduate major or work that is the foundation for the Master's program,
6. Some programs require applicants to take the Graduate Record Examination (GRE general as well as the subject test) or the Graduate Management Admission Test (GMAT). Students must arrange to send the test scores to the Graduate College at Northeastern to avoid delay or denial of admissions. Northeastern Illinois University's code is 1090.
7. Departmental or program committee approval. The final decision rests with the faculty of the appropriate department.

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

1. Degree from an institution for which academic credit equivalency cannot be established or one that issues transcripts with ungraded academic records.
2. Lack of specific program prerequisites. Completion is required by such time as deemed appropriate by the dean and by the program advisor.
3. An erratic undergraduate academic record.

Students admitted conditionally must achieve a minimum B (3.0) average in the first 12 credits in the program; otherwise, the admission will be rescinded. Such students could, however, continue to take courses as graduate students-at-large subject to the regulations appropriate thereto.

**Contingent admission** may be granted to an undergraduate senior who meets all the requirements for admission to the College and the program, and is within 9 semester hours of

completing an undergraduate degree. However, the student must submit the degree transcript within one semester after commencing the graduate program of study for admission to be valid. Courses used to fulfill the undergraduate degree requirements will not apply to the graduate degree program of study.

**After the application has been evaluated**, the student will receive a letter from the Graduate College indicating the results. If the evaluation is not completed by the time of registration, the student may choose to register as a graduate student-at-large with the permission of the department and may contact the Office of Admissions and Records for the appropriate application form and the applicable deadlines. Foreign students requiring an 1-20 form (Certificate of Eligibility for Nonimmigrant Student Status) are not eligible to register until admitted to a degree program.

Since each graduate degree program has its own specific course requirements, it is imperative that the student assume the responsibility for contacting the assigned advisor in the program. The letter of admission will identify the advisor. The student should arrange for an appointment with the advisor well in advance of any registration period. Detailed program counseling cannot be done, and should not be expected, at registration time.

#### **Admission Acceptance/Deferral**

Students admitted to the Graduate College will receive an Admission Acceptance Form which they must complete and return within 30 days of its receipt. Graduate students must register for courses for the term they are admitted. Students may request, in writing, a deferral of their matriculation up to one year. The Dean of the Graduate College, in consultation with the departmental Graduate Advisor, may approve deferral.

#### **REQUIREMENTS FOR DEGREE APPLICANTS**

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

1. The majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable. Workshops, institutes, or similar courses which are designed to meet their own specific needs or purposes, are not normally acceptable.
2. Education courses that prepare students for initial teacher certification are not applicable to Masters degree programs.
3. All graduate credits within the scope of the specific Master's program, not only those actually applied, must average at least B (3.0). No more than six hours of C credit is acceptable. Grades below C bear no credit toward the degree. Upon receiving a third grade of C, the student must petition the Dean of the Graduate College, in writing, providing full rationale for permission to continue in the program. A petition must be filed within 60 days from the time the status was affected. The petition will be reviewed by the Dean and the Graduate Advisor and the student will be informed of the decision within 30 days after the petition is received. The student will become ineligible for the degree and will be dropped from the program upon receiving grades below "B" in four courses (three for the Exercise Science and Cardiac Rehabilitation Program).
4. To remain in good standing in a degree program in the Graduate College, the student must make satisfactory progress on a continuing basis. Lack of progress will normally result in the student being dropped from the program.

#### **DOCUMENTS TO BE SUBMITTED BY DEGREE CANDIDATES**

After admission to a graduate program and to the time of the awarding of the Master's degree, the applicant must submit to the Graduate College the following documents in the sequence indicated:

1. Application for Acceptance to Candidacy for the Master's degree. This form should be submitted after the student has been admitted to a degree program. It is due upon completion of 12 credit hours of coursework with a grade point average of at least B (3.0). A maximum of six hours of coursework accepted as transfer from other

colleges/universities may apply. All provisions for students admitted conditionally must be satisfied.

2. Application for Graduation. Application for graduation should be filed according to the instructions and the schedule provided with the application. Dates are also specified in the Schedule of Classes. Students may file the Application for Graduation in the term in which they expect to graduate even if they are registered at Northeastern for that semester for course(s) required for the degree. Candidacy is a pre-requisite for filing for graduation. A non-refundable and non-transferable graduation fee must accompany the application. This fee cannot be carried over if the student falls, for any reason, to graduate on schedule. Extensions and/or exceptions cannot be granted and should not be requested.

Upon evaluation of the graduation application, the student will receive a response from the Graduate College indicating outstanding requirements and whether or not there is a possibility for completion of all requirements by a deadline date. For updated deadline dates, contact the Graduate College.

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

### TRANSFER OF CREDITS, TIME LIMITATIONS, ETC.

1. A minimum of 21 credit hours of graduate work applicable to the program must be taken at Northeastern Illinois University before the Master's degree will be awarded.
2. Courses taken as a student-at-large with a degree at Northeastern Illinois University by students denied admission into a graduate program are not accepted in a Master's program. The eligible maximum for students qualified for admission or admitted to a program is nine credits, and such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.
3. A maximum of nine credit hours of transfer credit from other colleges/universities may be accepted. Students desiring to transfer credits must first be admitted to a degree program and then write a letter of petition to the dean. The course(s) in question should be identified by title, number, and a general description. A transcript of the work must be on file in the Graduate College along with course descriptions/syllabus and verification that the courses were applicable to a graduate program at the institution where they were taken. Workshops, institutes or other similar courses are generally not eligible for transfer credits. The criteria for acceptance are
  - a) the work must have been completed attain accredited institution,
  - b) it must be relatively recent,
  - c) the grade(s) must be at least B, and d) the course(s) must be applicable to the degree sequence.
4. In the case of graduate credit taken at colleges/universities outside of the United States, recommendation of the appropriate department and approval of the dean are required. Documentation of work abroad will be necessary, and consultation with an outside agency may be required.
5. A maximum of six credit hours taken at Northeastern Illinois University, prior to the granting of the bachelor's degree, may be considered for acceptance for a Master's program if these credits
  - a) have not been applied to the baccalaureate degree,
  - b) are applicable, and
  - c) were completed no more than 12 months prior to the date of baccalaureate graduation. The office of Admissions and Records must be advised, in writing, of a student's intention to petition to apply those courses to a Master's program. The above applies only to Northeastern Illinois University graduates.

6. The graduate program must be completed within a period of six years. Course credit will be withdrawn for any work completed more than six years prior to the granting of the Master's degree.
7. Students applying for waiver of specific course requirements through demonstration of competence may petition the appropriate department or program committee or the Graduate College. If a waiver is approved, the student must complete an equal number of alternate credits.

### **THESIS PROCEDURES**

The Thesis Seminar Approval form may be obtained from the Graduate College. Completed forms must be submitted to the records office at least one week prior to registration. Degree Candidacy is a pre-requisite for registration for the Thesis Seminar.

The "Manual of Thesis Procedures" is available without charge from the Graduate College. Students who write a thesis or do a project as part of their graduate degree requirements are expected to be familiar with and to follow the guidelines as indicated in this pamphlet.

### **CERTIFICATION OF STATUS**

If a graduate student has completed all academic requirements and is awaiting the formal awarding of a degree, the dean of the Graduate College, upon the student's written request, will issue a letter certifying the student's status. Such letters are normally accepted by boards of education for salary increment purposes and by other universities as certification that the degree has been earned.

### **EXCEPTIONS**

Exceptions to the published regulations of the Graduate College may be made only after approval of the dean, following the submission of a written petition.

### **GRADUATE MERIT TUITION AWARDS/ ASSISTANTSHIPS**

The Graduate College gives a limited number of merit tuition awards to qualified students in good academic standing upon the recommendation of Graduate Advisor(s)/Coordinator(s) of their program of study. Students must apply to their respective departments for consideration of a part-time or a full-time award.

Students may also contact the Financial Aid office for the availability of various fellowships and other forms of financial assistance.

Students interested in appointment as a tutor or teaching/ research assistant should consult with the department for eligibility and application. All appropriate forms for processing the hiring of graduate assistants are available in the College Office.

### **CHANGES IN POLICY**

Northeastern Illinois University reserves the right to make policy changes from time-to-time when necessary.

### **MASTER'S DEGREE PROGRAMS**

The following Master's degree programs are presently being offered by the Graduate College of Northeastern Illinois University. Coursework is offered essentially on an extended-day basis for part-time students. At present, there is no application fee.

### **PROGRAMS IN ARTS AND SCIENCES**

M, S. BIOLOGY  
M.S. CHEMISTRY  
M.S. COMPUTER SCIENCE  
M.S. EARTH SCIENCE  
M.A. ENGLISH  
M.A. GEOGRAPHY AND ENVIRONMENTAL STUDIES  
M.A. GERONTOLOGY  
M.A. HISTORY  
M.A. LINGUISTICS

M.S. MATHEMATICS  
M.A. MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS  
M.A. MUSIC  
M.A. POLITICAL SCIENCE  
M.A. Spanish/French  
M.A. SPEECH

**PROGRAMS IN BUSINESS AND MANAGEMENT**

M.B.A. BUSINESS ADMINISTRATION with specialization in Accounting Finance Management  
Marketing

**PROGRAMS IN EDUCATION**

M.Ed. LANGUAGE ARTS, TEACHING OF M.A. EDUCATIONAL administration \*\* Administration  
Concentration Community College Concentration Chief School Business Official Concentration

M.S. EXERCISE SCIENCE AND CARDIAC rehabilitation

M.A. COUNSELING\*\*\*

Community and Family Counseling Elementary School Level Secondary School Level Career  
Development

M.A. HUMAN RESOURCE DEVELOPMENT

M.A. INNER CITY STUDIES

M.A. READING

M.A. GIFTED EDUCATION

M.A. SPECIAL EDUCATION

Early Childhood Special Education Educating Children with Behavior Disorders Teaching Children  
with Learning Disabilities Teaching Trainable Mentally Handicapped Children and Youth 1

\* Cooperative program with Roosevelt University which awards the degree.

\*\* Cooperative program with Chicago State University and Governors State University

\*\*\* Contact Graduate Office for periods when applications are accepted.

## COLLEGE OF ARTS AND SCIENCES

John Boni, Ph.D., Professor of English, Dean  
Joo Koo, Ph.D., Professor of Mathematics, Associate Dean  
and Coordinator of General Education

The College of Arts and Sciences is the largest of the University's colleges. It comprises 15 departments which offer 14 master's degrees, 23 bachelor's degrees, and 30 minors. In addition, the College is responsible for the General Education program. The College offers all of the general education courses that serve the University's undergraduate students.

It is the goal of the College to help students develop their individual view of the world by acquiring social and cultural awareness as well as a broad knowledge of a number of disciplines. The fine arts, humanities, natural sciences, social sciences, and professional studies all contribute to enriching students' intellectual lives and enabling them to grow into more aware and responsible citizens.

It is a further goal of the College to provide undergraduate major programs in a variety of both traditional and career-oriented disciplines. Therefore many departments, in cooperation with local business, industry, and social agencies offer their majors the opportunity for field experience or internships in addition to course work.

### DEPARTMENTS

#### **Anthropology, Linguistics and Philosophy**

Audrey Reynolds, Ph.D., Professor, Chair Art  
LaVerne Ornelas, M.F.A., Professor, Chair

#### **Biology**

Simon L. Chung, Ph.D., Associate Professor, Chair

#### **Chemistry, Earth Science and Physics**

Paul Poskozim, Ph.D., Professor, Chair

#### **Computer Science**

Miroslava Carlson, M.S., Assistant Professor, Chair

#### **criminal Justice, Social Work and Sociology**

Bernard Headley, Ph.D., Professor, Chair

#### **Economics and Geography & Environmental Studies**

Barbara J. Winston, Ph.D., Professor, Chair

#### **English**

Donald L. Hoffman, Ph.D., Professor, Chair

#### **Foreign Languages and Literatures**

Battista Galassi, Ph.D., Professor of Spanish, Chair

#### **History**

Zachary Schiffman, Ph.D., Associate Professor, Chair

#### **Mathematics**

Anna-Lise Jensen, Ph.D., Associate Professor, Chair

#### **Music**

Venetia Stifler, Associate Professor (Dance), Chair

#### **Political Science**

Valerie Simms, Ph.D., Professor, Chair

**Psychology**

Saba Ayman-Nolley, Ph.D., Associate Professor, Chair

**Speech and Performing Arts**

David F. Unumb, Ph.D., Professor, Chair

**UNDERGRADUATE MAJORS**

Baccalaureate degrees are offered in the following disciplines:

Anthropology  
Art  
Biology  
Chemistry  
Computer Science Criminal Justice  
Earth Science Economics  
English Environmental Studies French  
Geography  
History  
Mathematics  
Music  
Philosophy  
Physics  
Political Science Psychology  
Social Work Sociology  
Spanish  
Speech

Certification for teaching in secondary schools is available for the following disciplines:

Art  
Biology  
English  
History  
Mathematics  
Music  
Spanish

Students interested in teaching in secondary schools should consult the appropriate department entry and the Secondary Education section of this catalog.

**UNDERGRADUATE MINORS**

Anthropology  
Art  
Asian Studies  
Biology  
Chemistry  
Computer Science  
Dance  
Earth Science  
Economics  
English French  
Geography and Environmental Studies  
German  
Gerontology  
History  
Italian  
Linguistics  
Mathematics  
Music  
Philosophy  
Physics



Political Science  
Psychology  
Public Administration  
Social Science  
Social Work  
Sociology  
Spanish  
Speech Women's Studies

**GRADUATE PROGRAMS**

Departments in the College of Arts and Sciences offer 14 master's degree programs which are listed below.

General requirements for graduate admission to the University and to specific degree programs can be found in the Graduate

College section and in the appropriate departmental sections of this catalog. Graduate students who have specific questions should contact the appropriate departmental office.

Master of Science in Biology  
Master of Science in Chemistry  
Master of Science in Computer Science  
Master of Science in Earth Science  
Master of Arts in English  
Master of Arts in Geography & Environmental Studies  
Master of Arts in Gerontology  
Master of Arts in History  
Master of Arts in Linguistics  
Master of Science in Mathematics  
Master of Arts in Mathematics for Elementary School Teachers  
Master of Arts in Music  
Master of Arts in Political Science  
Master of Arts in Speech

**DECLARATION OF MAJOR**

Students who wish to declare a major must complete the Declaration of Major form and submit it to the appropriate major department. Forms are available in all departmental offices. All declared majors should request the name of an advisor from their major departments.

In certain programs special requirements must be fulfilled prior to admission to the major program. Students should consult the appropriate sections of this catalog for additional information, and contact the departmental chairperson, program coordinator or departmental advisor to during the first term of the students' enrollment.

**GRADUATION REQUIREMENTS**

Students in the College of Arts and Sciences must meet all university requirements as well as the specific requirements for graduation within their particular major.

To be counted toward the major, courses transferred to the University must be accepted by the student's major department.

Transfer students must complete a minimum of 15 credit hours in courses at the 200 and/or 300-level in their majors at Northeastern Illinois University. At least 9 credit hours for a minor must be completed at NEIU.

## ANTHROPOLOGY

Audrey Reynolds, Ph.D., Professor, Chair  
 L. Jayne Kamau, Ph.D., Professor  
 James Macdonald, M.A., Assistant Professor  
 Margo L. Smith, Ph.D., Professor  
 Nancy A. Spencer, M.A., Assistant Professor

Anthropology is the study of people as physical and cultural beings throughout time and in today's world. The goal of anthropology is to develop greater understanding of ourselves and other people. Such knowledge can help us adapt in many ways to the diverse society in which we live.

The Anthropology program offers courses in social/cultural anthropology, archaeology, and physical anthropology leading to the degree of Bachelor of Arts.

### UNDERGRADUATE PROGRAMS

#### Major in Anthropology for the Bachelor of Arts Degree

##### Required Courses:

ANTH-212 Cultural Anthropology	3cr
ANTH-215 Human Origins	3cr
ANTH-355 History of Anthropological Theory	3cr
ANTH-362 Senior Seminar in Anthropology I	3cr
ANTH-363 Senior Seminar in Anthropology II	3cr
One archaeology course	3cr
One topical course	3cr
Two ethnographic survey courses from different geographic areas ("Peoples of. ?", "American Indians", "Pacific Islanders", etc.)	6 cr
Two additional 300-level anthropology courses	6 cr

Total 33cr  
(18cr hrs.)

#### Minor in Anthropology

##### Required Courses:

ANTH-212 Cultural Anthropology	3cr
ANTH-215 Human Origins	3cr

Twelve credit hours in anthropology as approved by the designated department advisor 3cr

Total 18cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements,

### COURSE OFFERINGS

#### ANTH-212 Cultural Anthropology, 3cr

The concepts of cultural anthropology applied cross-culturally. Primary focus is on custom, behavior and ideology relating to daily life, social organization, economy, politics, kinship and religion in non-western societies of Asia, Africa, Latin America and Oceania; examples for comparative purposes may be drawn from the U.S. (including minorities) and Europe,

#### ANTH-213 Anthropology and Science Fiction, 3cr

Anthropology and Science Fiction share many basic themes. Among others, this course explores the nature of what is different, or alien; the meaning of "human"; projects the past and present into the future. Science fiction novels, videotapes, films and guest-lecturers are used as basis for discussion.

#### ANTH-214 Peoples of Africa, 3cr

A survey of the diversity of African societies, with emphasis on sub-Saharan Africa. Includes pre-colonial and colonial history.

**ANTH-215 Human Origins, 3cr**

Investigates who we are and where we came from; an introduction to human biological and cultural evolution. Fossils, archaeology, and evidence from living people and animals are pieced together in looking at our adaptations through time.

**ANTH-216 Latin American Archaeology, 3cr**

The evolution of culture in Mexico, Central America, South America, and the Caribbean with emphasis on Mexico and Guatemala. Slides and other illustrative materials are used extensively.

**ANTH-217 North American Archaeology, 3cr**

Prehistory of Native Americans (American Indians) in the United States and Canada, evolution of their cultures from the Ice Age to the Seventeenth Century A.D. through examination of their artifacts. Extensive use is made of visual materials to illustrate cultural development.

**ANTH-223 American Indians, 3cr**

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

**ANTH-232 Psychological Anthropology, 3cr**

Relationship between culture and the development of the personality. What is the effect of culturally different child-training techniques on the child's personality? How do society's goals, values, and attitudes affect the parents' behavior? Stresses the ideal personality and how parents, teachers, and others try to develop it.

**ANTH-234 American Folklore, 3cr**

Social and historical survey of American folklore from colonial days to the twentieth century. Includes New England tombstones, the midwestern frontier, cowboys, outlaws, and blues singers.

**ANTH-240 Topics in Anthropology, 3cr**

Exploration and analysis of contemporary topics and anthropological films from an anthropological perspective. Consult the Schedule of Classes for specific topics.

**ANTH-243 Culture and International Business, 3cr**

For business students as well as anthropology students interested in a business career. How do cultural factors influence business success? How can you be more effective in your work assignment by understanding the cultural context of your work place? Emphasis on marketing and management. Examples from Japan, the Middle East, Latin America, etc.

**ANTH-303 Pacific Islanders, 3cr**

Ethnographic survey of the peoples and cultures of the Pacific Island areas of Melanesia, Polynesia, and Micronesia, emphasizing continuities between traditional times and today.

**ANTH-304 Peoples of India, 3cr**

Ethnographic survey of the contemporary peoples and cultures of India, emphasizing the continuity as well as the diversity within that ancient civilization. ANTH-305 Peoples of South America--

**The Anthropology of South America, 3cr**

Ethnographic survey of the contemporary peoples and cultures of South America. Selected Indian cultures, peasant communities, and urban societies are compared.

**ANTH-308 Peoples of Mexico, Central America, and the Caribbean, 3cr**

Ethnographic survey of the contemporary peoples and cultures of Mexico, Central America, and the Caribbean Islands. Emphasis on Spanish and Indian language areas. In-depth examination of 4-6 cases.

**ANTH-309 Egyptian Archaeology, 3cr**

The study of ancient Egyptian society and culture, traced from the late Pre dynastic through the New Kingdom periods with emphasis on the archaeological evidence: settlement patterns, monuments, and other artifacts in their spatial and temporal contexts. Slides and other illustrative materials are used extensively.

**ANTH-310 Middle Eastern Archaeology, 3cr**

Study of ancient cultures of the Middle East, emphasizing Greater Mesopotamia, the region of the Tigris-Euphrates River drainage, from prehistoric times to the fifth century B. C.; artifacts, monuments, and settlement patterns of ancient Mesopotamian societies. Slides and other illustrative materials are used extensively.

**ANTH-313 Witchcraft and Sorcery, 3cr**

Study of some of the supernatural explanations of evil with major emphasis on the description of the various forms of these beliefs and the reasons, both conscious and unconscious, for these beliefs. Examples are drawn from the non-Western world, medieval through seventeenth century Europe and Old and New England.

**ANTH-314 Anthropology of Religion, 3cr**

Study of the ways that religions, both past and present, act to support or alter the social systems or sub-systems with which they are associated. The ways that individuals respond to the value systems and world views of various religions are examined, as well as the individual motivations for adherence to the various religions.

**ANTH-315 Greek Archaeology: Bronze Age, 3cr**

Cultural remains of Bronze Age Greece are used to reconstruct society from 3000 B.C. Extensive use is made of color slides of sites and artifacts.

**ANTH-316 Greek Archaeology: Classical Age, 3cr**

Cultural remains of Classical Greece are used to reconstruct society from 1000 B.C. to 336 B.C. Extensive use is made of color slides of sites and artifacts.

**ANTH-317 Health, Illness, and Culture, 3cr**

What are the thoughts, practices, and habits concerning "health", "illness", and the management of the body and person in daily and ritual situations? American customs, folk medicine and healing techniques are examined and compared to the beliefs and behaviors of other cultures. What are the roles of the "healer", "patient", and physician as culture defines them? What is the relationship between "medicine" and "religion"?

**ANTH-333 Proseminar in Urban/Applied Anthropology, 3cr**

Urban/applied topics such as, urban ethnography, medical anthropology, museology, public archaeology, ethnic assimilation, and educational anthropology. Detailed discussions, preparation, and critique of projects based on library, field or laboratory work. Consult the Schedule of Classes for specific topics. (Formerly ANTH-URB-333)

**ANTH-341 Culture and Poverty, 3cr**

An in-depth examination and analysis of poor peoples. Special attention is paid to the external forces of the larger society, the coping mechanisms of the poor and the existing life styles found in low-income communities.

**ANTH-345 Physical Anthropology, 3cr**

What can physical (biological) anthropology tell us about human variation? Hands-on experience with human bones and other tissues of the body at the microscopic and macroscopic levels. Problems in human evolution and adaptation to different environments are investigated. Selected topics in physical anthropology are discussed, such as: biology and behavior (sociobiology); earliest humans, problems in interpreting Pliocene hominids; range of variation in living populations.

**ANTH-350 Proseminar in , 3cr**

Advanced study and analysis of selected topics in subfields of anthropology, such as: anthropology of food, museology and art and anthropology. Consult Schedule of Classes for specific topics,

**ANTH-351 Independent Study in Anthropology, 3 or.**

Independent study of methods, concepts, and special topics in anthropology, archaeology, ethnology, physical anthropology, etc.

**ANTH-352 Archaeological Methods, 3cr**

Study of the techniques of recovery, analysis and interpretation of archaeological data; demonstration of some of the equipment employed in archaeological field work. Theoretical value and limitations of the data; some of the contributions of science to their interpretation. ANTH-353 Independent Study in Anthropology, 1cr  
(See ANTH 351 for description.)

**ANTH-354 Independent Study in Anthropology, 2cr**  
(See ANTH-351 for description.)

**ANTH-355 History of Anthropological Theory, 3cr**  
Discussion of major theoretical approaches to the understanding of human behavior including a discussion of the cultural context of anthropologists.

**ANTH-362 Senior Seminar in Anthropology I, 3cr**  
Advanced instruction in appropriate areas such as: research design, interviewing techniques, establishing rapport, library research, scientific methodology, questionnaire development, and nature of fieldwork. Must be taken in the senior year. Both ANTH-362 and ANTH-363 are required, but may not be taken concurrently. Written and oral presentation of a senior project is required.

**ANTH-363 Senior Seminar in Anthropology II, 3cr**  
(See ANTH-362 for description.)

**ANTH-401 Independent Graduate Study in Anthropology, 3cr**  
Intensive and guided study and research in selected topics of anthropology. The student will be responsible for the preparation of an extensive paper or project.

## ART

LaVerne Ordeals, M.F.A., Professor, Chair  
 Donald Bullocks, M.F.A., Professor  
 Merry Cutts, M.F.A., Assistant Professor  
 Jean Gillies, Ph.D., Professor  
 Mark Mc Kernin, M.F.A., Associate Professor  
 Dennis Mitchell, M.F.A., Associate Professor  
 Russell Roller, M.F.A., Professor  
 Mary Stoppert, M.F.A., Professor  
 Santiago Vaca, M.F.A., Assistant Professor  
 Jane Weintraub, M.F.A., Professor

The fundamental objective of the Art Department programs is to teach the visual arts in ways that will provide and promote a knowledge and critical understanding of spatial and tangible art forms. In addition the Department teaches a variety of skills through hands-on experience so students will be equipped to express concepts in visual media and to pursue professional careers in the graphic arts or in teaching.

The Department offers two sequences leading to the degree of Bachelor of Arts. In addition, the Department offers separate minors in Art for Elementary Education majors and for Liberal Arts students. Both the major and minor Liberal Arts programs allow students to select areas of emphasis in studio or art history in consultation with departmental advisors. Students wishing to be certified for teaching art in secondary schools must select the emphasis in studio art. The Department of Art may require studio art majors to lend for exhibit one or more pieces of their art work from each studio course and, before graduation, to donate at least one piece chosen by a faculty committee to the University's permanent art collection.

The special requirements of studio courses demand regular attendance. More than three absences may result in a falling grade.

Students wishing to declare an Art major or minor should contact the Art Department at extension 2644 and schedule an appointment with an Art advisor. Transfer students should bring an evaluation of transfer credits to their first advisement session.

Transfer students are required to consult the departmental undergraduate advisor regarding an interview and/or portfolio review prior to registering for art courses at Northeastern.

The department of Art offers advanced courses for undergraduate students, in-service teachers and post-graduate students. Prerequisites are strictly enforced,

The following required courses are offered on a rotational basis. Students need to plan their programs accordingly.

ART-101 Art in Society (Fall and Spring)  
 ART-106 Introduction to Art History (Fall and Spring)  
 ART-120 Drawing I (Fall and Spring)  
 ART-130 Two-dimensional Design (Fall and Spring)  
 ART-140 Three-dimensional Design (Fall and Spring)  
 ART-201 Contemporary Art (Fall)  
 ART-220 Drawing II (Fall)  
 ART-234 Color (Fall)  
 ART-392 Senior Project (Spring)  
 C&I-SCED-303A Contemporary Art Education in the Secondary School (Fall)  
 C&I-SCED-305A Secondary Student Teaching and Seminar in Art (Spring)

### UNDERGRADUATE PROGRAMS

#### Major in Art for the Bachelor of Arts Degree

All undergraduate students majoring in art must complete the following 15 hour core requirement:

ART-101	Art in Society	3cr
ART-106	Introduction to Art History	3cr
ART-120	Drawing I	3cr
ART-130	Two-Dimensional Design	3cr
ART-140	Three-Dimensional Design	3cr
Total		15cr

**Emphasis in Studio Art**

Students who select an emphasis in Studio Art complete the following courses:

ART-201	Contemporary Art	3cr
ART-220	Drawing II	3cr
ART-234	Color	3cr
ART-392	Senior Project	3cr
	300-level art history courses	6cr

Three of the following:		9cr
ART-230	Introduction to Painting	3cr
ART-240	Introduction to Sculpture	3cr
ART-250	Introduction to Printmaking	3cr
ART-261	Introduction to Photography	3cr
ART-270	Introduction to Ceramics	3cr
ART-273	Introduction to Studio in	

**Metals/Jewelry 3cr**

ART-281	Introduction to Commercial Art	3cr
ART-282	Introduction to Computer Graphics	3cr
Three courses in an area of concentration selected in consultation with an advisor		9cr
One art elective		3cr
Core Courses		Total 54cr

**Students wishing to be certified for teaching art in secondary schools** should consult the secondary education section of this catalog.

All Secondary Education students in Art must complete course work in the following courses in addition to requirements listed for studio majors:

ART-230	Introduction to Painting
ART-240	Introduction to Sculpture
ART-250	Introduction to Printmaking
ART-270	Introduction to Ceramics

Student teaching for Art students is only offered during the Spring term. Students must complete C&I-SCED-303A during the Fall term before student teaching.

**Emphasis in Art History**

Students who select an emphasis in Art History complete the following courses:

ART-202	Methods of Research in Art History	3cr
Seven courses at the 300-level in Art History, selected in consultation with an advisor		21cr
Core Courses		15cr
Total		39cr

In addition, there must be a demonstration of reading competence in a foreign language approved by the advisor or 6 credit hours of a foreign language.

**Minor in Art****(18-21cr hrs.)****Emphasis in Studio Art**

Students who select an emphasis in Studio Art complete the following courses:

ART-101	Art in Society	3cr
ART-106	Introduction to Art History	3cr
ART-120	Drawing I	3cr



ART-130	Two-Dimensional Design	3cr
ART-140	Three-Dimensional Design	3cr
Two of the following:		6cr
ART-230	Introduction to Painting	3cr
ART-240	Introduction to Sculpture	3cr
ART-250	Introduction to Printmaking	3cr
ART-261	Introduction to Photography	3cr
ART-270	Introduction to Ceramics	3cr
ART-273	Introduction to Studio in Metals/Jewelry	3cr
ART-282	Computer Graphics	3cr
Total		21cr

Students in the Elementary Education and Early Childhood a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

### Emphasis in Art History

Students who select an emphasis in Art History complete the following courses:

ART-106	Introduction to Art History	3cr
Five courses at the 300-level in Art History, selected in consultation with an advisor		15cr
Total		18cr

### COURSE OFFERINGS

#### ART-101 Art in Society, 3cr

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

#### ART-106 Introduction to Art History, 3cr

Meanings and functions of the visual arts in Western history with emphasis on how and for what purposes artists have created visual art forms. Basic terminology and definitions through analysis of forms, style and techniques; value judgments, taste, and the viewer's appreciation of art forms through an understanding of their historical context. Slide lectures and museum assignments.

#### ART-120 Drawing I, 3cr

Basic drawing, stressing individual perceptual growth and the importance of physical and psychological factors in structuring visual experiences; emphasis on design and perception; discussion of systems of perceptual interpretation and structure, concepts of abstraction, and problems of evaluation.

#### ART-130 Two-Dimensional Design, 3cr

Systematic exploration of order in two-dimensional space and study of the interaction of method and technique in organizing form on a two-dimensional surface,

#### ART-140 Three-Dimensional Design, 3cr

Studio experience and lecture exploring fundamental 3-D design theory and concepts through the solution of studio problems utilizing 3-D materials and techniques.

#### ART-180 Studio Survey, 3cr

Problem-solving approach in studio experiences with lecture and discussion. This course is recommended as an elective for both Art majors and minors.

#### ART-190 Introduction to Ceramics for the Non-Art Major, 3cr

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

#### ART-191 Introduction to Metalwork and Jewelry for the Non-Art Major, 3cr

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-192 Introduction to Painting for the Non-Art Major, 3cr**

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-193 Introduction to Photography for the Non- Art Major, 3cr**

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-194 Introduction to Printmaking for the Non- Art Major, 3cr** Problem-solving approaching studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-195 Introduction to Sculpture for the Non-Art Major, 3cr**

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-196 Introduction to Drawing for the Non-Art Major, 3cr**

Problem solving approach in studio experiences with lecture and discussion. The course does not count towards major or minor requirements in Art.

**ART-201 Contemporary Art, 3cr**

Study of painting and sculpture of the last ten years; gallery and museum visits; readings in contemporary art publications; slide lectures.

**ART-202 Methods of Research in Art History, 3cr**

Introduction to art historical research methodology, including the use of library resources, indices, bibliographies, and primary source material. Writing skills, style, and methods of citation will be emphasized.

**ART-220 Drawing II, 3cr**

Interpretive drawing experiences, concentration on individual growth and perceptual acuity, principally studying the human form through live models, other supportive materials and a variety of media. ART-230 Introduction to Painting, 3cr Studio examination of the technical development of visual communication by means of design, symbol, and image; exploration of painting media.

**ART-231 Painting Techniques and Processes I: General Aqueous Media, 3cr**

Studio problems emphasizing individual exploration of aqueous media such as transparent watercolor, gouache, casein, tempera.

**ART-232 Painting Techniques and Processes I1: General Non-Aqueous Media, 3cr**

Studio problems emphasizing exploration of non-aqueous media such as oil painting, encaustic, lacquers.

**ART-233 Painting Techniques and Processes III: Contemporary Media, 3cr**

Studio problems emphasizing individual exploration of contemporary media such as acrylic polymer, air brush, oil compatible acrylic, reflective surfaces, transfer processes. ART-234 Color, 3cr

**Investigation of color phenomena through lecture and studio problems. ART-240****Introduction to Sculpture, 3cr**

Traditional and contemporary sculpture concepts; introductory studio experience in modeling and casting, carving, and construction techniques,

**ART-241 Sculpture I: Figure Modeling and Casting, 3cr**

Studio problems with a focus on the human figure; exploration of casting materials and techniques by means of clay and plaster modeling; mold-making; and plastics casting.

**ART-242 Sculpture I: Carving, 3cr**

Studio problems involving traditional and contemporary carving techniques using wood and stone,

**ART-243 Sculpture III: Wood and Metal Shop, 3cr**

Studio problems involving areas of the students' choice: woodworking; metal welding and brazing; plastic fabrication; using hand and power tools.

**ART-250 Introduction to Printmaking, 3cr**

Introduction to major printmaking techniques including studio projects in intaglio, relief, stencil, and planographic processes.

**ART-251 Printmaking: Relief, 3cr**

Introduction to the processes of relief printing; experimentation with and analysis of expressive qualities of design elements in the relief printing media.

**ART-252 Printmaking: Intaglio, 3cr**

Introduction to the processes of intaglio printing; emphasizing the expressive qualities of etching and engraving.

**ART-253 Printmaking: Lithography, 3cr**

Introduction to the planographic process of printing; experimentation with and analysis of lithography as a process for the solution of visual design problems.

**ART-261 Introduction to Photography, 3cr**

Lecture and laboratory experiments in basic photographic processes, camera techniques, and printing with an emphasis on photography as a creative medium.

ART-262 Photography II, 3cr Continuation and expansion of ART-261. Concentration on visual concepts and technical competence in black and white photography. Students develop a personal body of photographic prints, professional in quality and concept.

**ART-270 Introduction to Ceramics, 3cr**

History of ceramics; sequential studio problems in hand building methods, surface treatment, and glazing of ceramics.

**ART-271 Ceramics II, 3cr**

Introduction to the chemistry of clay bodies and glazes; sequential studio problems in using the wheel in building with clay.

**ART-273 Introduction to Studio in Metals/Jewelry, 3cr**

Experience in the fundamental processes of working with small metals and jewelry design including soldering, cutting, forming, stone setting, and finishing techniques.

**ART-281 Commercial Art, 3cr**

Introduction to techniques and concepts of visual communications/commercial art; historical and contemporary social aspects; typography, layout, display, image-making; lectures, seminars, and workshop,

**ART-282 Introduction to Computer Graphics, 3cr**

introductory experience on a graphics computer; overview of the field.

**ART-283 Rendering Techniques in Advertising Art, 3cr**

Techniques and skills needed for the execution of advertising design problems, including an understanding of the materials appropriate to those techniques. Discussion of the principles and terminology used in production.

**ART-284 Keyline/Paste-up, 3cr**

Basic course in the techniques needed for the production of camera-ready materials ranging from designs to packaging.

**ART-303 Images of Woman In Art, 3cr**

Iconographical study of the images of woman in the visual arts. Exploration into stereotypes, archetypes, and prototypes in the context of historical and societal conditions, using primary literary sources and archaeological evidence to support interpretive hypotheses.

**ART-304 Studies in Tribal Arts, 3cr**

Selected offerings on special topics in tribal arts. Consult the Schedule of Classes for specific topics.

**ART-310 Early Christian and Byzantine Art, 3cr**

Study of the arts from the early Christian period to the end of the Byzantine Empire in the east: stylistic and iconographic development of architecture, painting, mosaics, manuscript illustration, and minor arts in the context of contemporary politics and religion.

**ART-311 Medieval Arts of the West, 3cr**

A study of art from the Merovingian period to the end of high Gothic: Stylistic and iconographic development of architecture, painting, sculpture, manuscript illustration, and minor arts in the context of political and religious controversies.

**ART-312 Painting of the Italian Renaissance, 3cr**

Painting in Italy from 1200-1600; iconography and aesthetics, social and technical aspects, development of style with brief attention to the most important examples of sculpture and architecture insofar as they aid in an understanding of the development of painting; slide lectures, museum visits.

**ART-313 Painting of the United States of America, 3cr**

Survey of American painting from the Colonial period through mid-twentieth century; social and technical aspects, development of various styles; slide lectures, museum visits.

**ART-314 History of Architecture to 1800, 3cr**

Survey of architectural forms and concepts from ancient times to the beginning of the nineteenth century.

**ART-315 History of Modern Architecture, 3cr**

Architecture re from the early nineteenth century to the present with emphasis on the Chicago School of Architecture and its contributions,

**ART-316 Seventeenth and Eighteenth Century Art, 3cr**

Painting, sculpture and architecture in Europe in the seventeenth and early eighteenth centuries, stressing historical, stylistic and iconographic developments in the art of the period with emphasis on leading Baroque artists in Italy, Spain, Flanders, Holland, France and Germany.

**ART-317 Sculpture and Architecture of the United States, 3cr**

Sculpture and architecture of the United States from the Colonial period through mid-twentieth century. Social and technical aspects, development of various styles; slide lectures, museum visits.

**ART-318 Nineteenth Century European Art, 3cr**

Survey of European painting and sculpture from the late lath century through the early decades of the 20th century, with emphasis upon major artistic developments in the context of pertinent historical and social issues and the general cultural milieu.

**ART-319 Twentieth Century European Art, 3cr**

European painting and sculpture from post-impressionism at the close of the nineteenth century through the various modernist movements of the twentieth century with emphasis on major theories and developments in art in the context of pertinent historical, social and cultural events and concerns of the period.

**ART-320 Studio in Advanced Drawing, 3cr**

Interpretive drawing experiences directed to individual growth and personal style. Use of live models, other supportive materials, and a variety of media,

**ART-330 Studio in Advanced Painting, 3cr**

Studio problems emphasizing personal development and expression in an area Of the student's choice.

**ART-340 Studio in Advanced Sculpture, 3cr**

Studio problems emphasizing personal development and expression in an area of the students choice.

**ART-350 Studio in Advanced Printmaking, 3cr**

Studio problems in design and expression through one or more of the graphic processes; advanced work in the processes of relief stencil, intaglio, and/or planographic printing.

**ART-360 Contemporary Art Education in Intermediate Grades, 3cr**

Inquiry and understanding of the many problems of communication in teaching art in the intermediate grades.

**ART-362 Studio in Advanced Photography, 3cr**

Concentration on experimental and technical problems. Discussion of expressional and functional aspects of photography. Altered cameras, film formats, chemicals, and papers. Final presentation and individual review of a portfolio of works demonstrating aesthetic and technical competence in black and white photography.

**ART-370 Studio in Advanced Ceramics, 3cr**

Investigation of various advanced ceramic processes, techniques, and critical analysis of historical and contemporary work. ART-373 Studio in Metals, 3cr Advanced processes of working with small metals and jewelry design, such as fusing or soldering, forming, cutting, casting, stone setting, and finishing.

**ART-381 Studio in Graphic Design, 3cr**

Principles involved in the thought process, creation and production of a design project. Lecture and discussion. Suggested readings supplement the class experience.

**ART-382 Advanced Computer Graphics, 3cr**

Principles involved in the creation of story-boards in connection with animation, two and three-dimensional graphics and various outputs. Suggested readings supplement the lecture-discussion portion of class.

**ART-383 studio in Illustration, 3cr**

Principles involved in the thought process, creation and production of an image-making problem. Lecture and discussion. Suggested readings will supplement the class experience.

**ART-384 Internship in Commercial Art and Design, 3cr**

On-site experience in an industrial shop or commercial agency observing and participating in the everyday activities and projects.

**ART-390 Independent Study in Visual Art, 3cr**

Individual investigation into a topic of the student's choice.

**ART-392 Senior Project, 3cr.**

Portfolio preparation in a chosen field; exhibition of selected works.

## ASIAN STUDIES

Andrew Eisenberg, Ph.D., Assistant Professor of History, Program Coordinator

### UNDERGRADUATE PROGRAM

#### Minor in Asian Studies

(18cr hrs.)

1. Courses selected to complete this minor
  - a. must be chosen from two or more academic disciplines,
  - b. must include at least 12 hours in 300-level courses,
  - c. must cover material about more than one Asian country, and
  - d. cannot be counted toward meeting requirements for any other major or minor.
2. The student must secure the approval of the Program Coordinator for the list of courses selected to complete the minor. This approval should be requested well before the completion of the courses themselves.

## BIOLOGY

Simon L. Chung, Ph.D., Associate Professor, Chair  
William T. Barnes, Ph.D., Professor  
George Diepstra, Ph.D., Associate Professor  
Don J. Fanslow, Ph.D., Professor  
Dennis M. Hall, Ph.D., Professor  
Jules M. Lerner, Ph.D., Professor  
Edward F. Lutsch, Ph.D., Professor  
Melanie A. Riedinger, Ph.D., Assistant Professor  
Arthur A. Scharf, Ph.D., Professor  
Patricia A. Smith, Ph.D., Professor  
James Sprinkle, Ph.D., Assistant Professor  
Herbert J. Stoltze, Ed.D., Professor

The Department of Biology offers courses of study leading to the degrees of Bachelor of Science and Master of Science. These broadly based undergraduate and graduate programs are designed to prepare students for: (1) advanced studies in biology, biomedical sciences, and environmental biology; (2) professional trainings in medicine, dentistry, optometry, osteopathy, pharmacy, veterinary medicine and other health professions; (3) teaching of biology in secondary schools; (4) career opportunities in research, biomedical sciences, agriculture, industry, government, and academic institutions.

The department currently offers an undergraduate major, a minor in biology, and a graduate program leading to Master of Science degree.

Students interested in a major in biology are strongly urged to register as a major early and seek advisement from a departmental advisor.

All majors should seek advisement prior to each registration. When registering, the following general guidelines for course selection should be observed:

A maximum of 18cr towards the undergraduate major in Biology will be accepted in transfer credits.

1. BIOL- 100 Introduction to Biology, BIOL-104 The Changing Natural Environment, BIOL-107 Biological Effects of Foods and Drugs, and BIOL-BOT-101 Plants and People may not be used to satisfy the major or minor requirements in biology.
2. Students with an inadequate chemistry background are advised to take CHEM-200 Introduction to General Chemistry before taking the required CHEM 211 General Chemistry I.
3. Students with an inadequate mathematics background are advised to take MATH-102 Intermediate Algebra before taking the required MATH-106 Pre-Calculus Mathematics for Non-Mathematics Majors.
4. Students with an inadequate physics background are advised to take PHYS-200 Introduction to College Physics before taking the required PHYS-201 College Physics I.

### Requirements for Secondary Education Certification

The Major in Biology for the Bachelor of science Degree (general biology sequence) should be completed in order to meet the requirements for secondary teacher certification. Students seeking certification to teach biology in secondary schools may elect to complete the optional Environmental Emphasis or the General Biology Emphasis. In completing the Major in Biology, students seeking certification must earn 8 semester hours in botany including 5 semester hours in laboratory work and 8 semester hours in zoology including 5 semester hours in laboratory work. In addition, they should consult the Secondary Education section of this catalog. Dr. Herbert Stoltze is the advisor for Biology/Secondary Education students.



**UNDERGRADUATE PROGRAMS****Major in Biology for the Bachelor of Science Degree****General Biology Emphasis**

This sequence provides an organized, yet flexible system of courses which effectively meets the demands of students seeking a broadly based undergraduate program in biology. It also serves students wishing to be certified for teaching biology in secondary schools.

**Required Biology Courses:**

BIOL-102	Biology of Organisms	3cr
BIOL-103	Biology of Populations	3cr
BIOL-201	Biology of Cells	3cr
BIOL-311	Genetics 3cr	
BIOL-316	Biochemistry	4cr
BIOL-BOT-321	Plant Ecology or	
BIOL-ZOO-325	Animal Ecology	3cr
BIOL-BOT-318	General Plant Morphology or	
BIOL-ZOOL-315	Invertebrate Zoology or	
BIOL-ZOOL-326	Animal Kingdom	3cr
BIOL-BOT-315	Plant Physiology or	
BIOL-ZOOL-312	Vertebrate Physiology or	
BIOL-ZOOL 328	Animal Physiology	3-4cr
Electives		12cr
Total		37-38cr

Required 300-level courses must include one botanical course and one zoological course.

Electives must be at the 200 or 300-level. At least 2 electives must have a laboratory component.

**Required Cognate Courses:**

CHEM-211	General Chemistry I	5cr
CHEM-231	Organic Chemistry I	4cr
PHYS-201	College Physics I and PHYS-203	
Physics I	Laboratory	3,1cr
PHYS-202	College Physics II and PHYS-204	
Physics II	Laboratory	3,1cr
MATH-106	Pre-Calculus Mathematics for Non-Mathematics Majors	4cr
Choose two from the following:		6cr
Chemistry Elective (CHEM-212 or higher)		
Earth Science Elective (ESCI-206 or higher)		
Mathematics Elective (MATH-105 or higher)		
Physics Elective (PHYS-215 or higher)		
BIOL-323 Physical Methods in Biology		
Total		27cr

Additional courses may be recommended by the student's advisor in relation to the student's goals. Students planning to pursue graduate studies are strongly urged to take additional courses in

chemistry, physics, mathematics, and philosophy. For graduate study preparation, one year each of general chemistry, organic chemistry, and calculus and a course in statistics are highly recommended.

### Pre-Professional Emphasis

This program is designed for students planning to pursue professional training in dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, or veterinary medicine. Completion of the general sequence in biology is required. In addition, certain courses are recommended to prepare students for application to professional schools. Such recommended courses are not specifically required for graduation; students always remain free to substitute their own choices. The selection of recommended courses, where options exist, depends on the particular career interest and individual needs. Students are also encouraged to carefully select courses in the humanities and behavioral sciences beyond the General Education requirements.

Students are strongly urged to consult with Dr. Donald Fanslow or Dr. Edward Lutsch, pre-professional advisors, to chart a detailed course of study.

### Biology Courses:

1. BIOL-ZOOL-312 Vertebrate Physiology, rather than BIOL-BOT-315 Plant Physiology is recommended,
2. For the twelve credit hours of biology electives, students should choose from courses in genetics, anatomy, physiology, microbiology, and courses emphasizing molecular and quantitative aspects of biology.

### Required Cognate Courses:

CHEM-211	General Chemistry I	5cr
CHEM-231	Organic Chemistry I	4cr
PHYS-201	College Physics I	3cr
PHYS-202	College Physics II	3cr
PHYS-203	Physics I Laboratory	1cr
PHYS-204	Physics II Laboratory	1cr
MATH-106	Pre-Calculus Mathematics for Non-Mathematics Majors	4cr
Choose from the following:		6cr
Chemistry Elective (CHEM-212 or higher)		
Earth Science Elective (ESCI-206 or higher)		
Mathematics Elective (MATH-105 or higher)		
Physics Elective (PHYS-215 or higher)		
BIOL-323 Physical Methods in Biology		
Total		27cr

Additional courses may be recommended by the student's advisor in relation to the student's goals. Students planning to pursue professional programs are strongly urged to take additional courses in chemistry, physics, and mathematics. For professional school admissions, one year each of general chemistry, organic chemistry, and general physics are usually required. Calculus and a course in statistics are highly recommended.

### Environmental Emphasis

This sequence provides an organized system of courses which will effectively train students in environmental biology by emphasizing both laboratory and field work. It expands the general biology sequence to include additional field- oriented courses for liberal arts majors in biology as well as students wishing to be certified for teaching biology in secondary schools. Many of the courses could also serve students from other departments who are interested in environmental problems. Dr. Melanie Riedinger is the advisor for the Environmental Emphasis students.

**Required Biology Courses:**

BIOL-102 Biology of Organisms	3cr
BIOL-103 Biology of Populations	3cr

BIOL-201 Biology of Cells	3cr
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BIOL-311 Genetics or BIOL-312 Evolution	3cr
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BIOL-331 Ecological Methods	3cr
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BIOL-BOT-318 General Plant Morphology	3cr
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BIOL-BOT-314 Local Flora or BIOL-ZOOL-327 Local Fauna	3cr
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BIOL-BOT-315 Plant Physiology or BIOL-ZOOL-312 Vertebrate Physiology or BIOL-ZOOL-328 Animal Physiology	4,3cr
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BIOL-ZOOL-325 Animal Ecology or BIOL-BOT-321 Plant Ecology	3cr
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BIOL-ZOOL-326 Animal Kingdom or	
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BIOL-ZOOL-315 Invertebrate Zoology	3cr
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Select two courses	6cr
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BIOL-318 General Microbiology	3cr
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BIOL-326 Biological Geography	3cr
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BIOL-328 Aquatic Biology	3cr
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BIOL-BOT-311 General Mycology	3cr
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BIOL-BOT-316 Physiology	3cr
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BIOL-BOT-321 Plant Ecology	3cr
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BIOL-ZOOL-313 Entomology	3cr
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BIOL-ZOOL-314 Ornithology	3cr
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BIOL-ZOOL-316 Animal Behavior	3cr
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BIOL-ZOOL-319 Protozoology	3cr
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BIOL-ZOOL-325 Animal Ecology	3cr
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**Required Internships:**

May be taken concurrently. (Senior standing only.)

BIOL-332 Internship in Environmental Biology I	3cr
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BIOL-333 Internship in Environmental Biology II	3cr
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Total	42-43cr
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**Required Cognate Courses:**

CHEM-211 General Chemistry I	5cr
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CHEM-231 Organic Chemistry I	4cr
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ESCI-211 Physical Geology	4cr
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MATH-106	Pre-Calculus Mathematics	4cr
PHYS-201	College Physics I	3cr
PHYS-202	College Physics II	3cr
PHYS-203	Physics I Laboratory	1cr,
PHYS-204	Physics II Laboratory	1cr
Total		25cr

**Recommended Courses:**

CHEM-212 General Chemistry II  
 ESCI-315 Glacial and Quaternary Geology  
 ESCI-323 Field Geology  
 ESCI-329 Soil Science  
 ESCI-335 Meteorology I  
 G&ES-205 Physical Geography: Climate, Vegetation and Soils  
 G&ES-206 Physical Geography: Landforms  
 G&ES-322 Aerial Photographic Interpretation in Geography  
 G&ES-378 Physical Climatology

**MATH-273 Statistics with Applications Minor in Biology(18cr hrs.) A maximum of 9cr**

towards the minor in Biology will be accepted in transfer credits. Dr. Herbert Stoltze is the advisor for Biology minors.

**Requirements for the biology minor are:**

Select two of the following:	6cr
BIOL-102 Biology of Organisms	3cr
BIOL-103 Biology of Populations	3cr
BIOL-201 Biology of Cells	3cr
Biology electives	12cr

Select 4 courses in consultation with a biology advisor. Three of the 4 courses must have a laboratory component. If BIOL-201 was not chosen as one of the two required basic biology courses, it may be chosen as one of the four elective courses.

Total 18cr

NOTE; BIOL-100, BIOL-104, BIOL-106, BIOL-107, and BIOL-BOT-101 do not fulfill requirements for the minor.

**Students in the Elementary Education and Early Childhood**

Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**GRADUATE PROGRAM Master of Science in Biology**

The graduate program is designed to serve both teachers and those who intend to work in various capacities for which advanced biological training is necessary. A sound basis is also provided for further graduate study. Laboratory work and introduction to research methodology are integral to the program. Topical areas studied include genetics; molecular biology; morphology and/ or taxonomy: animal or plant; physiology: animal or plant; ecology: animal or plant. Selection in the last three areas must include a minimum of one botanical and one zoological course. Dr. William Barnes is the Graduate Student Advisor.

**Requirements for Admission to the Program:** Students must fulfill the requirements for admission to the Graduate College.

1. Specific biology area prerequisites: a minimum of 15 undergraduate credit hours representing courses in the topical areas listed above.
2. A minimum of 26 credit hours as follows:
  - a. at least eight credit hours of laboratory chemistry, including one course in organic chemistry;
  - b. at least four credit hours of laboratory physics;
  - c. at least six credit hours of mathematics including precalculus mathematics or college algebra, and statistics;
  - d. the balance of credits may have been earned in any combination of chemistry, physics, earth science and mathematics.

**Requirements for the Degree:**

Graduate students in biology have three options:

Option I: at the invitation of the Department, the student may complete a research thesis, or

Option II: complete a library thesis, or

Option III: select the non-thesis program.

Option I is recommended individuals who desire a research-oriented program. The research experience is particularly suitable for those students who plan to do further graduate study and for those who are working in applied fields in biology. The Library Thesis and Non-Thesis Options are recommended students who desire a more flexible approach to graduate training in biology.

**Course Work (33-36 credit hours)**

- a. Students in all options(I, II, III) must take BIOL-481: Biological Literature, 3cr,
- b. Students in Option I must earn a minimum total of 33 credit hours, including BIOL 499: Research Thesis, 6cr and BIOL 481 (see above), and present an oral defense of their thesis. A minimum of 18 credits in 400-level courses is required.
- c. Students in Options II and III must earn a minimum total of 36 credit hours, including BIOL 481 (see above), BIOL 403: Seminars in Biology, 1cr, and in Option II only,

**BIOL 497: Thesis Seminar, 3cr;**

A minimum of 19 credits in 400-level courses is required.

The graduate program is to be planned with the guidance of the graduate advisor in biology. At the time of acceptance to degree candidacy, the option the student will follow is identified.

One course from each of the following areas must be taken as part of the Program if that area has not been represented as part of an undergraduate program:

- \* Animal Morphology/Taxonomy or Plant Morphology/Taxonomy Genetics Molecular Biology
- \* Animal Physiology or Plant Physiology
- \* Animal Ecology or Plant Ecology
- \* Selection in these three areas must include at least one zoological and one botanical course.

Please consult with the Graduate Advisor for courses qualifying for the above-named areas.

All courses listed above are expected to have lecture AND laboratory/field experience components.

Regardless of the Option chosen, any M.S. degree student in Biology must take a minimum of five courses from one of the three areas listed below (additional credits may be taken in any or all areas); Molecular/Cellular Area Morphological/Physiological Area Environmental Area

A maximum of nine credit hours of transfer credit may be accepted with the approval of the Department and the Graduate College.

**COURSE OFFERINGS**

**BIOL-100 Introduction to Biology, 3cr**

The problems of living things with emphasis on human physiology and the propagation of life. Covers major biological concepts and principles. Lecture and laboratory. (Does not fulfill major or minor requirements in biology.)

**BIOL-102 Biology of Organisms, 3cr**

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

**BIOL-103 Biology of Populations, 3cr**

Problems of life at the population level. Hereditary basis of variability and homogeneity; factors influencing the gene pool; concept of species; diversification of life in time; populations in their environment. Lecture and laboratory.

**BIOL-104 The Changing Natural Environment, 3cr**

Attitudes towards the natural environment, Exploitation of the natural plant and animal communities and the effects of overpopulation and increasing pollution of the environment on the biological world. Lecture only. (Does not fulfill major or minor requirements in biology.)

**BIOL-107 Biological Effects of Foods and Drugs, 3cr**

Biological effects of diets, medications, drugs, and agents such as alcohol, nicotine, and caffeine with emphasis on their relation to body structure, function, and health. Lecture only. (Does not fulfill major or minor requirements in biology.)

**BIOL-201 Biology of Cells, 3cr**

Problems of life at the cellular level; fundamental dynamics of life; basic molecular and cellular level processes including photosynthesis, respiration, and membrane structure and function; synthesis of macromolecules.

**Lecture and laboratory. BIOL 306: Institute in Biology I, 1cr**

An in-depth study of an area of biology. Course may be repeated as long as the title is different. Consult the schedule of classes for specific topics. Prereq: six credit hours in general biology, consent of instructor.

**BIOL-307 Institute in Biology II, 2cr****(See BIOL-306 for BIOL-308 Institute in Biology III, 3cr**

(See BIOL-306 for description.)

**BIOL-311 Genetics, 3cr**

Introduction to traditional Mendallan concepts, and to contemporary concepts of heredity and their cytological mechanisms. Lecture and Laboratory.

**BIOL-312 Evolution, 3cr**

A reading-lecture-discussion course on the facts, theories, and principles of organic evolution.

**BIOL-316 Biochemistry, 4cr**

Chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins, and minerals associated with animal and plant life. Lecture and laboratory.

**BIOL-318 General Microbiology, 3cr**

Study of the taxonomy and identification, ultrastructure and function, nutrition and growth, physiology, metabolism, molecular genetics, host microbial interactions, immunobiology, epidemiology, ecology, and biotechnology of microorganisms and viruses. Lecture and laboratory.

**BIOL-319 Radiation Biology, 4cr**

Somatic and genetic effects of ionizing radiation, use of isotopes as tracers in experiments involving metabolic activities. Lecture and laboratory.

**BIOL-321 Cytology and Cytogenetics, 3cr**

A survey of cell structure and function with particular emphasis on the role of the nucleus. Topics include cell ultrastructure, chromosome structure, an analysis of cell division, and the effects of irradiation and chemicals on cells. Lecture and laboratory.

**BIOL-322 Pathogenic Microbiology, 3cr**

Systematic study of the distinctive cellular and molecular properties of pathogenic microorganisms including bacteria, fungi, viruses and protozoans; mechanisms of infection, pathogenesis, host defenses, immunology, epidemiology, diagnosis, treatment and control of these microorganisms. Lecture only.

**BIOL-323 Physical Methods in Biology, 3cr**

Principles and practice of physical instrumentation and techniques in the manipulation of biological materials; extraction of biological data and regulation of physical variables; spectrophotometry, chromatography, and electrophoresis, radioactivity detection techniques, cell and tissue fractionation methods. Lecture and laboratory. Prereq.:

**BIOL-325 History of Science, 3cr**

Development of the scientific method and knowledge of the natural sciences from ancient civilization to the present. Lecture only.

**BIOL-326 Biological Geography, 3cr**

Geographic distribution of living organisms and the principles underlying this distribution. Lecture only,

**BIOL-327 Immunology, 3cr**

The biological aspects of immunity and the immune response to "not-self" agents. Lecture and laboratory. Prereq.:

**BIOL-328 Aquatic Biology, 3cr**

Biological study of selected aquatic ecosystems including biological, chemical and physical parameters of freshwater communities. Field work emphasizes practical experience in specimen collection and identification; laboratory work concentrates on water analysis and includes an introduction to organismic toxicology caused by aquatic pollutants. Lecture and laboratory.

**BIOL-331 Ecological Methods, 3cr**

Field and laboratory methodology for the ecologist. Includes instruction on experimental design, quantitative sampling, data acquisition and interpretation as well as the preparation of project reports.

**BIOL-332 Internship in Environmental Biology I, 3cr**

Field experience at an off-campus site guided by a faculty advisor and a site supervisor. A minimum of 140 hours at the site is required. The course may be taken after completion of an acceptable course background usually in the senior year. Sites, including zoos, area park districts and nature preserves, laboratories, depending on availability.

**BIOL-333 Internship in Environmental Biology II, 3cr**

See BIOL-332 for description.

**BIOL-335 Introduction to Biotechnology, 3cr**

A survey of the history, theories, and major concepts in the practical applications of the principles of genetics, microbiology, biochemistry, and molecular biology. Medical, agricultural, industrial, and environmental applications of biotechnology and their implications will be emphasized. Lecture only.

**BIOL-391 Independent Study in Biology, 1cr**

A field, laboratory, or library study of a biologically oriented topic. prereq.:

**BIOL-392 Independent Study in Biology, 2cr**

(See BIOL-391 for description.)

**BIOL-393 Independent Study In Biology, 3cr**

(See BIOL-391 for description.)

**BIOL-399 Topics in biology, 3cr**



Selected course offerings in modern biology Topics studied differ from term to term. Consult the Schedule of Classes for specific topics.

**BIOL-401 Analysis of Development, 3cr**

Analysis of mechanisms underlying developmental processes in the embryo and adult organisms with special emphasis on the role of the genes in development. Lecture only.

**BIOL-402 Biochemical Genetics, 3cr**

Explores the biochemistry of the genetic material and the cell's ability to replicate, transcribe, and translate genetic information. Recent discoveries in gene manipulation are discussed. Lecture and laboratory.

**BIOL-403 Seminars in Biology, 1cr**

Students give an oral presentation on selected topics; two hours per week; course may be repeated up to a maximum of three credits by departmental permission.

**BIOL-405 Electron Microscopy, 3cr**

Theoretical principles and operational procedures of electron microscopy, interpretation of electron micrographs, and correlation of cell ultrastructure and function. Lecture and laboratory. prereq.:

**BIOL-406 Physical Biochemistry, 3cr**

Study of the physical and chemical phenomena associated with the metabolism and isolation of important biological compounds; mechanisms involved in the passage of metabolites across biological membranes; release of energy in enzymatic systems; equilibria of important biochemical constituents in uni- and multi-celled organisms; isolation and purification of biologically active compounds. Lecture only.

**BIOL-407 Enzymology: Enzyme Structure and Function, 3cr**

Enzymes as protein catalysts; the structure of a biological catalyst as discerned by x-ray diffraction, chemical modification, nuclear magnetic resonance, and kinetic studies is analyzed and related to function. Lecture re, demonstration, discussion and laboratory. Prer

**BIOL-408 Big-Environmental Analysis, 3cr**

Individual and group field projects providing experience in techniques appropriate to the analysis of natural communities and their environmental components. Studies include contrasts between selected natural areas and similar ones altered by man. A summary interpretive paper, using data acquired, is required from each student. Lecture, laboratory, and field work.

**BIOL-410 Advanced Immunology, 3cr**

Contemporary issues in immunochemistry as related to antibody structure and function; lectures and discussion of current papers on antibody structure, the inheritance of immune response capacities, immunological tolerance, and transplantation disease. Lecture re and discussion.

**BIOL-419 Radiobiology, 4cr**

The use of radioisotopes in biological experiments. Principles of nuclear decay, properties and detection of ionizing radiation. Somatic and genetic effects of radiation at the organismic, cellular, and biochemical levels. Lecture and laboratory.

**BIOL-420 Metabolism, 3cr**

The fundamental bond-making and bond-breaking processes (intermediary metabolism) enabling living organisms to be produced and maintained; emphasis on the regulations of and reaction mechanisms involved in the "energy flow" associated with intermediary metabolism. Lecture re and laboratory.

**BIOL-481 Biological Literature, 3cr**

Preparation of a series of scientific papers based on a literature search, Activities include the research and synthesizing of literature with reference to certain topics.

**BIOL-497 Thesis Seminar, 3cr**

Guidance of students writing a library thesis to fulfill requirements for the Master of Science degree in Biology, Option II.

**BIOL-498 Advanced Topics in Biology, 3cr**

Topics studied differ from term to term. Consult the Schedule of Classes for specific topics.

**BIOL-499 Research Thesis, 6cr**

Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Biology, Option I. Botany

**BIOL-BOT-101 Plants and People, 3cr**

For the non-science majors. Plants and their impact upon people; foods and agriculture, poisonous plants and medicinal plants, as well as the ecology, genetics and evolution of plants. Lecture and laboratory. (Does not fulfill major or minor requirements in biology.)

**BIOL-BOT-311 General Mycology, 3cr**

The fungi, their laboratory cultivation, natural history, morphogenesis, genetics, and physiology. Lecture and laboratory.

**BIOL-BOT-312 Economic Botany, 3 or.**

Plants of particular economic significance to humans as sources of food, fibers, flavoring agents, drugs, industrial chemicals; horticultural plants; the role of economic plants in past and modern society. Lecture only.

**BIOL-BOT-313 Plant Anatomy, 3cr**

The cellular, organismic, and gross structures of the vascular plants; their interrelationships with development and function in time and environment. Lecture and laboratory.

**BIOL-BOT-314 Local Flora, 3cr**

Phylogenetic interpretation derived from plant diversity; the importance of the patterns of contemporary plants from the standpoint of evolution; taxonomic study of local vascular plants. Lecture, laboratory and field work.

**BIOL-BOT-315 Plant Physiology,.**

Physiochemical basis of plant life, emphasizing life processes of major significance to the seed plants. Lecture and laboratory.

**BIOL-BOT-316 Phycology, 3cr**

Cultivation and laboratory study of the chlorophytes, cyanophytes, chrysophytes, phaeophytes, rhodophytes, and flagellated types of algae; algal cytology, taxonomy, phylogeny, physiology, ecology, and economics. Lecture and laboratory.

**BIOL-BOT-318 General Plant Morphology, 3cr**

Principles of plant morphology illustrated by life histories of representative forms of the major plant groups. Lecture and laboratory.

**BIOL-BOT-321 Plant Ecology, 3cr**

Ecological principles illustrated by environmental and succession relationships in selected plant communities of the Chicago area. Lecture and field work.

**BIOL-BOT-402 Plant Biochemistry, 3cr**

Metabolic pathways of particular importance to plants, such as photosynthesis, the dissemination of starch, nitrogen fixation, and the formation of certain secondary products; metabolic pathways common to plants and other groups of organisms; phytohormonal control. Lecture only.

**Zoology****BIOL-ZOOL-201 Human Genetics, 3cr**

Heredity laws as they relate to humans; nature and origin of genetic similarity and diversity; relationship of genetics to medicine and society. Lecture and discussion.

**BIOL-ZOOL-202 Anatomy and Physiology, 4cr**

Human anatomy and associated complex functions; emphasis on the muscular, nervous and cardiovascular systems. Lecture, demonstration, and discussion.

**BIOL-ZOOL-213 Mammalian Anatomy, 4cr**

Gross architectural elements of the mammalian body, with emphasis upon correlation of form and function. Lecture and laboratory.

**BIOL-ZOOL-311 General Embryology, 3cr**

Development of animals, both vertebrate and invertebrate, from the egg to the adult stage. Lecture and laboratory.

**BIOL-ZOOL-312 Vertebrate Physiology, 4cr**

Functions and interrelationships of organ systems. Lecture and laboratory.

**BIOL-ZOOL-313 Entomology, 3cr**

Insects, their identification, classification, habits, and ecological relationships, with special emphasis on those common to the Chicago area. Lecture, laboratory, and field work.

**BIOL-ZOOL-314 Ornithology, 3cr**

Birds, their identification, classification, habits, ecological relationships, and conservation, with special emphasis on those indigenous to the Chicago area. Lecture, laboratory, and field work.

**BIOL-ZOOL-315 Invertebrate Zoology, 3cr**

Taxonomy and comparative morphology of the major phyla of invertebrates; life histories of representative forms. Lecture and laboratory.

**BIOL-ZOOL-316 Animal Behavior, 3cr**

Comparative ethology in the animal kingdom and its adaptive significance based upon the evolution of form and function of the nervous system, sense organs and effect or organs; topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. Lecture only.

**BIOL-ZOOL-317 Animal Parasitology, 3cr**

Taxonomy, anatomy, physiology, and significance of parasitic animals; host-parasite interactions; distribution of parasites throughout the world; examination of their life cycles, and prophylaxis and therapy of parasitic infections. Lecture and laboratory.

**BIOL-ZOOL-318 Vertebrate Histology, 3cr**

The microscopic anatomy of adult mammalian cells, tissues, and organs. Lecture and laboratory.

**BIOL-ZOOL-323 Developmental Anatomy, 4cr**

Phylogenetic study of the embryology and adult anatomy of the vertebrates. The course combines the traditionally separate courses in comparative vertebrate anatomy and embryology. Lecture and laboratory.

**BIOL-ZOOL-324 Endocrinology, 3cr**

Certain glandular secretions and neurosecretions; the hormones and their function in maintaining homeostasis in the vertebrates; current research on hormone action; minor reference to invertebrate hormones. Lecture and laboratory.

**BIOL-ZOOL-325 Animal Ecology, 3cr**

Basic principles of the interrelationships between animals and their environment; the current danger of disturbing balances in nature by environmental contamination. Lecture, laboratory, and field work.

**BIOL-ZOOL-326 Animal Kingdom, 3cr**

Anatomy, physiology, classification, and phylogeny of animals. Lecture and laboratory.

**BIOL-ZOOL-327 Local Fauna, 3cr**

Taxonomy and field identification characteristics of local animal groups with emphasis on collecting organisms in selected ecosystems in the region. Both major invertebrate and vertebrate taxa are surveyed; organisms collected in the field are studied in the laboratory. Students prepare a collection of labeled organisms. Lecture, laboratory, and field work.

**BIOL-ZOOL-328 Animal Physiology, 3cr**

Study of physiological adaptations of animals to their environment. Both invertebrates and vertebrates are discussed in regard to ecological and evolutionary factors. Laboratory exercises illustrate basic principles of animal physiology and behavior.

**BIOL-ZOOL-329 Neurobiology, 3cr**

(formerly BIOL- ZOO 403). General consideration of nervous system in vertebrates and invertebrates. Excitable membrane physiology, synaptic mechanisms, and neuronal organization with emphasis on the integrative aspects of neural function. Lecture and laboratory.

**BIOL-ZOOL-402 Comparative Animal Physiology, 3cr**

Physiological and biochemical evolution of animals with emphasis on the range and variety of physiological mechanisms and processes involved in adaptations to special habits and habitats. Lecture and laboratory

## CHEMISTRY

Paul Poskozim, Ph.D., Professor, Chair  
 Sargon John Al-Bazi, Ph.D., Associate Professor  
 Veronica A. Curtis-Palmer, Ph.D., Associate Professor  
 Ana Fraiman, D. Sc., Assistant Professor  
 Wayne Svoboda, M.S., Associate Professor

Chemistry is a physical science with far reaching applications that touch virtually every aspect of our day-to-day existence. Careers in chemistry offer numerous possibilities in a wide range of industries.

The Chemistry program offers courses leading to the degrees of Bachelor of Science and Master of Science. The undergraduate curriculum prepares students for careers in industry and secondary school teaching as well as for graduate study. Undergraduate courses are also designed to provide a general background for students planning careers in nursing and other allied health fields.

In 1985, Northeastern Illinois University was added to the American Chemical Society's Approved List of baccalaureate chemistry programs in colleges and universities. Being included on the Approved List means that the chemistry curriculum meets standards established by the A.C.S. Committee on Professional Training. Students completing the A.C.S. track will earn a certificate stating that they have met A.C.S. standards for professional training.

Transfer students majoring in chemistry need to contact a program advisor immediately so that transfer credits may be evaluated and an appropriate program of study planned.

Chemistry courses are designed to be taken in sequence. Students will not be permitted to register for courses if they do not have credit for the required prerequisites. No exceptions will be made.

### UNDERGRADUATE PROGRAMS

#### Major in Chemistry for the Bachelor of Science Degree

##### Required Courses:

CHEM-211 General Chemistry I	5cr
CHEM-212 General Chemistry II	4cr
CHEM-213 Quantitative Analysis	5cr
CHEM-231 Organic Chemistry I	4cr
CHEM-232 Organic Chemistry II	4cr
CHEM-311 Physical Chemistry I	4cr
CHEM-312 Physical Chemistry II	4cr
CHEM-330 Instrumental Analysis: Spectroscopy or CHEM-331 Instrumental Analysis: Quantitative Methods	4cr

Two electives chosen from the following: 6-8cr

CHEM-316 Inorganic Chemistry	4cr
CHEM-318 Industrial Chemistry	3cr
CHEM-319 Environmental Chemistry	3cr
* CHEM-328 History of Chemistry	3cr
** CHEM-330 Instrumental Analysis:	

<b>Spectroscopy</b>	<b>4cr</b>
** CHEM-331 Instrumental Analysis: Quantitative Methods	4cr
CHEM-332 Identification of Organic Compounds	4cr
CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds	3cr
CHEM-348 Advanced Organic Chemistry: Bio-Organic Compounds	3cr
CHEM-357 Chemical Kinetics	3cr

Any other 300-level chemistry course approved by the department.

Total 40-42cr

\* Major elective credit is given only to students seeking certification for teaching chemistry in secondary schools. \*\* Major elective credit is given only if the course is not used to count towards the required courses in the major.

**Required Courses in a Related Field:**

MATH-107	Calculus I	4cr
MATH-202	Calculus II	4cr
PHYS-203	Physics I Laboratory	1cr
PHYS-204	Physics II Laboratory	1cr
* PHYS-206	Physics with Calculus I or PHYS-201 College Physics I	3cr
* PHYS-207	Physics with Calculus II or PHYS-202 College Physics II	3cr
Total		16cr

\* Physics with Calculus is strongly recommended for all chemistry majors and required for those in the A.C.S. approved program.

Students with foreign credentials and evaluated as having 90 credit hours must take as a minimum the following five courses: CHEM-213, CHEM-232, CHEM-311, CHEM-312, and CHEM-330 or CHEM-331. Additional courses may be required in chemistry, physics or mathematics. Students should see their advisor.

**American Chemical Society approved program in Chemistry:**

Graduating majors may receive a certificate stating that they have completed a program which meets the A.C.S. standards for Professional Training if they fulfill the following requirements:

take PHYS-206 as prerequisite for CHEM-311

take PHYS-207 as prerequisite for CHEM-312

take CHEM-311 and CHEM-312 during the junior year CHEM-316, CHEM-330, CHEM-331, and CHEM-347 are required. CHEM-318, CHEM-326, and CHEM-328 do not count as electives. Two additional 300-level electives must then be selected.

Completion of this program requires a minimum of 50cr

**Minor in Chemistry ..... (22cr hrs.)**

CHEM-211 General Chemistry I	5cr
CHEM-212 General Chemistry II	4cr
CHEM-213 Quantitative Analysis	5cr
CHEM-231 Organic Chemistry I	4cr
CHEM-232 Organic Chemistry II	4cr
Total	22cr

Substitutions require written departmental approval.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**GRADUATE PROGRAM**

**Master of Science in Chemistry**

This program provides graduate education for students planning careers in industry, business, teaching or additional graduate or professional study. Advanced courses in major areas of chemistry are offered as well as opportunities for supervised research.

**Requirements for Admission to the Program:**

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

Full admission to the program requires at least a 3.0 (B) average in the following prerequisite undergraduate courses: (a) two semesters of general chemistry, two semesters of organic chemistry, two semesters of physical chemistry, and one semester of analytical chemistry (all of these must include laboratory); (b) two semesters (normally eight credit hours) of physics including laboratory; and (c) two semesters (normally eight credit hours) of calculus.

Conditional admission to the program may be granted when a student has a marginal undergraduate record or a deficiency in prerequisite undergraduate courses. All conditions must be fulfilled for candidacy (see below).

**Requirements for the Degree:****1. Course Work:** (30 credit hours)

A total of 30 credit hours must be earned. The majority of students take approximately ten formal courses. Options are available to earn credit hours for research, independent study and thesis work (see below).

The following courses must be taken as part of the program if they have not been previously taken as part of an undergraduate program:

CHEM-316	Inorganic Chemistry	4cr
	and	
CHEM-330	Instrumental Analysis: Spectroscopy	4cr
	or	
CHEM-331	Instrumental Analysis:	
	Quantitative Methods	4cr

A minimum of one course must be taken in each of the following areas:

**Analytical**

CHEM-414 Advanced Analytical Chemistry	3cr
CHEM-431 Separation Methods	3cr

**Inorganic**

CHEM-402 Organometallic Chemistry	3cr
CHEM-406 Coordination Chemistry	3cr
CHEM-413 Modern Inorganic Chemistry	3cr

**Organic**

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

**Physical**

CHEM-404 Chemical Thermodynamics	3cr
CHEM-405 Quantum Chemistry	3cr
CHEM-407 Symmetry in Chemistry	3cr
CHEM-412 Reaction Kinetics	3cr

In addition to the above, selected topics courses (CHEM-420 and CHEM-306) are offered from time to time. Industrial Chemistry (CHEM-318) is designed for those interested in careers in the chemical industry.

Please consult with the graduate advisor when planning courses and schedules.

The majority of course work applied to the master's degree must be at the 400-level.



A maximum of six credit hours may be taken in related fields with the approval of the department.

A maximum of nine credit hours of transfer credit may be accepted with the approval of the department and the Graduate College.

2. **Candidacy:** Upon completion of 12 credit hours, formal application for candidacy must be filed with the Graduate College. Conditional admissions are reviewed at this time and grade point averages must be 3.0 (B) or higher. In addition, the department requires satisfactory performance on the Graduate Record Exam in chemistry. Test results must be submitted directly to the graduate advisor by the Graduate Record Examination Educational Testing Service. Consult the graduate advisor for test dates and related information. Graduate record exams are offered five times a year from October through June. Candidacy is required for continued progress in the Master of Science program in Chemistry. It is a prerequisite for research and thesis work.
3. **Research and Thesis Work:** Students wishing to do laboratory or library research or write a thesis, may do so under the following conditions:
  - a. acceptance for candidacy;
  - b. attainment of at least a 3.25 (on a 4.0 scale) grade point average;
  - c. acceptance by a research or thesis advisor.

Credit for three or six hours of research may be granted through Independent Study (CHEM-408). Individual arrangements are made between the student and the research advisor.

Thesis work usually requires a full-time commitment for one or more terms. A maximum of 12 credit hours (6 credit hours each in CHEM-408 Independent Study and CHEM-409 Thesis Seminar: Chemistry) may be granted for formal thesis work.

4. **Final Examination:** A final examination is required of all students not writing a thesis. To be eligible, a student must have candidacy and have successfully completed at least 20 credit hours. Final exams are normally offered twice each year.

5. **Students with Foreign credentials:** Students with foreign credentials should check with the Graduate College regarding transcript evaluation and English language testing. Since this is often a lengthy process, it is advisable for the international student with residency status to begin taking graduate courses in chemistry as a student-at-large while waiting for official word on admission. Consult the graduate advisor.

6. **Merit Tuition Waivers and Assistantships:** The Chemistry program is regularly allotted Merit Tuition Waivers to defray the cost of tuition for graduate students. To be eligible, students must have at least a 3.0 (on a 4.0 scale) grade point average and must have taken at least three courses in the master of science program.

Students wishing to pursue their master of science degree on a full-time basis may occasionally do so with modest support from the University in the form of an assistantship. To be eligible for an assistantship the student must have completed at least two terms at the University and have a grade point average of at least 3.25 (on a 4.0 scale).

### COURSE OFFERINGS

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

#### **CHEM-102 The Chemistry of Drugs, 3cr**

Introduction to chemistry through a study of drugs. Drug action and mechanisms are discussed on the basis of atomic, molecular, and cellular structure. Licit and illicit drugs, medicines, and food and food-related products are included.

#### **CHEM-103 Chemistry and the Consumer, 3cr**

Introduction to chemistry based on the study of some of the processes and materials which chemistry contributes to our civilization. Elementary chemical principles are used to explain the behavior of synthetic polymers, toxic substances, food additives, cleaning products, and other chemically manufactured materials.

#### **CHEM-105 Chemistry of the Universe, 3cr**

Introduction to chemistry based on a study of the universe; the chemical nature of the universe, the position of the planet Earth therein, and the chemical origin of life.

**CHEM-110 Chemical Concepts, 3cr**

Survey course in chemistry designed for the non-science major including such topics as the historical development of chemistry, atomic theory, solution chemistry, organic, and biochemistry. Lecture and laboratory.

**CHEM-200 Introduction to General Chemistry, 3cr**

Basic principles of chemistry with particular emphasis on solving simple numerical problems and writing and balancing chemical equations; especially for students planning to take

**CHEM-211 General Chemistry I, 5cr**

Introduction to general inorganic chemistry, including stoichiometry, concentration units, gas laws, atomic structure, bonding, periodic laws, states of matter, solutions, acid-base theories, rate, equilibrium, and oxidation-reduction theory. Lecture and laboratory.

**CHEM-212 General Chemistry II, 4cr**

Continuation of General Chemistry I with emphasis on reaction rates, equilibria in aqueous solutions, thermochemistry, oxidation-reduction reactions, and the methods of qualitative analysis. Lecture and laboratory.

**CHEM-213 Quantitative Analysis, 5cr**

Statistical analysis of data, chemical equilibrium, simultaneous equilibria, classical and non-classical gravimetric and volumetric techniques, acid-base and oxidation-reduction reactions, spectrophotometric and potentiometric measurements.

**CHEM-220 Selected Topics in Chemistry, 3cr**

Topics of current interest for students without special science background. Consult the Schedule of Classes for specific topics.

**CHEM-231 Organic Chemistry I, 4cr**

Study of the structure, properties, reaction mechanisms, and nomenclature of aliphatic and aromatic hydrocarbons and their derivatives. Lecture and laboratory.

**CHEM-232 Organic Chemistry II, 4cr**

Continuation of CHEM-231. A study of the structure, properties, reaction mechanisms, synthesis, and infrared and nuclear magnetic resonance spectroscopy of the alcohol's, acids, amines, and other mono-functional compounds. Lecture and laboratory.

**CHEM-305 Independent Study in Chemistry, 3cr**

An introduction to original chemical research under faculty supervision. Prereq. :junior standing and consent of instructor.

**CHEM-306 Selected Topics in Chemistry, 3cr**

Topics of current interest for students who have junior standing in chemistry. Consult the Schedule of Classes for specific topics.

**CHEM-311 Physical Chemistry I, 4cr**

Theoretical and experimental study of the structure and properties of matter, including the gaseous state, chemical thermodynamics, chemical equilibrium, liquids and phase equilibria, solutions of nonelectrolytes and ionic solutions. Lecture and laboratory.

**CHEM-312 Physical Chemistry II, 4cr**

Continuation of CHEM-311, including the kinetic-molecular theory, transport properties, chemical kinetics, statistical mechanics, quantum theory, atoms and diatomic molecules, and spectroscopy. Lecture and laboratory.

**CHEM-316 Inorganic Chemistry, 4cr**

A thorough study of bonding in non-transition and transition elements, periodic trends and tendencies, structural relationships, and mechanisms of inorganic reactions. Lecture and laboratory.

**CHEM-318 Industrial Chemistry, 3cr**

A study of the industrial aspects of chemistry, including economics, design and operation of process equipment, and a study of a variety of chemical industries.

**CHEM-319 Environmental Chemistry, 3cr**

Chemical principles and their applications to environmental problems. Topics include atmospheric, aquatic, and geospheric chemistry, sources of pollutants and the consequences of pollution, treatment and disposal of domestic and industrial hazardous wastes, and techniques for detecting and analyzing chemical pollutants.

**CHEM-326 Chemical Literature, 2cr**

Introduction to library research in chemistry, and preparation of a review paper in some current field of chemistry.

**CHEM-328 History of Chemistry, 3cr**

Study of the history of chemistry, with emphasis on the development of fundamental concepts.

**CHEM-330 Instrumental Analysis: Spectroscopy, 4cr**

Intensive laboratory introduction to infrared spectroscopy, ultraviolet and visible spectroscopy, mass spectrometry, and nuclear magnetic resonance spectroscopy, and the qualitative, quantitative, and research aspects associated with them. Lecture and laboratory.

**CHEM-331 Instrumental Analysis: Quantitative Methods, 4cr**

Introduction to the theory and practice of instrumental methods used to determine composition of materials, including gas and liquid chromatography, atomic absorption and emission, X-ray diffraction and fluorescence, and potentiometry. Lecture laboratory.

**CHEM-332 Identification of Organic Compounds, 4cr**

Chemical, physical, and spectroscopic methods and their use in the separation, purification, and identification of organic compounds. Lecture and laboratory.

**CHEM-346 Radiochemistry, 4cr**

Natural and artificial radioactivity, sources, preparations and properties of radiation including measurement of radiation and the use of radioactive isotopes. Lecture and laboratory.

**CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds, 3cr**

Chemistry of polyfunctional compounds, condensed aromatic and heterocyclic systems, electrocyclic reactions and molecular rearrangements.

**CHEM-348 Advanced Organic Chemistry: Bioorganic Compounds, 3cr**

The chemistry of complex molecules such as proteins, nucleic acids, and carbohydrates is studied from the point of view of their physical properties, and their reaction, synthesis, and structure-function relationships. CHEM-357 Chemical Kinetics, 3cr The study and evaluation of various theories of reaction rates and mechanisms of chemical reactions.

**CHEM-365 Field Experience in Chemistry I, 6cr**

Experience in chemistry in an off-campus location, e.g. business or government. The student registering selects well-defined academic goals to be achieved. These goals will be selected in cooperation with an on-campus advisor.

**CHEM-366 Field Experience in Chemistry II, 6cr**

Continuation of CHEM-365.

**CHEM-401 Carbohydrates, 3cr**

Structure, stereochemistry, and reactions of monosaccharides, disaccharides, oligosaccharides, and polysaccharides.

**CHEM-402 Organometallic Chemistry, 3cr**

The metal-carbon bond including organometallic synthesis, structure, reaction mechanisms, and thermodynamics. Main group metal-carbon compounds, transition metal-carbon compounds, and

such special topics as Grignard compounds, ferrocenes, carbonyl complexes, and inorganic multiple bonding.

**CHEM-403 Physical Methods of Organic Chemistry, 3cr**

Various physical techniques of interest to the organic chemist, including such spectroscopic methods as proton and Carbon-13 nuclear magnetic resonance, infrared and electronic spectroscopy, and mass spectroscopy, with emphasis on interpreting the combined data.

**CHEM-404 Chemical Thermodynamica, 3cr**

Principles of thermodynamics and their application to chemical problems with particular emphasis on partial molal qualities, the chemical potential, and the thermodynamics of chemical equilibria.

**CHEM-405 Quantum Chemistry, 3cr**

Application of quantum mechanics to chemistry. Topics include the Schrodinger equation and simple applications, the postulates and general principles of quantum mechanics, the harmonic oscillator, three-dimensional systems, atoms and molecules, and molecular spectroscopy. prereq.:

**CHEM-406 Coordination Chemistry, 3cr**

Scope of transition metal coordination complexes, coordination number and structure, ligand types, isomerization, complex stability, bonding, reaction mechanisms, magnetic moments.

**CHEM-407 Symmetry in Chemistry, 3cr**

Introduction to those aspects of group theory and symmetry which are particularly relevant to chemistry including point groups, molecular vibrations, hybrid orbitals, and crystal field theory.

**CHEM 408 Independent Study in Chemistry, 3cr**

Research

**CHEM-409 Thesis Seminar: Chemistry, 6cr**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Science degree in Chemistry.

**CHEM-411 Organic Reaction Mechanisms, 3cr**

Reaction pathways in organic chemistry including isotope effects, linear free energy relationships, stereochemistry, configurational analysis, and pericyclic reactions. CHEM-412 Reaction Kinetics, 3cr  
Methods of studying reaction rates and mechanisms, derivation of mechanisms from rate laws. Theories of unimolecular and bimolecular reactions, and chain mechanisms and appropriate mathematical analysis. Lecture only.

**CHEM-413 Modern Inorganic Chemistry, 3cr**

In-depth survey of modern developments in inorganic chemistry, including noble gas chemistry, multiple bonding in coordination complexes, unusual oxidation states of elements, template reactions, inorganic polymers, and inorganic catalysis.

**CHEM-414 Advanced Analytical Chemistry, 3cr**

Electronic and computer-instrument interface, practical aspects of modern instrumental techniques based on various methods of optical spectroscopy and chromatography.

**CHEM-420 Selected Topics in Chemistry, 3cr**

Topics of current interest. Consult the Schedule of Classes for specific topics.

**CHEM-430 Fourier Transform Spectroscopy, 3cr**

Advanced course dealing primarily with NM R and I R. Major topics include theory, hardware, software and practical applications of FT spectrometers.

**CHEM-431 Separation Methods, 3cr**

Review of thermodynamic and kinetic parameters as they impact on selectivity and efficiency of separation process, classification and application of modern chromatographic techniques.

## COMPUTER SCIENCE

Miroslava Carlson, M.S., Assistant Professor, Chair  
Louis Becker, Ph.D., Professor  
Netiva Caftori, D.A., Assistant Professor  
Christine Georgakis, Ph.D., Associate Professor  
David Han, Ph.D., Assistant Professor  
Mohammed Haque, Ph.D., Associate Professor  
Heung Kim, Ph.D., Associate Professor  
Patricia Morreale, Ph.D., Assistant Professor  
Kumarss Naimipour, Ph.D., Associate Professor  
Richard Neapolitan, Ph.D., Professor  
Norman Noerper, M.B.A., Assistant Professor  
Victor Pellegrini, Ph.D., Professor

The primary goal of the Department of Computer Science is to provide individuals with a broad-based theoretical and practical understanding of Computer Science. Students who complete the program are prepared to assume positions which include applications programmer, systems programmer, systems analyst and software engineer. In addition, students who complete the undergraduate degree are prepared to enter a graduate program in Computer Science.

The Department of Computer Science offers courses leading to the degrees of Bachelor of Science in Computer Science and Master of Science in Computer Science.

The undergraduate curriculum offered by the Department of Computer Science is designed to serve these purposes: to offer an undergraduate major program in computer science for persons who wish to pursue a career in this field; to offer a minor in computer science for students who feel the need for a less extensive concentration in computing techniques; to prepare students for graduate work in computer science, and to serve students in other academic disciplines by offering instruction in computer applications useful in the areas of specialization.

The Department offers an undergraduate major with three choices of emphasis. In each area of emphasis, students are guided through a carefully selected sequence of courses designed to provide a thorough grounding in practical aspects of the field. Students will also acquire enough theoretical background to enable them to keep up with the rapid changes in computer technology. With carefully chosen major electives, any one of the three tracks can be used as preparation for graduate school. Students should consult a Department advisor to determine which track and electives to choose.

### UNDERGRADUATE PROGRAMS

**General Requirements:** During their first term, transfer students should have all transferred Computer Science courses evaluated by the Department of Computer Science for possible acceptance toward major or minor requirements. Acceptance of credit by the University does not guarantee acceptance by the Department.

In order to register for any Computer Science course, except CS-100, students must obtain special permission from the Department advisor.

Students are advised not to register for more than three (3) Computer Science courses during any 16 week term.

For further details, contact the Department.

### Major in Computer Science for the Bachelor of Science Degree

To declare a major in Computer Science, a student must fill out the "Assignment to Major Form" available in the Department office. In order to register for CS-304 Data Structures, a student must be a declared Computer Science major or minor, or a student-at-large.

Students must complete the major requirements effect when the declaration of major is accepted by the Department. Students should obtain a Computer Science Major handbook in order to be aware of any changes in requirements.

### Major Requirements:

Thirty-six credit hours of computer science course work including at least 24 credit hours of 300-level courses. Transfer students must complete a minimum of 15 credit hours of 300-level Computer Science courses at Northeastern and meet all major requirements.

Students who intend to pursue an advanced degree in Computer Science should plan on completing Calculus II and should consider taking courses in Discrete Structures and Linear Algebra.

### Required Core Courses:

CS-200	Programming I	3cr
CS-207	Programming II	3cr
CS-304	Data Structures	3cr
CS-205	IBM 360/370 Assembler Programming	3cr
CS-308	Operating Systems	3cr
Total		15cr

NO SUBSTITUTIONS ARE ALLOWED FOR CS CORE COURSES.

### Emphasis I: BUSINESS DATA PROCESSING

This track is designed primarily for students interested in applications programming.

### Required Courses:

CS-202.....	COBOL Programming	3cr
CS-312.....	Advanced COBOL Programming	3cr
CS-315.....	Data Base Management	3cr
CS-316.....	Introduction to Systems Analysis	3cr
CS-318.....	JCL and Service Programs	3cr
Two CS 300-level electives, approved by the CS Department		6cr
CS Core Courses .....		15cr
Total 36cr		

CS-201 (Discrete Structures) may be substituted for one 300-level elective.

### Emphasis II: SYSTEMS PROGRAMMING

This track is designed primarily for students interested in working with technical support systems.

### Required Courses:

CS-302.....	Systems Programming	3cr
CS-307.....	Programming Languages	3cr
CS-309.....	Compiler Theory	3cr
CS-333.....	UNIX System and C Programming	3cr
Select three of the following:.....		9cr



CSO201	Discrete Structures .....	3cr
* CS-202	COBOL Programming .....	3cr
CS-305	Computer Logic and Circuitry	3cr
CS-311	Modern Computer Architecture	3cr
CS-315	Database Management ....	3cr
* CS-318	JCL and Service Programs	3cr
CS-330	Telecommunications .....	3cr
CS-335	Artificial Intelligence .....	3cr
CS-350	Advanced Discrete Structures	3cr
CS-310	Topics in Computer Science (where content is appropriate) .....	3cr

\* Only one of these may be included as a Systems Programming track elective.

CS core courses ..... 15cr  
Total 36cr

### **Emphasis II: COMPUTER SCIENCE**

This track is designed primarily for students intending to pursue an advanced degree in Computer Science.

#### **Required Courses:**

CS-201 Discrete Structures	3cr,
CS-333 UNIX System and C Programming	3cr

Select five of the following: 15cr

CS-302	Systems Programming	3cr
CS-305	Computer Logic and Circuitry	3cr
CS-307	Programming Languages	3cr
CS-309	Compiler Theory	3cr
CS-311	Modern Computer Architecture	3cr
CS-315	Database Management	3cr
CS-326	Computer Use for Numerical Methods	3cr
CS-330	Telecommunications	3cr
CS-335	Artificial Intelligence	3cr
CS-350	Advanced Discrete Structures	3cr
CS-310	Topics in Computer Science (where content is appropriate)	3cr

CS core courses 15cr

Total 36cr

### **Minor in Computer Science**

**(18cr hrs.)**

A student may complete a minor in Computer Science by selecting courses totaling at least 18 hours from those offered by the Department of Computer Science including at least 6 credit hours of 300-level courses.

Transfer students must complete a minimum of 9 credit hours toward a minor at Northeastern.

The courses must be chosen in consultation with the Department advisor or chairperson.

**GRADUATE PROGRAM****Master of Science in Computer Science**

The graduate program provides education for individuals in the field of computer science and data processing who wish to gain further computer sophistication in order to advance their careers. Advanced courses are offered in many areas of current interest such as artificial intelligence and telecommunications.

The program is designed especially for the convenience of the part-time student; courses are scheduled in the evening and on Saturday,

**Requirements for Admission to the Program:**

Students must satisfy all requirements for admission to the Graduate College.

Full admission to the program requires a four year degree from an accredited undergraduate college, with an overall undergraduate grade point average of not less than 2.75 (on a 4.0 scale). In addition, students must (1) have taken the equivalent of the following CS undergraduate courses: 200,207,304 and 308, and have received an average grade of "B" in these courses; (2) prove mastery of two higher level computer languages such as IBM 360/370 assembler, Digital Equipment VAX assembler, or a personal computer assembler, These masteries may be demonstrated by course work, work experience or by departmental examination; and (3) have completed a course in discrete mathematics. CS-201 (Discrete Structures) satisfies this requirement.

Students lacking any of the above requirements may be given permission to register as students at large while they remove the deficiencies. In some cases students may receive conditional admission to the program.

**Requirements for the Degree:**

The Master's Degree in Computer Science requires 36 credit hours of course work, 27 of which must be earned at n Illinois University. The remaining 9 may represent courses taken at accredited institutions with graduate programs in computer science and in conformance with the rules of the Graduate College. The 36 hours will be made up of 15 CS core course hours plus 21 hours of CS electives to be decided on by the student and the graduate advisor. In addition to CS-350, no more than 12 hours of 300 level courses may be selected to satisfy course requirements for the Master's Degree. Courses taken to remove deficiencies will not be counted toward the 36 hours of course work required for the Master's Degree. Courses taken to satisfy undergraduate degree requirements can not be used toward the Master's Degree.

In addition, students are required either to complete a Master's Computer Science Thesis or Project or to pass a Master's Computer Science Competency Examination, designed by the Department. The choice will be agreed upon by the student and the graduate advisor.

**Required Core Courses:**

CS-350	Advanced Discrete Structures	3cr
CS-401	Software Engineering	3cr
CS-402	Advanced Systems Programming	3cr
CS-404	Analysis of Algorithms	3cr
CS-409	Topics in Compiler Theory	3cr
		15cr

**Elective Courses:**

CS-303	Basic Concepts in CAI	3cr
CS-307	Programming Languages	3cr
CS-311	Modern Computer Architecture	3cr
CS-326	Numerical Methods	3cr
CS-330	Telecommunications	3cr
CS-335	Artificial Intelligence	3cr
CS-408	Advanced Operating Systems	3cr
CS-414	Independent Study	3cr
CS-415	Design of Data Bases	3cr
CS-426	Advanced Numerical Methods	3cr

CS-430	Queueing Theory in Communic. Networks., 3cr	
CS-431	Digital Telephony	3cr
CS-435	Expert Systems	3cr
CS-440	Computer Graphics	3cr
CS-442	Topics in Network Design	3cr
CS-450	Advanced Computer Architecture	3cr
CS-460	Computer Security	3cr
CS-470	Pattern Recognition	3cr
CS-490	Master's Project	3cr
CS-495	Master's Thesis	6cr

The electives should be selected in consultation with the graduate advisor, from the above list, Upon completion of 12 hours of graduate course work toward the satisfaction of the course requirements for the Master's Degree, students must formally apply for candidacy. The form should be filed with the Graduate College. Conditional admissions are reviewed at this time and grades must average "B" or better.

For more information, students should obtain a Computer Science Graduate Handbook.

### **COURSE OFFERINGS**

#### **CS-100 Introduction to Personal Computing, 3cr**

This course provides the student with a general introduction to computers and their usage in today's society. Topics included are: History of Computing, Computer Hardware and Software and Programming in BASIC. Students will become experienced in using personal computers.

#### **CS-200 Programming I, 3cr**

This is a preparatory course for students who wish to pursue further work in Computer Science. It provides an introduction to the basic concepts of a computer system and the principles of computer programming. Students will get extensive programming experience using microcomputers. A number of programming projects will be assigned involving numeric computations, character manipulation and fundamental constructs of the high-level programming language Pascal. A common comprehensive final exam will be given in CS-200, Programming I. The date and time of the exam will be published in the Schedule of Classes under Department

Notes. Students in all sections of CS-200 must attend the exam at the published day and time.

#### **CS-201 Discrete Structures, 3cr**

Introduction to the fundamental number theoretic, logical, algorithmic, combinatoric, and computational concepts from discrete structures and their applications to computer science. This course involves no programming . prereq.:

#### **CS-202 COBOL Programming, 3cr**

Introduction to the COBOL Programming language, emphasizing business applications. Students will flowchart, program and test several typical business problems on the computer.

#### **CS-204 FORTRAN Programming, 3cr**

An in-depth study of FORTRAN programming language, emphasizing mathematics, science, and statistical applications. The student studies methods of problem solving and writes FORTRAN programs for testing on the computer.

#### **CS-205 IBM 360/370 Assembler Language Programming, 3cr**

Included are IBM 360/370 architecture and memory layout, instruction sets, data formats, subroutine linkage, macros and debugging. Students will write programs for the IBM 370. prereq.:

#### **CS-207 Programming II, 3cr**

This course provides an in-depth study of the principles of structured algorithmic processes and their program implementation using Pascal. Emphasis is given to the design of algorithms and program development (with documentation) involving both numeric computations and string manipulation techniques. Problems will be selected from both the scientific and business areas.

Students will become experienced in algorithmic problem solving using pseudocode and will develop programs in interactive Pascal,

**CS-302 Systems Programming, 3cr**

Introduction to systems programming, including use and implementation of assembler, macros, loaders, compilers, and operating systems.

**CS-303 Basic Concepts in Computer-Assisted Instruction, 3cr**

Introduction to concepts of computer-assisted instruction and the programs and equipment used. Topics include: tutorial, drill and practice, simulation and game programs, and computerized learning-center management.

**CS-304 Data Structures, 3cr**

This course provides an introduction to basic data structures, their storage implementation and applications in computer science, Pascal will be the language used to illustrate the data structures studied.

**CS-305 Computer Logic and Circuitry, 3cr**

Introduction to logical design of computers and some of their applications. Included are Boolean algebra, switching theory, number systems, numerical codes, and computer organization. Engineering problems are de-emphasized. Computer word organization, languages, and use of computers for simple problems will be explained.

**CS-306 Advanced Assembler Programming, 3cr**

Advanced topics in assembler language programming, including subroutine linkage, macro construction and data management concepts, and facilities. Emphasis is on the definition, creation, and maintenance of basic DASD files using JCL and data management macro instructions.

**CS-307 Programming Languages, 3cr**

This course provides an introduction to fundamental concepts of programming languages, their structural definition and run time implementation. In addition, it offers a description and a comparative analysis of higher level programming languages such as ALGOL, PL/1, FORTRAN, COBOL, Pascal, APL, LISP, SNOBBY and others,

**CS-308 Operating Systems, 3cr**

A general overview of the ideas underlying operating systems. Included are traditional topics such as file systems, CPU scheduling, memory management and device scheduling, along with topics of more current interest such as deadlock handling, process synchronization and distributed systems. No single operating system is studied; examples are drawn from many sources.

**CS-309 Compiler Theory, 3cr**

Introduction to basic structure and components of a compiler. Finite automata, lexical analysis, regular grammar, context free grammar, top-down and bottom-up parsing techniques.

**CS-310 Topics in Computer Science, 3cr**

Topics which may be presented include: computer languages, new computer system and hardware developments, and new applications of computers.

**CS-311 Modern Computer Architecture, 3cr**

This course is intended for those students who wish to understand the architecture and operation of computer systems. Methods for interconnecting processors, memories and I/O devices are discussed. The addressing modes and instruction techniques for manipulation of more complex data structures such as queues, lists and trees are covered.

**CS-312 Advanced COBOL Programming, 3cr**

Advance topics in COBOL Programming, including Report Writer, Table Handling, file processing techniques, Sort Feature, and subprogram linkage. A major programming project will be assigned.

**CS-313 Quantitative Methods and Computer Use, 3cr**

Mathematical and statistical techniques in current natural, physical and social science research with particular emphasis on computer use and research design development.

**CS-314 Independent Study in Computer Science, 3cr**

An opportunity for an individual research or applications project under the direction of an advisor knowledgeable in the field of endeavor. The project will be designed by the student and his/ her project advisor, and must be approved by the chairperson of the Department of Computer Science before the project itself is undertaken.

**CS-315 Data Base Management, 3cr**

Theoretical foundations and state-of-the-art data base management systems. The relational, hierarchical and network approaches to data base management systems and representative systems are described. User interfaces are emphasized.

**CS-316 Introduction to Systems Analysis, 3cr**

Information processing requirements for an organization, emphasizing business applications. Includes analysis of organization and procedures, forms and work flow, work distribution and methods and effects of computerization.

**CS-318 JCL and Service Programs, 3cr**

The structure and use of IBM OS Job Control Language (JCL), with emphasis on practical programming applications. In addition, the major IBM-supplied service programs (Utilities, Sort/Merge, Loader, and Linkage Editor) will be surveyed, including specific control commands, JCL requirements, and appropriate areas.

**CS-322 Statistical Computer Program Packages, 3cr**

This course provides an in depth study of modern statistical data analysis using as the Binomial and Normal distribution, the Linear Regression model, Analysis of Variance, Nonparametric methods and Computer Random Sampling techniques using MINITAB and GPSS. In addition students will become experienced in the actual implementation of these statistical models with data sets using such statistical software packages as MINITAB, SPSS, BMDP and SAS.

**CS-326 Computer Use for Numerical Methods, 3cr**

An introduction to structured Fortran programming, Computational errors, Solving nonlinear equations, Solving sets of Equations, Determinants and matrix inversions, Interpolating polynomials.

**CS-330 Telecommunications. 3cr**

Types of data communication channels and networks. Equipment: processors, terminals, modems and modulation, multiplexors. Codes, protocols, and data transmission integrity. The ISO model. Implementation support, management, and control of a data network.

**CS-333 UNIX System and C Programming, 3cr**

A survey of the UNIX operating system including commonly used system commands, text editors, the Shell and document preparation facilities. Special emphasis will be placed on C language programming and the UNIX interface for system programming.

**CS-335 Artificial Intelligence, 3cr**

This course describes the kinds of problems which fall into the area of Artificial Intelligence such as Natural Language Understanding, Vision and Expert Systems, and what makes these problems difficult. Methods are given which show how these problems can be given structure so that conclusions can be drawn from the knowledge each system has available to it, thus enabling such a system to appear to "think" like an intelligent human being.

**CS-337 CICS Programming Using COBOL, 3cr**

Study of online applications concepts and programming techniques using IBM's Customer Information Control System teleprocessing monitor and language. Development of maps and programs using TICS Basic Mapping Support and Command- Level Language with COBOL to

communicate with the TICS monitor, access shared files, and format and process terminal screens.

**CS-350 Advanced Discrete Structures, 3cr**

Graph theory, basic counting methods, abstract machines and formal languages from a computer science point of view,

**CS-390 Supervised Field Study I, 3cr**

(Internship) The student completes a computer programming project for an institution at the institution site. The institution defines the project which must be approved by the Department of Computer Science for the purpose of satisfying the course requirement. The project should take approximately 168 hours to complete,

**CS-391 Supervised Field Study II, 6cr**

(Internship) Same as CS-390 except that project should take approximately 336 hours to complete.

**CS-392 Supervised Field Study III, 9cr**

(Internship) Same as CS-390 except that project should take approximately 504 hours to complete.

**CS-401 Software Engineering, 3cr**

The complete software development process: requirement specification, design, coding, testing and maintenance. Various software engineering methods for the development of large-scale quality software are presented.

**CS-402 Advanced Systems Programming, 3cr**

Study of system programming tools, their use and their construction. Includes the development of an integrated systems programming environment consisting of a processor simulator, an assembler and a loader.

**CS-404 Analysis of Algorithms, 3cr**

Analysis of algorithms. General trees with applications including lexicographic search trees (Tries) and external search trees (B-trees). Graphs including depth-first and breadth first traversals.

**CS-408 Advanced Operating Systems, 3cr**

Advanced operating system design and construction concepts such as memory, processor, process, and secondary device management, synchronization and communication, security and protection, system performance and evaluation, network, distributed, and fault-tolerant systems. Study of operating systems highlighting these concepts.

**CS-409 Topics in Compiler Theory, 3cr**

Design and construction of compilers. Study of actual compilers and development of a compiler for an existing language,

**CS-414 Independent Study, 3cr**

An opportunity for advanced study under the direction of an advisor knowledgeable in the field. The area of study will be selected by the student and his/her advisor, and must be approved by the department Chair.

**CS-415 Design of Data Base Systems, .**

Design and construction of data base systems. Comparison and evaluation of alternative data base organizations.

**CS-426 Advanced Numerical Methods, 3cr**

Numerical differentiation's, Numerical integration's, Numerical solution of ordinary differential equations, Boundary-value and characteristic-value problems, Numerical solution of partial differential equations.

**CS-430 Queueing Theory in Communication Networks, 3cr**



Queueing Systems, birth and death models, markosian queues, the M/G/1 model, Erlang's equations, models of computer and telecommunication systems.

**CS-431 Digital Telephony, 3cr**

Advantages over analogtelephony, voice digitalization, digital transmission and multiplexing, switching, networks (synchronization, control, and management), traffic analysis, terrestrial vs. satellite.

**CS-435 Expert Systems, 3cr**

Study of the design and implementation of expert systems.

**CS-440 Computer Graphics, 3cr**

Graphics hardware. Scaling and data charting. Representation of two-dimensional objects. Translation and rotation of objects, Two-dimensional line clipping. Three-dimensional object representation. Perspective in three-dimensional object representation, Line- clipping and hidden line and face removal in three dimensions.

**CS-442 Topics in NetworkDesign, 3cr**

Protocols for computer networks. Performance requirements, evaluation and analysis. Case studies of actual networks.

**CS-450 Advanced Computer Architecture, 3cr**

Computer system structure and design issues such as ALU design, arithmetic algorithms, memory hierarchy, control, microprogramming, instruction sets, addressing, input-output. Comparison of specific examples of computer models and selected topics on parallel processors.

**CS-460 Computer Security, 3cr**

Study of existing hardware and software techniques for implementing security. Passwords, encryption and authorization schemes. Special security problems presented by distributed and network environments.

**CS-470 Pattern Recognition, 3cr**

Statistical and semantical methods of pattern recognition. Image processing with industrial and commercial applications. Application to sound and visual identification problems.

**CS-490 Master's Project, 3cr**

Large scale software project and associated documentation. Topic for the project is chosen in conjunction with a thesis advisor.

**CS-495 Master's Thesis, 6cr**

Student conducts and writes a thesis in Computer Science. This is an alternative to CS-490 for those who want to pursue a more ambitious project.



## CRIMINAL JUSTICE

Bernard Headley, Ph.D. Professor, Chair  
 Shelley Bannister, J.D., M.A., Associate Professor  
 Randolph Bowcott, M.A., Assistant Professor  
 Kingsley Clarke, J.D., Assistant Professor  
 Renny Golden, D.Min., Associate Professor  
 Dragan Milovanovic, Ph.D., Professor  
 A. Kathryn Stout, Ph.D., Assistant Professor

The criminal Justice program has an interrelated and critical focus. One concentration is on criminology which studies the structural roots of crime. It takes up the legal/social concerns of urban, low-income communities whose members are often clients of the criminal justice system. The other broader concentration is the field of justice studies, which seeks to discover the social/historical roots of the notion of "justice." Justice Studies also examines the ways in which popular understandings of "justice" shape and determine public policy, and attempts to provide systemic explanations for the failure (or triumph) of justice in American society.

The program is unique in that our starting point is the perspective of the poor, socially disenfranchised people of color, women, prisoners, and refugees. The program makes a special effort to involve and serve community groups, minorities, and women. Field experience compliments the academic program.

The program of study prepares the student for the field of human and social services, for critical legal studies, for research, and for continuation on to law and graduate schools. Criminal justice practitioners who wish to develop a more comprehensive understanding of social policy and social justice will find the program well-suited to their needs.

Because of large student demand, an admission procedure has been developed. Applications for admission to the major, as well as the minor, are available at the program office.

### UNDERGRADUATE PROGRAMS

#### Major in Criminal Justice for the Bachelor of Arts Degree

All criminal justice majors take five required courses, in addition to one specialized area course, a three credit hour practicum, and a six credit hour field work seminar plus eighteen credit hours of electives.

#### Required Courses:

CRJU-201	Introduction to the Criminal Justice System	3cr
CRJU-312	Theories of Criminal Behavior	3cr
CRAG-331	Law and Racism in America	3cr
CRJU-341	Skills for Inquiry in the Criminal Justice System I	3cr
CRJU-342	Skills for Inquiry in the Criminal Justice System II	3cr
Specialized Area Courses (Choose one)		3cr
CRJU-313	Prisons and Jails	
CRJU-321	Women's Advocacy: Rape & Woman-abuse	
CRJU-326	Juvenile Justice System	
CRJU-335	Legal Process I	
CRJU-339	Tenant's Rights Clinic	
CRJU-345	Practicum	3cr
CRJU-350	Field Work Seminar	6cr
	Electives	18cr
Total		45cr

The electives in criminal justice or related fields (300-level courses only) must be selected in consultation with a faculty advisor and should be chosen in an area of concentration related to the students academic and career interests,

**Minor in Criminal Justice****(21cr hrs.)****Required Courses:**

CRJU-201	Introduction to the criminal Justice System	3cr
CRJU-312	Theories of criminal Behavior	3cr,
CRJU-331	Law and Racism in America	3cr,
CRJU-341	Skills for Inquiry in the criminal Justice System	3cr
	Three (3) electives in criminal justice	9cr

Total 21cr

Note: The program will accept a maximum of nine (9) transfer credit hours in criminal Justice or criminology from other colleges and/or universities toward the major and three (3) credit hours toward the minor, subject to approval of Chair/Coordinator.

**COURSE OFFERINGS****CRJU-201 Introduction to the criminal Justice System, 3cr**

Overview of police, court, and prison practice with attention to class, race, and sex discrimination in the criminal justice system. Emphasis on the relationship between crime and key political and economic structures.

**CRJU-309 Portrayal of crime in the Media, 3cr**

Analysis of the media's presentation of crime in the 20th century with attention to the historical development of the portrayal of crime and its effect on public attitudes regarding "crime" and the "criminal". Various forms of the media are individually considered, most notably television, film and newspaper.

**CRJU-311 Women, Crime, and the Criminal Justice System, 3cr**

The position of women in society; theories of female criminality; crimes committed by and against women such as prostitution, rape, woman abuse, and forced sterilization. Treatment of women by various social and criminal justice agencies.

**CRJU-312 Theories of criminal Behavior, 3cr**

Historic overview of theories of crime from classical school to currently popular viewpoints including Marxist and radical theories with emphasis on the relationship between theory and criminal justice policy formulation.

**CRAG-313 Prisons and Jells, 3cr**

Study of the historic development of prisons focusing on current practice and emphasizing consequences of expanding the prison population and community based alternatives to incarceration. Field trips.

**CRJU-314 Police in the Minority Community, 3cr**

Overview of the social, political and economic consequences resulting from historical and contemporary treatment of U.S. minorities by law enforcement personnel with emphasis on the development of policy focusing on police methodology in controlling and creating levels of crime within urban areas. Theoretical and practical issues involving bias, discretion and excessive force.

**CRJU-315 Proseminer in criminal Justice, 3cr**

Intensive exploration of topics of interest to justice studies. Consult the Schedule of Classes for specific topics.

**CRJU-320 Independent Study in criminal Justice, 3cr**

Individual investigation into a topic of the student's choice. Prereq.:

**CRJU-321 Women's Advocacy: Rape and Woman-Abuse I, 3cr**

Study of the medical, legal, psychological, and sociological aspects of rape and woman-abuse, a general overview of the criminal and civil aspects of the criminal Justice System in regard to these crimes. Students will learn to counsel victims and act as lay legal advocates.

**CRJU-324 Women as Political Prisoners, 3cr**

This course examines the three areas in which women can be defined as political prisoners: 1 ) women imprisoned for political acts; 2) women imprisoned for self-defense measures; 3) women imprisoned for petty 'economic crimes such as prostitution.

**CRJU-325 Women and Revolution: Theories of Justice, 3cr**

Theories of justice informing revolutionary practice with attention to the role played by women in revolution, especially in liberation struggles in Central America. Prereq.: A

**CRJU-326 Juvenile Justice System, 3cr**

Socio-economic analysis of the history of the juvenile justice system in an effort to understand how the system functions and whom it serves.

**CRJU-327 Immigration Policy and Human Rights Violation in Central America, 3cr**

Immigration & Naturalization Service policy toward Latin American, Haitian, and other third world refugees and the relationship between that policy U.S. support of repressive regimes.

**CRAG-329 Politics of Punishment, 3cr**

Exploration, from a global perspective of the history, development, and philosophies of punishment and of the debate within the United States and the countries of Western Europe over the purpose of correctional institutions.

**CRJU-330 Legal Research and Bibliography in criminal Law, 3cr**

Study of basic reference and source materials. Visits to law libraries are required. Presentation of a written and oral argument.

**CRJU-331 Law and Racism in America, 3cr**

The nature of racism, its essential features and their relationship to the legal, social, and economic practices in the United States.

**CRJU-333 Community Law, 3cr**

General introduction to the impact of law on the public: consumer law, family law, and individual rights.

**CRJU-334 Criminal Law and Procedure, 3cr**

The basic principles of American criminal law, current issues and controversies surrounding the criminal justice process, and the constitutional rights of the accused.

**CRJU-335 Legal Process, 3cr**

Analysis of common law and the role of precedent with emphasis on appellate courts, particularly the U .S. Supreme Court.

**CRJU-337 Workers' Rights and Human Rights, 3cr**

Basic labor law: workman's compensation, unemployment compensation, National Labor Relations Act, etc., discussions on worker influence on factories.

**CRJU-339 Tenants Rights Clinic, 3cr**

Under the supervision of a licensed attorney, students study issues relating to landlord/ tenant disputes and conflicts. Students are trained to define and negotiate such problems.

**CRJU-341 Skills for Inquiry in the criminal Justice System I, 3cr**

Development of analytic and writing skills. Introduction to the methodology of the social sciences. Students develop research designs and initiate studies on criminal justice topics. Should be taken immediately after CRJU-201.

**CRJU-342 Skills for Inquiry in the criminal Justice System II, 3cr**

Continuation of

**CRJU-345 Practicum in criminal Justice, 3cr**

Specific skills necessary forestry level agency/community work. Prereq.:

**CRAG-350 Field Work Seminar, 6cr**

Application of the specific skills learned in the practicum, as well as other classroom theories and concepts, in an agency/community setting. Two-hundred volunteer hours at work in the field and a 1 1/2 hour weekly seminar.

## EARTH SCIENCE

Paul Poskozim, Ph.D., Professor, Chair  
 Albert W. Forslev, Ph.D., Professor  
 Christopher T. Ledvina, Ph.D., Assistant Professor  
 Laura L. Sanders, Ph.D., Associate Professor  
 Charles W. Shabica, Ph.D., Professor  
 Mohan K. Sood, Ph.D., Professor  
 Hans D. Upadhyay, Ph.D., Professor

The Earth Science program uses an integrated approach to the study of the problems of the earth environment through a synthesis of geology, meteorology, and oceanography. Great progress and changes have taken place in the earth sciences in recent years. Of particular current interstate: Plate Tectonics which has revolutionized thinking in earth science; satellite studies of the earth; and the focus on energy resources, hydrogeology and hazardous waste isolation, The Department emphasizes geology, however, with attention to the other areas.

Strong emphasis is placed on experimental and field studies.

Curricula are individually planned to provide a broad basic training in earth science, and more specifically, to prepare students for further graduate study, for careers in the energy, mineral, hydrogeological and environmental fields, or for teaching earth science in secondary schools and colleges. Programs have the flexibility to meet individual student needs.

Areas of concentration currently offered are in geology, including petrology-mineralogy, minerals and energy resources, hydrogeology, structural geology-plate tectonics, soil and environmental sciences, and lake and marine coastal systems. Techniques of problem-solving in earth science are emphasized.

Program equipment includes apparatus for X-ray diffraction and X-ray fluorescence analysis, physical ground water flow model, hydrogeological equipment, electrical resistivity units, field equipment for ground water and soil sampling, and equipment for thin section and rock preparation, and mineral separation. There are also sedimentation tanks, centrifuge and size analysis apparatus, atomic absorption spectrophotometer, a student micro-computer lab, computerized weather facsimile and weather satellite monitoring systems, a teaching seismograph, full facilities for petrographic, hydrogeologic, and water quality analysis, and a 40' research vessel equipped for lake coring, bottom profiling and water sampling.

The Earth Science program offers courses leading to the degrees of Bachelor of Science and Master of Science.

### UNDERGRADUATE PROGRAMS

#### Major in Earth Science for the Bachelor of Science Degree

Curricula are individually planned to provide a broad basic training in earth science, and to prepare students for graduate study or positions in industry, state and federal agencies or in teaching.

#### Required courses:

ASCII-206	Rocks and Minerals	4cr
ASCII-207	Atmosphere and Oceans	4cr
ASCII-211	Physical Geology	4cr
ASCII-212	Historical Geology	4cr
ASCII-311	Mineralogy	4cr
ASCII-317	Principles of Sedimentation	4cr
ESCI-323	Field Geology	4cr
ESCI-331	Geological Structures and Map Interpretation	4cr

#### Electives in Earth Science:

Choose from course offerings 8cr

**Required Courses in Related Fields:**

CHEM-211 and CHEM-212	9cr
MATH-107 and MATH-202	8cr
PHYS-201/203 and PHYS-202/204	8cr
Total	65cr

\* Course substitutions may be allowed by prior arrangement with the program advisor.

**Minor in Earth Science****(19-20 cr hrs.)****Required Courses:**

ESCI-206	Rocks and Minerals	4cr
ESCI-207	Atmosphere and Oceans	4cr
ESCI-211	Physical Geology	4cr
ESCI-212	Historical Geology	4cr
One elective Earth Science course at the 300-level		3-4cr

Total 19-20 cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**GRADUATE PROGRAM****Master of Science in Earth Science**

The master's program in earth science is aimed toward careers in teaching, government, and industry. It is designed to provide the academic training necessary for careers in energy, hydrogeology and waste management, mineral industries, and for employment with environmental and other agencies. In addition, program flexibility enhances relevance for secondary and elementary teachers. Students are encouraged to participate in basic research under the direction of departmental faculty as part of the program.

Each program is systematically organized under the guidance of a faculty advisor. At the time of acceptance to degree candidacy, the program decides if the student is eligible to participate in the thesis option. Completion of a thesis carries six hours of credit for ESCI-414, Thesis Seminar: Earth Science. Students who do not pursue a research thesis must take two additional courses at the 400-level and complete ESCI-402. An oral presentation and defense is required for both options.

**Requirements for Admission to the Program:**

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

Admission to the degree program requires 15 undergraduate credit hours in earth science, a minimum of eight credit hours in chemistry including at least one laboratory course, and eight credit hours in physics including at least one laboratory course. An applicant lacking up to six credit hours of the above requirements may be admitted conditionally but must remove the deficiency as soon as possible.

**Requirements for the Degree:**

Upon full admission to the program, the student must satisfactorily complete 30 credit hours of earth science courses at the 300 and 400-level for the research thesis option (ESCI-414) or 33 credit hours of earth science courses at the 300 and 400 level for the department research paper option (ESCI-402). A majority of these courses must be taken at the 400 level. No more than three credit hours in a non-research earth science seminar course may be taken in addition to ESCI-402 and applied to this total.

**Financial Assistance:**

A limited number of teaching and graduate research assistantships as well as tuition waivers are available. Contact the program office for additional information.

**COURSE OFFERINGS**

**ESCI-121 Introduction to Earth Science, 3cr**

Basic concepts of geology, meteorology, oceanography, and the solar system. Discussion of topics of current interest in the earth sciences. Laboratory involves the study of minerals, rocks, maps, and weather instruments. Lecture 2 hours, lab 2 hours.

**ESCI-122 Great Mysteries of the Earth, 3cr,**

Exploration of great mysterious phenomena of the earth, using the scientific method and modern scientific knowledge. Includes topics such as: origins of the universe, solar system, and the earth; the origin of life, the age of the earth and its rocks, continental drift and plate tectonics, ice ages, rise and fall of the dinosaurs, the Loch Ness Monster, the legend of Atlantis, the Bermuda Triangle, the pyramids and Stonehenge, and UFO's. Lecture 3 hours.

**ESCI-123 Geology, Resources, and Environment, 3cr**

Earth, its structure, composition and resources. Mineral and energy resources, their formation and distribution, their supply and demand projections for the future. Water resources and water quality. Environmental impact of resources, nuclear and other waste disposal, geological aspects of earthquake and volcanic hazards. Lecture 3 hours.

**ESCI-203 Geology of Illinois, 3cr**

Origin, history, and evolution of the rocks and fossils in Illinois. Economic minerals and fossils and mineral-collecting localities. Topography and soil together with the processes responsible for them. Current geological activities within the state. Several required field trips. Lecture: 2 hours, lab: 2 hours.

**ESCI-206 Rocks and Minerals, 4cr**

A detailed introduction to rocks and minerals -- the essential materials of the solid earth. Classification and systematic study of the chemical and physical properties of the common rock-forming mineral groups; textural and mineral compositional studies of common igneous, sedimentary, and metamorphic rock groups. Optical studies of selected minerals and rocks. Lecture 1 hour and lab 4 hours.

**ESCI-207 The Atmosphere and the Oceans, 4cr**

Comprehensive introduction to the earth's hydrosphere and atmosphere; their origin and evolution, physical and chemical characteristics, actions and interactions. Lecture 3 hours, lab 2 hours involving the use of maps, charts, and instruments. ESCI-211 Physical Geology, 4cr Detailed study of the materials comprising the earth's crust and interior and the forces acting to change its surface; the origin of continents and ocean basins in light of recent geological research. Lecture 3 hours, lab 2 hours.

**ESCI-212 Historical Geology, 4cr**

Evolution of the earth and its flora and fauna, paleoecology; principles of paleontological stratigraphy and techniques of relative and absolute age determination. Lecture 3 hours, lab 2 hours.

**ESCI-214 Field Studies in Earth Science, 2cr**

Visit midwest area rock formations, landforms, geological processes, and structural features in a series of one or two-day field trips during the spring or summer. Discussions in the field are designed to help the student interpret the origin and history of these features. Prereq.:

**ESCI-301 Geologic Remote Sensing, 3cr**

Introduction to the principles of remote sensing with an emphasis on the use of Landsat imagery in geologic investigations; history of remote sensing, operation of multispectral scanner systems, high altitude infra-red imagery, radar imagery, and digital image processing; applications to resource exploration and geologic mapping. Lecture 2 hours; lab 2 hours.

**ESCI-308 Geology of the National Parks, 3cr**

Study of the geological processes producing and controlling the lands within the National Park System. Lecture 3 hours.

**ESCI-309 Geochemistry, 3cr**



Chemical composition of the earth, element abundances, cosmochemistry, meteorites, origin of elements, geochronology, geothermometry, geobarometry, principles of trace element distribution. Igneous, metamorphic, and sedimentary environments. Lecture 3 hours.

**ESCI-311 Mineralogy, 4cr**

Crystallographic principles, crystal systems, and crystal chemistry in the study of minerals. Composition, structure, occurrence, and uses of common minerals. Study of hand specimens and thin sections of minerals and the use of physical and optical properties in their identification. Lecture 3 hours and lab 2 hours.

**ESCI-314 Paleontology, 4cr**

Principles, study of invertebrate phyla, morphology, taxonomy, evolution and paleoecology, as well as occurrence of various fossil types. Lecture 2 hours, lab 3 hours,

**ESCI-316 Stratigraphy, 4cr**

Principles of stratigraphy including classification of rock units, methods of correlation, general relationship of diastrophism to the depositional sedimentary patterns; systematic study of the more important stratified rocks of North America. Lecture 2 hours, lab 3 hours.

**ESCI-317 Principles of Sedimentation, 4cr**

The process governing the formation, transportation, and deposition of sediments, and the alterations that transform them into sedimentary rocks. The practical application of these techniques is developed in the laboratory. Lecture 2 hours, lab 3 hours.

**ESCI-319 Petrology, 4cr**

Classification of rocks. Study of mineralogical and textural relations of major rock groups in hand specimens and thin sections. Chemical composition of rocks. Chemical and petrographic data interpretation. Interrelation of petrological processes and plate tectonics. Description of selected and widely referred petrologic complexes. Lecture 2 hours, lab 3 hours.

**ESCI-320 Limnology, 3cr**

Physical processes in the lake environment with special attention to Lake Michigan; also human influence on lake processes, Lecture 3 hours.

**ESCI-322 Economic Geology, 4cr**

Geological occurrence, distribution, classification and origin of major mineral deposits and mineral fuels, and ore petrography. Systematic description of selected mineral resource provinces. Geological, geochemical, and geophysical methods in mineral exploration programs. Case histories. Current development in search for minerals. Mineral property assessment, economics, projections, and implications. Lecture 3 hours and lab 2 hours.

**ESCI-323 Field Geology, 4cr**

Introduction to field methods including pace-and-compass and plane table mapping; observation and of geological features during field trips to selected areas in the midwestern United States; preparation of geologic maps and reports from field data. Attendance at a field camp for approximately 15 days with additional on campus lecture and laboratory work. Lecture 2 hours, lab 3 hours. Prereq

**ESCI-325 Seminar In Earth Science, 3cr**

Selected topics of current research interest. Consult the Schedule of Classes for specific topics.

**ESCI-326 Independent Study in Earth Science, 3cr**

Research in the geological sciences, oceanography, meteorology, or astronomy under the guidance of a faculty member.

**ESCI-328 Marine Geology, 3cr**

Structure and geomorphology of the ocean basins and their margins, marine geological processes, sedimentation, and stratigraphy. Lecture 3 hours.

**ESCI-329 Soil Science, 3cr**

Physical and chemical factors in soil formation; composition of soil materials. Relation of soils to parent material; soil classifications, soil as a resource. Lecture 3 hours.

**ESCI-330 Structural Geology, 4cr**

Spatial and stress strain relationship of rock deformation, genetic and descriptive aspects of folds, faults, joints, etc., structures related to magnetism and metamorphism, polyphase deformation, and geophysical methods of structural geology, diapirs, cleavage and schistosity, impact structures, tectonites, and petrofabric diagrams. Lecture 3 hours, lab 2 hours.

**ESCI-331 Geological Structures and Map Interpretation, 4cr**

Determination of the attitude and thickness of inclined strata and their bearing on topography and outcrop patterns; preparation of geological maps from given field data; and interpretations of aerial photos, topographic sheets, and geological maps depicting folds, faults, unconformities, and intrusive bodies. Lecture 2 hours, lab 3 hours.

**ESCI-333 Internship in Earth Science, 3cr**

Field experience at an off-campus site. Student will work a minimum of 150 hours with an earth science agency or organization. Evaluation will be based in part on the student's creation of a tangible product. Details of internship will be arranged by the student, faculty advisor, and site supervisor. Prereq.: 30 undergraduate or fifteen graduate credit hours in Earth Science and consent of instructor and department coordinator.

**ESCI-335 Meteorology I, 4cr**

Introduction to the processes at work in the earth's atmosphere and the physical laws that control them; horizontal and vertical circulations, atmospheric stability, radiation balance, precipitation, air masses, frontogenesis, and severe weather. Laboratory work involves extensive use of maps and charts. Lecture 3 hours, lab 2 hours.

**ESCI-337 Principles of Hydrogeology, 4cr**

Introduction to the theory and principles of groundwater flow as well as streamflow. Topics include the hydrologic equation, evapotranspiration, well drilling and testing, porosity and permeability, Darcy's law, confined and unconfined aquifers, flow-nets, geology of groundwater water table maps, geophysical exploration methods, well logs, streamflow and hydrographs. Lecture 3 hours; lab 2 hours.

**ESCI-338 Petrography of Fine-Grained Sediments, 3cr**

Mineralogical and chemical analysis of shale, clay, glacial till, soil and related sedimentary materials using x-ray diffraction and atomic absorption techniques. Analyses are both qualitative and quantitative in nature. Lecture 2 hours, lab 2 hours.

**ESCI-339 Field Hydrogeology, 4cr**

Field techniques of measuring infiltration, soil moisture, aquifer permeability and hydraulic conductivity. Practice in conducting geophysical surveys and drilling, logging, and developing ground waterwells. Methods of sampling water for chemical analysis. Visits to drilling, and waste management sites. Methods of recording, analyzing, mapping, and reporting field data. Lecture 2 hours, lab 3 hours.

**ESCI-401 Environmental Stability -- Lake Michigan, 3cr**

Origin and development of Lake Michigan; paleolimnology; the eutrophication process and its relationship to human and industrial wastes. Emphasis placed on field and laboratory techniques. Lecture 2 hours, lab 1 hour.

**ESCI-402 Current Problems in Earth Science, 3cr**

Study of the current problems together with recent research in the earth sciences; classroom discussions, including self-directed investigations into these areas by individual students. Lecture 3 hours. Pre

**ESCI-403 Graduate Seminar in Earth Science, 3cr**

Directed research, analysis, discussion and presentation of reports on important topics in earth science, such as hydrogeology, geotechnology, remote sensing, tectonics, mineral/energy

resources, petrology, coastal geology, hazardous waste disposal and mining. Lecture 3 hours

Prereq

**ESCI-406 Aqueous Geochemistry, 3cr**

Introduction to aqueous geochemistry, including chemical thermodynamics, carbonate solubility, organic compounds in natural waters, silicate equilibria, redox equilibria, and trace elements. Methods of evaluation and display of water quality data. Lecture 3 hours.

**ESCI-407 Hydrogeology, 3cr**

Occurrence, movement, storage, and distribution of ground water; problems pertaining to water quality; sea water intrusion, water pollution and recharge of aquifers. Lecture 2 hours, lab 2 hours.

**ESCI-408 Advanced Mineralogy and crystallography, 3cr**

Advanced concepts in mineralogy with reference to crystal chemistry and structural crystallography of some selected mineral groups. Prereq.: graduate Lecture 2 hours, lab 2 hours.

**ESCI-409 Igneous Petrology, 4cr**

Principles and applications of phase equilibrium studies of silicate systems at high temperatures and pressures to petrological problems; theories of igneous differentiation processes with examples from selected localities; laboratory studies of petrographic methods and petrochemical calculations; written and oral student presentations. Lecture 3 hours, lab 2 hours.

**ESCI-411 Clay Mineralogy, 4cr**

Structure, physical and chemical properties, origin, and occurrence of the clay mineral groups; economic importance of clays, identification of clays using x-ray diffraction techniques. Lecture 2 hours, lab 2 hours.

**ESCI-414 Thesis Seminar: Earth Science, 6cr**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the degree of Master of Science in Earth Science.

**ESCI-415 Plate Tectonics, 3cr**

Earth's interior and configuration of lithospheric plates; plate tectonics in relation to sea floor spreading and continental drift; major associated ridges, trenches, transform faults, island arcs, and rift systems; plate subduction and formation of marginal ocean basins; interrelationships of magma generation, metamorphism and ore deposits at plate boundaries; origin of mountain belts and sea floor slabs contained by them; pre- and post-Mesozoic plate tectonics and growth of mountain belts and continents. Lecture 3 hours.

**ESCI-416 Applied Hydrology, 3cr**

Water budget and its various components; hydrologic theories, methodologies, and techniques of data analysis used to estimate and/or determine values for each component of the water budget; computer modeling of water budget components is introduced. Lecture 2 hours, lab 2 hours.

**ESCI-418 Ore Deposits, 4cr**

Origin, composition, and migration of ore-bearing fluids and their effect on the resulting mineral deposits; classification of ore deposits with reference to well-known mining districts around the world; paragenesis, geothermometry, and isotopic studies; metallogenic provinces and epochs; ore microscopy; property evaluation and ore-reserve estimation. Lab studies of ore-gangue samples from representative mines from around the world. Lecture 3 hours, lab 2 hours,

**ESCI-419 Exploration and Geostatistics, 4cr**

Course introduces all areas of mathematical geology and then reviews basic statistics as it applies to geologic data. It then draws on this basis to derive the geostatistical method of estimation. This method is illustrated in theory and practice with real data on computerized mapping system. Lecture 3 hours, lab 2 hours. Prereq.:

**ESCI-425 Special Topics in Earth Science (title varies), 3cr**

Selected topics of current research interest. Consult the Schedule of Classes for specific topics. Lecture 3 hours.

**Oceanography****ESCI-OC-324 Oceanography, 4cr**

Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Society and its relation to the oceans. Gathering of oceanographic data and development of the marine sciences. Lecture 2 hours; lab 3 hours.

**ESCI-OC-334 Coastal Marine Research, 4cr**

Plan and execution of a study of the dynamics of marine tidal estuaries. Field trip to Atlantic or Pacific coastal environments followed by on-campus meetings. Lecture 1 hour, lab 1 hour.

**ESCI-OC-335 Ocean Resources, 3cr**

Comprehensive study of the current and future exploitation of the ocean resources. Lecture 3 hours.

## ECONOMICS

Barbara J. Winston, Ph.D., Professor, Chair  
 Daniel J. Bergan, Ph.D., Associate Professor  
 Audie R. Brewton, Ph.D., Associate Professor  
 Thomas E. Collum, M.A., Assistant Professor  
 Lewis Freiberg, Ph.D., Professor  
 Sheldon H. Rothstein, M.A., Assistant Professor  
 Diane L. Stehman, Ph.D., Associate Professor  
 Edward F. Stuart, Ph.D., Associate Professor

The Economics program offers courses of study leading to the degree of Bachelor of Arts.

Economics is the social science which deals with the production, exchange and consumption of goods and services in a society. It is concerned with the allocation of scarce resources among competing end uses. Courses are designed to describe and explain the methods used by economists and the economic aspects of such topics as inflation, unemployment, international monetary problems, poverty, underdevelopment, and the solutions proposed to solve these problems.

The introductory courses (ECON-215 and ECON-217) are designed to provide basic knowledge and to serve as a foundation for other courses in economics and business. A concentration in economics provides an excellent background for students who wish to pursue careers in business and management, law, government or teaching.

The prerequisite for a major in economics is satisfactory completion of three years or equivalent of high school mathematics. Students planning to do graduate work in economics are urged to complete at least two years of college mathematics, including differential and integral calculus. Students not planning study beyond the baccalaureate level should complete at least one year of college level mathematics. Economics majors and minors are also encouraged to take quantitative economics courses beyond the minimum requirements. Majors are strongly encouraged to take ECON-303 and ECON-304 prior to enrolling in upper division electives. All courses in the economics program carry three hours of credit.

### UNDERGRADUATE PROGRAMS

#### Major in Economics for the Bachelor of Arts Degree

##### Required Courses:

ECON-215	Principles of Macroeconomics	
	3cr	
ECON-217	Principles of Microeconomics	3cr
ECON-303	Intermediate Macroeconomic Theory	3cr
ECON-304	Intermediate Microeconomic Theory	3cr
ECON-220	Business and Economic Statistics I	3cr
	Electives (any five 300-level Economic courses)	15cr
		Total 30cr

#### Minor in Economics

(18cr hrs.)

##### Required Courses:

ECON-215	Principles of Macroeconomics	
	3cr	
ECON-217	Principles of Microeconomics	
	3cr	
ECON-220	Business and Economic Statistics I	3cr
	Electives (any three 300-level Economics courses)	9 Total 18cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**COURSE OFFERINGS****ECON-215 Principles of Macroeconomics, 3cr**

Elementary aggregate economics. Among the topics covered are economic instability, counter cyclical economic policies, money, the banking system, government economic activity, fiscal policy, monetary policy, and national income theory.

**ECON-217 Principles of Microeconomics, 3cr**

Among the topics covered are supply, demand, prices, the working of markets, the markets for labor and for other factors of production, distribution of the product and contemporary economic problems.

**ECON-220 Business and Economic Statistics I, 3cr**

Introduction to the principal methods of statistical analysis as applied to business and economic problems. Topics covered include descriptive statistics, introductory probability and probability distributions, statistical estimation, hypothesis testing, and regression and correlation analysis with computer applications.

**ECON-302 Economic Development, 3cr**

Theoretical analysis of factors underlying economic development with reference to newly developing nations. Consideration of policy issues concerning attempts to accelerate economic growth.

**ECON-303 Intermediate Macroeconomic Theory, 3cr**

Consumption and investment theory, the definitions and determination of national income, employment and the price level. Also considered are the economic effects of fiscal and monetary policy.

**ECON-304 Intermediate Microeconomic Theory, 3cr**

A systematic study of the role of the price system in organizing economic activity and an evaluation of its effectiveness; price determination and resource allocation under competition, monopoly, oligopoly and monopolistic competition; theories of demand, cost, partial, and general equilibrium.

**ECON-306 Labor Economics, 3cr**

Analysis of supply and demand for labor, the determination of wage rates, employment, working hours and labor force participation; with emphasis on the effects of unionism and government activities on these areas.

**ECON-307 Money and Banking, 3cr**

The nature and functions of money and the role of the monetary sector in the determination of income and employment with particular attention on the institutional framework, money markets, commercial banking, deposit expansion, the Federal Reserve System, and monetary policy and its instruments.

**ECON-308 Comparative Economic Systems, 3cr**

Analysis of the structure, institutions, and performance of alternative economic systems: capitalism, socialism, communism. Selected countries are studied as examples of each system.

**ECON-309 Public Finance, 3cr**

An investigation of the economic effects of governmental activities. The major types of taxes and expenditure proposals are considered. In addition, intergovernmental fiscal relations and fiscal policy are discussed. The course will emphasize, but not be restricted to American fiscal institutions.

**ECON-310 Business and Economic Statistics II, 3cr**

This course is a continuation of ECON-305. Topics to be covered include analysis of variance, multiple regression and correlation, time series analysis, nonparametric tests, and decision theory with computer applications.

**ECON-312 Mathematical Economics, 3cr**

Conventional macro-and microeconomic theories are set out in mathematical form utilizing algebra and calculus. Topics to be covered include sets, functions, matrices, differential and integral calculus and optimization.

**ECON-313 Economic History of Europe, 3cr**

Development of the modern economic systems and institutions of Europe from their late medieval and Renaissance beginnings; the revival of trade, the growth of towns, the Commercial Revolution, the development of new systems of economic thought to support capitalism, the Industrial Revolution, the rise of new economic forms such as socialism, modified capitalism, and "mixed" economies in the twentieth century.

**ECON-314 The Development of Economic Thought, 3cr**

Historical survey of the major streams of economic thought including classical, Marxian, institutionalist, neoclassical, radical and monetarist thought. The course covers the origins, methods and validity of economic theories.

**ECON-315 American Capitalism, 3cr**

Contemporary controversial interpretations of American capitalism; the course centers around ideas of laissez-faire, government regulation and government-business relations; analysis of private property, competition, free enterprise; views of conservatives, liberals and radicals are considered, and a critical examination of recent reformulations of the capitalist system is undertaken.

**ECON-316 Independent Study in Economics, 3cr**

Intensive study of special topics of economics; faculty guidance.

**ECON-318 Introduction to Econometrics and Forecasting, 3cr**

Introduction to the methods by which economic theories are tested with emphasis on applications. Topics include bivariate and multiple regression techniques, hypothesis testing, and violation of the common assumptions. Computer usage.

**ECON-319 Current Economic Problems, 3cr**

Analysis of a contemporary domestic or international issue. Consult the Schedule of Classes for specific topics.

**ECON-322 International Economics, 3cr**

Introduction of the fundamentals of international trade theory; theoretical, institutional and historical aspects of international economic relations are considered, including foreign exchange and balance of payment problems, tariffs, quotas, and U.S. commercial policies.

**ECON-323 Economic Development of East Asia, 3cr**

Analysis of factors underlying economic development of nations in East Asia with a focus on China and Japan but including brief consideration of other areas such as Korea, Taiwan, the Philippines, and selected Southeast Asian Nations.

**ECON-331 American Economic History, 3cr**

Survey of American economic history from the colonial period to the present; controversial issues and interpretations in American history.

**ECON-332 Industrial Organization, 3cr**

Analysis of the competitive structure of industries and the major determinants of industrial organization such as economies of scale, mergers, vertical integration, advertising, and their effects on competitive firm behavior. Examination of the economic foundations and effects of government policies to regulate monopoly.

**ECON-333 Urban Economics, 3cr**



Presentations of fundamental economic tools applicable to urban problems; identification of the economic causes of these problems and analysis of policies designed to correct them.

**ECON-334 Cost-Benefit Analysis, 3cr**

Alternative economic policies resulting from weighing the merits of spending public expenditures on various public projects. A systematic approach to the evaluation of individual projects in the selection of the best project to accomplish a given purpose, and in the establishment of priority order among the projects competing for limited funds.

**ECON-335 Economics of Transportation, 3cr**

Demand for and costs of transportation. Urban and interurban markets for transport of people and goods. Regulation, deregulation, and public policy.

**ECON-340 Managerial Economics, 3cr**

The application of economic theory to the analysis of business decision- making. Topics include the theory of production, costs, pricing, and capital budgeting. Specific tools such as constrained maximization and regression analysis are applied in a case approach to the estimation and forecasting of revenues and costs, and to the preparation of budget forecasts.

**ECON-419 Economic Analysis for Managers, 3cr**

This course is an advanced introduction to the application of economic principles and methodologies within the decision- making process of the firm. It cultivates the ability to develop constrained maximization and minimization analyses and to apply those analyses to managerial problems of resource allocation, budgeting and forecasting.

## ENGLISH

Donald L. Hoffman, Ph.D., Professor, Chair  
 Thomas J. Bracken, M.A., Assistant Professor  
 Gary H. Brodsky, Ph.D., Associate Professor  
 Debra Bruce-Kinnebrew, M.F.A., Associate Professor  
 Vicki Byard, Ph.D., Assistant Professor  
 Earl John Clark, Ph.D., Professor  
 K. Dale DeVille, Ph.D., Professor  
 Thomas Hoberg, Ph.D., Professor  
 C. Jeriel Howard, Ph.D., Professor  
 Sandra Hunt, Ph.D., Associate Professor  
 Ely M. Liebow, M.A., Professor  
 Gerald C. Nemanic, Ph.D., Professor  
 Timothy Scherman, Ph.D., Assistant Professor  
 Harry S. White, Ph.D., Professor

The study of English is designed to help students prepare themselves for a variety of professions and careers where individual talents are valued. It enables students to improve their writing skills, their articulation and their abilities in analytical reading--all valuable accomplishments. The study of literature refines one's sensibilities, expands one's outlook, and stimulates one's imagination. It is a humanizing activity which helps one discover oneself and one's place in the world.

### UNDERGRADUATE PROGRAMS

#### Major in English for the Bachelor of Arts Degree

Prerequisites: ENGL-101 and ENGL-102 or equivalent.

No more than 12 hours at the 200-level may count towards fulfilling the major requirements.

No more than 15 hours may be transferred into the major in English.

#### Required Courses:

ENGL-345	Practical criticism	3cr
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One course from each of the following groups:	12cr
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#### English Literature

ENGL-220	Introduction to Shakespeare
ENGL-330	Shakespeare: Comedies and Romances ENGL-331 Shakespeare: Tragedies

#### Medieval Renaissance

ENGL-221	English Literature: Beginnings to c. 1750
ENGL-308	English Literature from Beowulf to Malory
ENGL-314	Chaucer and His Age
ENGL-315	Literature of the English Renaissance or another course covering the same period

#### 17th & 18th Century

ENGL-328	17th Century Literature
ENGL-329	Milton
ENGL-341	Restoration and 18th Century Literature I
ENGL-342	Restoration and 18th Century Literature II or another course covering the same period

#### 19th Century

ENGL-222	English Literature: c. 1750 to Present
ENGL-321	Literature of the Romantic Movement
ENGL-348	Prose and Poetry of the Victorian Age or another course covering the same period

One course from each of the following groups:

9cr

### American Literature

#### Colonial & 19th Century

ENGL-218	American Literature: Beginnings to 1880
ENGL-312	Literature of Colonial Times
ENGL-313	American Literary Renaissance: 1830-1860
ENGL-361	Development of the American Novel
ENGL-368	American Realism or another course covering the same period

#### 20th Century

ENGL-219	American Literature: 1880 to Present
ENGL-317	Modern American Drama
ENGL-322	The American Short Story
ENGL-36	Hemingway: The Short Works
ENGL-381	African-American Literature or another course covering the same period

#### 20th Century - English and American

ENGL-323	Shaw and Modern British Drama
ENGL-378	20th Century Fiction I
ENGL-379	20th Century Fiction II
ENGL-388	Modern British and American Poetry
ENGL-389	Contemporary Poetry or another course covering the same period
Four elective courses at 300-level	
12cr	

Total 36cr

### Major in English (Secondary Education) for the Bachelor of Arts Degree

Because teachers of English in secondary schools are typically required to teach a broad language arts curriculum, this interdisciplinary program combines English, linguistics, reading, and speech and performing arts, and provides excellent preparation for classroom teaching, allowing program graduates to compete favorably for available positions.

In order to meet the language arts/humanities requirements for certification, students are required to take ENGL-101 Writing I, ENGL-102 Writing II, SPCH-COMM-101 Foundations of Communication, and LING-201 Introduction to General Linguistics.

NOTE: The required professional education courses must be completed in addition to the requirements listed below. Refer to the Secondary section of this catalog for additional information.

No more than 12 hours at the 200-level may count towards fulfilling the major requirements.

#### American Literature Requirement:

(6cr)

ENGL-218	American Literature: Beginnings to 1880 or
ENGL-219	American Literature: 1880 to Present

#### OPTION I:

If ENGL-218 was chosen, choose one of the following:

ENGL-317	Modern American Drama
ENGL-319	Contemporary American Drama
ENGL-320	Theater in Chicago
ENGL-361	Development of the American Novel

#### OPTION II:

If ENGL-219 was chosen, choose one of the following:

ENGL-312	Literature of Colonial Times
ENGL-313	American Literary Renaissance, 1830-1860
ENGL-322	The American Short Story

**English Literature Requirement:****(6cr)**

ENGL-221 English Literature: Beginnings to c. 1750  
 or ENGL-222 English Literature: c. 1750 to Present

**OPTION I:**

If ENGL-221 was chosen, choose one of the following:

ENGL-321 Literature of the Romantic Movement  
 ENGL-341 Restoration and Eighteenth Century Literature I  
 ENGL-342 Restoration and Eighteenth Century Literature II  
 ENGL-348 Prose and Poetry of the Victorian Age

**OPTION II:**

If ENGL-222 was chosen, choose one of the following:

ENGL-308 English Literature From Beowulf to Malory  
 ENGL-314 Chaucer and His Age  
 ENGL-315 Literature of the English Renaissance  
 ENGL-328 Seventeenth Century Literature ENGL-329 Milton

ENGL-220 Introduction to Shakespeare (3cr)  
 or ENGL-330/331 Shakespeare  
 ENGL-380 Multi-Cultural Literature in America (3cr)  
 ENGL-390 Young Adult Novel (3cr)

**Linguistics:****(9cr)****Required:**

LING-201 Intro to General Linguistics  
 LING-303 Grammars of English

Choose one:

LING-322 Introduction to Sociolinguistics  
 LING-301 History of the English Language  
 LING-340 TESL Practices - Procedures  
 LING-321 First and Second Language Acquisition

**Reading:****(6cr)****Required:**

READ-301 Teaching Reading in the Junior and Senior High School

Choose one:

READ-306 Linguistics and Reading  
 READ-311 Fundamentals of Reading Instruction

**Speech and Performing Arts:****(3cr)**

Choose one:

SPCH-COMM-215 Group Discussion  
 SPCH-PERF-255 Oral Interpretation

**Composition:****(6cr)**

ENGL-376 Advanced Composition  
 or ENGL-377 Argumentative Prose

One of the following courses:

ENGL-200 Writing In Context  
 ENGL-235 Introduction to creative Writing I  
 ENGL-236 Introduction to creative Writing II  
 ENGL-316 Forms Of Poetry  
 ENGL-335 Written Communications for Business  
 ENGL-377 Argumentative Prose  
 ENGL-382 creative Writing: Drama I  
 ENGL-383 creative Writing: Drama II

ENGL-384	creative Writing: Poetry I		
ENGL-385	creative Writing: Poetry II		
ENGL-386	creative Writing: Fiction I		
ENGL-387	creative Writing: Fiction II		
		Total	45cr

**Minor in English: (18cr hrs.)****Required Courses:**

ENGL-345	Practical criticism		3cr
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Two courses selected from the courses listed below: 6cr

ENGL-218	American Literature: Beginnings to 1880		
ENGL-219	American Literature: 1880 to Present		
ENGL-221	English Literature: Beginnings to c. 1750		
ENGL-222	English Literature: c. 1750 to Present		
Electives (nine credit hours in literature at the 300-level)			9cr

Total 18cr

NOTE: No more than nine transfer credit hours may be counted toward the minor in English. Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**GRADUATE PROGRAM**

**Master of Arts in English** The graduate program in English is designed to provide advanced study in English literature and composition. It provides for personal development and for professional advancement, particularly in teaching, editorial work, journalism, publishing, writing and research. The program also prepares students for advanced studies leading to the Ph.D.

**Requirements for Admission to the Program:**

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

**Literature Track:**

To be admitted to the MA program in English, Literature Track, students must have completed a minimum of 30 credit hours of undergraduate work in composition and literature, including courses in Literary criticism, Shakespeare, and Chaucer. (History of the English Language may be substituted for Chaucer. )

**Composition Track:**

To be admitted to the MA program in English, Composition Track, a candidate must have a BA in English, English Education, or a related field subject to the approval of the Graduate Advisor in English.

**Requirements for the Degree:**

The graduate program requires 33 credit hours of coursework in literature (principally English and American), or 33 hours with a concentration in composition. (The specifics of each program are defined below.) Both programs require a final written examination.

**Thesis Option:**

A scholarly thesis or an original imaginative work, earning six credit hours, may be written by students enrolled in the literature track. Students on the composition track must write a scholarly thesis. After achieving degree candidacy, the student, in consultation with the graduate coordinator, should select a topic and choose an advisor. The approved thesis or imaginative work must be submitted to the graduate coordinator at least one month before a formal defense.

**Examination:**

When all course work is completed, degree candidates must pass a written examination, which is offered twice a year. A student who fails any part of the examination may take that part a second time. Permission to take it a third time may be granted by the departmental graduate committee.

after a review of the student's record. Additional course work may be required before a third and final attempt.

Students completing the thesis option will give an oral defense of their thesis before a departmental committee.

### Literature Track:

A student's program should be planned with a view to achieving adequate and substantial preparation in English and American literatures, with some work in world literature. Courses in literary criticism, Shakespeare, Chaucer and the history of the English language must be taken in the master's program if they were not taken in the undergraduate program. While the graduate coordinator may recommend more or less work in English and American literatures, the typical program includes the following course work:

### Required Courses:

ENGL-431	Bibliography and Research in English	3cr
Two American literature courses at the 400-level, including at least one seminar		6cr
Three English literature courses at the 400-level, including at least one seminar		9cr
Electives chosen from 300-level and/or 400-level courses		9cr
ENGL-453	Thesis Seminar in English	
or		
Two additional 400-level courses		6cr
Total		33cr

**Composition Track:** Students must complete the Core Curriculum coursework, plus 15 hours of approved electives; maintain good academic standing in the Graduate College; pass a comprehensive exam in the field of Composition; and, submit a thesis in Composition to be approved by a faculty committee appointed by the English Department.

### Required Courses:

Core Curriculum		18cr
ENGL-433	Seminar in Composition Theory	
ENGL-434	Seminar in Basic Writing Theory	
ENGL-435	Writing Assessment: Theory and Practice	
ENGL-431	Bibliography and Research in English	
ENGL-453	Thesis Seminar in English	
Electives		15cr

to be chosen with the approval of the Graduate Advisor in English and in accordance with the following provisions: - no more than 6 hours at the 300-level no more than 9 hours in one area of study designated below

Literature: American, British and/or International

### Writing: craft and Genre

ENGL-376	Advanced Composition: Grammar and Style
ENGL-377	Argumentative Prose
ENGL-335	Written Communication for Business
ENGL-336	Writing for Public Relations and Advertising
ENGL-382-87	creative Writing

### Rhetoric: Theory and History

ENGL-430	Studies in Literary criticism
ENGL-436	Rhetorics of Composition
SPCH-COMM-322	Modern Rhetoric
SPCH-COMM-404	Communication Theory

**Language: Theory and History**

LING-411	Transformational Analysis
LING-412	American English: History and Growth
LING-416	English Language: History and Development
LING-419	Fundamentals of Modern Linguistics
LING-444	Lexicography
LING-446	Sociolinguistics
LING-432	First Language Acquisition
LING-482	Second Language Acquisition
LING-440	Linguistics and Literacy

**COURSE OFFERINGS****ENGL-100 Writing for the International Student, 3cr**

Specialized instruction and practice in beginning writing for students whose first language is not English.

**ENGL-101 Writing I, 3cr**

Specialized instruction and practice in beginning writing. Work in usage, grammar, style, paragraphs, and short essays.

**ENGL-102 Writing II., 3cr**

Continuation of practice in composition with emphasis on a variety of forms of writing and longer essays, culminating in the annotated research paper.

**ENGL-200 Writing In Context, 3cr**

An intensive writing course with special focus to writing within designated thematic contexts. Students will read extensively about topics and write several short papers and one longer one. Students may take the course twice (6 hrs. total) when content changes.

**ENGL-203 World of Fiction, 3cr**

A literature course which has three main objectives: 1) to familiarize students with the literary conventions of the short story and novel genres; 2) to develop in students a critical stance towards literature; and 3) to develop in students an appreciation of both western and

**ENGL-204 World of Poetry and Drama, 3cr**

A literature course which has three main objectives: 1) to familiarize students with the literary conventions of poetry and drama; 2) to develop in students a critical stance towards literature; and 3) to develop in students an appreciation of both western and non-western cultures as experienced through literature.

**ENGL-218 American Literature: Beginnings to 1880, 3cr**

Representative works in American literature from colonial times to the late nineteenth century.

**ENGL-219 American Literature: 1880 to Present, 3cr**

Representative works in American literature of the last one hundred years.

**ENGL-220 Introduction to Shakespeare, 3cr**

Introduction to Shakespeare's dramatic art through a careful reading of selected tragedies, histories, comedies, and romances; designed primarily but not exclusively for the non-English major.

**ENGL-221 English Literature: Beginnings to c. 1750, 3cr**

Representative works in English literature from Beowulf to the middle of the eighteenth century.

**ENGL-222 English Literature: c. 1750 to Present, 3cr**

Representative works in English literature from the middle of the eighteenth century to the modern era.

**ENGL-234 Literature and Film, 3cr**



Development of the film as a literary genre; methods and techniques of analyzing and evaluating films.

**ENGL-235 Introduction to creative Writing I, 3cr**

Preliminary study to enable students to develop positive approaches to the craft of writing and to explore techniques of the craft.

**ENGL-236 Introduction to creative Writing II, 3cr**

Readings aimed at exploring disciplines of various forms of writing.

**ENGL-300 Russian Literature: Gogol-Chekhov, 3cr**

Works (primarily novels, novellas and stories) of the major figures in nineteenth-century Russian literature (Turgenev, Tolstoi, Dostoyevski, etc.), relating them to the social, political, and religious issues they touched on.

**ENGL-301 Independent Study in English, 1cr**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor.

**ENGL-302 Love in Western Literature, 3cr**

The various attitudes toward love, including sexual and family relationships, as depicted in the literature of different ages and cultures with emphasis on the changing social, ethical, and religious context of these views.

**ENGL-307 Medieval Studies: The Development of the Arthurtan Legend, 3cr**

The legend of King Arthur from allusions in early chronicles, through Welsh folk tales, through the courtly versions of twelfth-century France to the compilation by Sir Thomas Malory.

**ENGL-308 English Literature from Beowulf to Malory, 3cr**

A survey of English Medieval literature that, in dealing with major works (e.g. etc.), situates them in the relevant political and linguistic contexts, as well as the literary context of competing "minor" works and genres,

**ENGL-312 Literature of Colonial Times, 3cr**

Prose and poetry of the Puritan and Revolutionary eras.

**ENGL-313 American Literary Renaissance: 1830-1860, 3cr**

Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others.

**ENGL-314 Chaucer and His Age, 3cr**

Selections from The Canterbury Tales and the entire Troilus and Criseyde (read in Middle English); Chaucer's significance in relation to language and social background of the period.

**ENGL-315 Literature of the English Renaissance, 3cr**

Prose and poetry (not drama) of the English Renaissance in the sixteenth century.

**ENGL-316 Forms Of Poetry, 3cr**

This course will examine some of the traditional poetic forms--lyric, narrative, and dramatic--which have been used by poets throughout literary history. Readings and discussion will engage students in an analysis of each form--its technical characteristics, its place in literary history, and its relevance to contemporary writers and readers of poetry. Students will write imitations of several poetic forms as well as critical essays about them.

**ENGL-317 Modern American Drama, 3cr**

Major lines of development of modern American Drama from O'Neill to contemporaries like Albee and Mamet.

**ENGL-318 Readings In American Literature, 3cr**

An intensive study of selected literary movements, figures, or themes in American literature. Consult the Schedule of Classes for specific topics, Prereq:

**ENGL-319 Contemporary American Drama, 3cr**

Study of plays by the most important contemporary American dramatists; includes readings, discussions, and occasional attendance at significant performances.

**ENGL-320 Theater in Chicago, 3cr**

Weekly attendance at plays in leading theaters in Chicago, including regular discussions with theater artists.

**ENGL-321 Literature of the Romantic Movement, 3cr**

Poetry and prose from 1780 to 1830 including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey.

**ENGL-322 The American Short Story, 3cr**

The evolution of the American short story as a self-conscious form of literature from Washington Irving to Joyce Carol Oates. The theories of Romanticism, Realism, Naturalism are illustrated. Each student selects one writer of short stories to explore in some depth through an individual report.

**ENGL-323 Shaw and Modern British Drama, 3cr**

Shaw's development as a playwright as well as significant movements in British drama since the 1890's, including the Irish Renaissance, recent poetic drama, and the "angry young men."

**ENGL-324 The Romantic Novel, 3cr**

The nineteenth century novelists from England and the Continent are studied against the great socio-political movements of the age---the French, Russian, and Industrial Revolutions.

**ENGL-325 Readings in World Literature, 3cr**

Intensive study of fiction and poetry representative of literary movements, historical periods, or thematic concerns. Consult the Schedule of Classes for specific topics.

**ENGL-326 World Drama, 3cr**

European drama from ancient times to the beginnings of realism against the background of the development of the theatre; representative works from Greece, Italy, Spain, France, Germany, and Russia.

**ENGL-328 Seventeenth Century Literature, 3cr**

Studies in seventeenth century literature exclusive of Milton.

**ENGL-329 Milton, 3cr**

Milton's work and the intellectual milieu of the period.

**ENGL-330 Shakespeare: Comedies and Romances, 3cr**

Shakespeare's comic writing, from through the romantic comedies and problem comedies to the late romances.

**ENGL-331 Shakespeare: Tragedies, 3cr**

Shakespeare's tragic works from early experiments in tragedy, e.g., to the great achievements in tragedy,

**ENGL-332 Elizabethan and Jacobean Drama, 3cr**

Major dramatists, excluding Shakespeare, in Elizabethan and Jacobean drama, 1550 to 1642, including Kyd, Marlowe, Webster, Jonson, Beaumont and Fletcher from the origin of professional and court drama to the closing of the theatres.

**ENGL-333 Mythological Backgrounds of English and American Literature, 3cr**

Middle-Eastern, Nordic, and Graeco-Roman mythological systems; readings in archetypal interpretation of literature with representative illustrations from fiction, drama, and poetry.

**ENGL-334 Biblical Backgrounds of English and American Literature, 3cr**

Influence of the Bible, especially the King James version, on the style and content of famous English and American writers. Selected readings from Old and New Testaments and from the writers influenced by them. Prereq.'

**ENGL-335 Written Communication for Business, 3cr**

Designed primarily for Business and Management majors covering principles and practices of writing required in professional work.

**ENGL-336 Writing for Public Relations and Advertising, 3cr**

Application of communication and media theory to the strategy, tactics, and techniques of drafting written copy for advertising and public relations uses.

**ENGL-337 Nobel Laureates, 3cr**

Nobel prize winners, 1901 to the present.

**ENGL-338 The Literature of Japan, 3cr**

An introduction to contemporary Japanese literature.

**ENGL-340 Independent Study in English 2cr**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor.

**ENGL-341 Restoration and Eighteenth Century Literature I, 3cr**

Politics in England leading to the restoration of Charles II. his court; Restoration playwrights; the bawdy Restoration stage and reaction to it; the new sentimental drama; the newspaper and the essay.

**ENGL-342 Restoration and Eighteenth Century Literature II, 3cr**

Intensive study of contrasts in the Age of Enlightenment; interrelationship of politics and writers; neoclassic literature; beginnings of the novel; eighteenth century criticism and biography.

**ENGL-345 Practical criticism, 3cr**

Introduction to some of the more important critical approaches to literature, emphasis on application as well as theory.

**ENGL-348 Prose and Poetry of the Victorian Age, 3cr**

Selected Victorian poetry, with consideration of the social background of the period (1837-1910).

**ENGL-350 The Victorian Novel, 3cr**

A study of the development of the novel in England from Dickens to Hardy, seen again at the contemporary social and literary background. Theme and technique of the novel, methods of publication, major and minor writers,

**ENGL-351 The English Novel of the Eighteenth Century, 3cr**

The development of the English novel as a genre in the eighteenth century, including such precursors of the novel as Bunyan, Defoe, Lyly and Behn.

**ENGL-356 Greek Literature in Translation, 3cr**

Greek literature in translation from Homer to Galen including drama, history, poetry, and philosophy of ancient Greece; problems of literary analysis; relationship of the literature to the social, cultural, and political movements of the periods; relevance of literature of the past to the modern literary experience.

**ENGL-357 Latin Literature in Translation, 3cr**

Latin literature in translation from Plautus to St. Augustine, including prose, poetry, and drama of ancient Rome; problems of literary analysis; historical and cultural background of the works; relationship of Latin literature to the foundations of Western literature.

**ENGL-358 Readings in British Literature, 3cr**

intensive study of selected literary movements, figures, or themes in British literature; each section carries an identifying title. Consult the Schedule of Classes for specific topics. 300,

**ENGL-359 Independent Study in English, 3cr**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor.

**ENGL-360 Detective Fiction, 3cr**

Literary and historical study of the detective story--from Poe and Sherlock Holmes--to Hammett and the present. P

**ENGL-361 Development of the American Novel, 3cr**

The novel as a developing form from Charles Brockden Brown to William Faulkner and beyond.

**ENGL-363 Hemingway: The Short Works, 3cr**

A close examination of Hemingway's short stories and/or short non-fiction. The purpose of the course is to explore the writing techniques employed by Hemingway in short forms. 300,

**ENGL-365 West Indian Literature, 3cr**

Beginning with European response to the discovery of the Caribbean Islands (as evidenced in Shakespeare's the course will trace the area's discovery of its own identity as reflected in the works of such writers as Jean Rhys, V.S. Naipaul, Derek Walcott and others.

**ENGL-366 Midwestern Literature, 3cr**

A survey of Midwestern literature from frontier days to the present, stressing Mark Twain and the Chicago Renaissance writers.

**ENGL-368 American Realism, 3cr**

An examination of the literature that reflects the movement from American romanticism to realism and through realism to literary naturalism, approximately 1865-1910.

**ENGL-370 Folklore and the Fairy Tale, 3cr**

Readings from both traditional and contemporary folktales, including modern adaptations of traditional stories. Emphasis on the similarities in different tales, and the differences in similar ones, with the aim of learning how the same elements pervade the archetypal stories, and how variations in detail bespeak different ethnic and cultural interests and concerns.

**ENGL-371 Studies in Women's Literature, 3cr**

Literature by or about women; includes writing by women, portrayals of female characters, attitudes toward women, and women's roles; other thematic concerns.

**ENGL-372 Utopian Literature, 3cr**

Utopian literature from ancient to contemporary times featuring works of Plato, Augustine, Moore, Spenser, Swift, Bellamy, Huxley, and others; works studied both as philosophical speculation and effective literature.

**ENGL-373 Yiddish Literature in Translation, 3cr**

Yiddish literature and the Yiddish language from its beginning to the present from Eastern Europe and West Germany to the East Side and West Roosevelt Road.

**ENGL-375 Essentials of Journalism, 3cr**

Newswriting, layout, copy and proofreading, feature and editorial writing, libel, and sound newspaper practices; special problems of the school newspaper.

**ENGL-376 Advanced Composition, 3cr**

Interdependence of rhetoric, grammar, logic, semantics, psychology, and criticism in communication of ideas; practice in various types of writing with focus on students' interest; designed for future teachers of composition.

**ENGL-377 Argumentative Prose, 3cr**

An advanced course in which students will learn to write argumentative essays on a wide range of subjects, using as models for discussion the argumentative prose of professional writers. The course will cover many aspects of argumentative writing, including the study of inductive and deductive reasoning and logical fallacies and the analysis of organizational and stylistic techniques.

**ENGL-378 Twentieth Century Fiction I, 3cr**

Development of the modern novel from Conrad to writers of the 1930s and 1940s against a background of historical and literary movements; emphasis on Conrad, James, Joyce, Lawrence, Faulkner, and Hemingway.

**ENGL-379 Twentieth Century Fiction II, 3cr**

Development of the novel in English in recent decades against a background of historical and literary movements; includes work of West, Greene, Lowry, Durrell, Bellow, Nabokov, Burgess, Badh, Lessing, Murdoch, Mailer, Updike and Pynchon.

**ENGL-380 Multi-Cultural Literature in America, 3cr**

Designed for teachers of English, the multi-genre course provides students with an awareness of representative literature from the various ethnic cultures that are a part of American life.

**ENGL-381 African-American Literature, 3cr**

A survey of African-American Literature in its social, cultural, and political context, beginning with Phillis Wheatly, continuing through the slave narratives of the pre-Civil War era to the masterpieces of the Harlem Renaissance and the works of contemporary writers, such as James Baldwin, Toni Morrison, Ishmael Reed, Alice Walker, August Wilson, and Gwendolyn Brooks.

**ENGL-382 Creative Writing: Drama I, 3cr**

Readings to help students develop skills in writing various forms of drama.

**ENGL-383 Creative Writing: Drama II, 3cr**

Readings to help students demonstrate mastery in various forms of drama. Prereq.: 00

**ENGL-384 Creative Writing: Poetry I, 3cr**

Students write poetry which is discussed and critiqued in class by instructor and students.

**ENGL-385 Creative Writing: Poetry II, 3cr**

Students write poetry which is discussed and critiqued in class by instructor and students.

**ENGL-386 Creative Writing: Fiction I, 3cr**

Readings to help students develop skills in writing

**ENGL-387 Creative Writing: Fiction II, 3cr**

Readings to help students write extensively in various forms of prose fiction.

**ENGL-388 Modern British and American Poetry, 3cr**

Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques.

**ENGL-389 Contemporary Poetry, 3cr**

A survey of poetry in English from 1950 to the present. This course will examine the major themes and techniques of poets writing during this period.

**ENGL-390 Young Adult Novel, 3cr**

Advanced study in literature for young adults, grades 7-10. Evaluation and selection of recent books in the area as well as the history of the genre. Lists, indexes, professional literature in the field. Individual work on problem of special interest.

**ENGL-391 Children's Literature, 3cr**

Preparation for effective teaching of literature in the elementary school; wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods of stimulating creative expression; individual and group reading guidance.

**ENGL-392 Journalism I, 3cr**

A practical course emphasizing journalism skills, including writing news and feature stories, opinions, editorials, copyediting, reporting and interviewing.

**ENGL-393 Journalism II, 3cr**

A course involving faculty supervised work on the school newspaper; for students interested in gaining practical journalistic experience.

**ENGL-399 The Literature of Aging, 3cr**

By reading and discussing poems, short stories, drama, and essays containing aging or aged protagonists, students are led to tentative conclusions regarding: physical characteristics of the aging process; relationship of the elderly with the young; interaction of aging spouses in marriage; opportunities for growth during aging. Oral history/of and interviews with the aging will be encouraged.

**ENGL-421 The Metaphysical Poets, 3cr**

The metaphysical tradition in seventeenth century poetry and its impact on modern poetry, including works of Donne, Herbert, Crashaw, Vaughan, and Traherne and critical studies of Johnson, Grierson, Eliot, Leavie, Williamson, and others.

**ENGL-430 Studies in Literary criticism, 3cr**

A study of some of the central problems and issues of contemporary criticism, as exemplified by the writings of major theorists. Prereq.:

**ENGL-431 Bibliography and Research in English, 3cr**

Materials, methods, and tools of literary research; use of libraries; preparation of scholarly papers.

**ENGL-433 Seminar in Composition Theory, 3cr**

An extensive examination of current composition methodologies with emphasis upon the eclectic needs of the composition student.

**ENGL-434 Seminar in Basic Writing Theory, 3cr**

A survey of types of students in basic writing classes, a review of placement tests for identifying levels of writing competency, and a careful examination of various basic writing methodologies.

**ENGL-435 Writing Assessment: Theory and Practice, 3cr**

Theoretical background on evaluating student writing, as well as practical training in how to diagnose and remediate problems with grammar and content at the secondary and college level.

**ENGL-436 Rhetorics of Composition, 3cr**

This course will provide students with a background in Classical Rhetoric and then examine how the conventions of Classical Rhetoric have been translated or transformed into rhetorics of composition, such as Expressionistic Rhetoric, Cognitive Rhetoric, Epistemic Rhetoric, and Social Construct Rhetoric.

**ENGL-440 Malory, 3cr**

Examination of Sir Thomas Malory's *Morte D'Arthur* concentrating on structure and interpretation, while considering current controversies over authorship and the state of the text; attention to the position of the work in the development of the Arthurtan legend and in the context of the fifteenth century.

**ENGL-441 Seminar in Sixteenth Century Literature, 3cr**

Advanced study of the work of a single author; individual assignments culminating in a term essay; discussions of the investigations. Consult the Schedule of Classes for specific topics.

**ENGL-442 Seminar in Seventeenth Century Literature, 3cr**



(See ENGL-441 for description.)

**ENGL-443 Seminar in Eighteenth Century Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-444 Seminar in Romantic Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-445 Seminar in Victorian Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-446 Seminar in Contemporary English Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-447 Seminar in Contemporary American Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-448 Seminar in Nineteenth Century American Literature, 3cr**

(See ENGL-441 for description.)

**ENGL-449 Studies in American Literature, 3cr**

Advanced study of selected American writers. Consult the Schedule of Classes for specific topics.

**ENGL-450 Studies in English Literature, 3cr**

Advanced study of selected English writers. Consult the Schedule of Classes for specific topics.

**ENGL-453 Thesis Seminar In English, 6cr**

Guidance of students conducting research and writing a thesis to fulfill requirements for the M.A. in English.

**ENGL-454 Seminar in World Literature, 3cr**

Advanced study of as elected writer(s) in World Literature. Consult the Schedule of Classes for specific topics.

**ENGL-455 Studies in World Literature, 3cr**

Advanced study of selected writers in World literature. Consult the Schedule of Classes for specific topics.

**ENGL-456 William Blake, 3cr**

Intensive study of the works of Blake, noting the religious, political and social beliefs, opinions and doctrines his works evaluate and challenge.

**ENGL-457 The Poetry and Prose of Shelley, 3cr**

An intensive study of the poetry and prose works of Shelley in the light of his social, and political milieu and with the aid of pertinent scholarship regarding the poet.

**ENGL-458 Troilus and Criseyde, 3cr**

Study of the development of the legend of Troilus from a brief mention in the dramatic treatment in 12th century chronicles and Boccaccio's great romance to Chauoer's major verse 'novel' and Shakespeare's enigmatic drama.

**ENGL-459 Dante, 3cr**

Study of the poetry (in translation) of the major Italian poet of the Middle Ages and Renaissance concentrating on the Vita Nuova and the Divine Comedy with consideration of the theological, philosophical and cultural sources of Dante's work.

**ENGL-461 Dostoevski: The Major Works, 3cr,**

Dostoevski's major works (such as in relation to the social, political, and religious issues which concerned the writer.



**ENGL-469 Seminar in Southern Literature, 3cr**

Intensive reading of twentieth-century Southern literature exclusive of Faulkner with emphasis on the sociological and psychological aspects of the literature as they mirror life in America's South.

**ENGL-470 Seminar in Faulkner, 3cr**

Intensive reading of the short fiction and novels of William Faulkner with specific attention on his development as a novelist and his place among twentieth century American authors.

**ENGL-474 Seminar in Byron, 3cr**

Close examination of the poetic canon of Lord Byron.

**ENGL-475 Seminar in Keats, 3cr**

Close examination of the poetic canon of John Keats.

## ENGLISH LANGUAGE PROGRAM

Rory Donnelly, Ph.D., Professor of Linguistics, Coordinator  
Harold N. Hild, Ph.D., Professor of Speech and Performing Arts  
Sandra Hunt, Ph.D., Associate Professor of English  
Myrna Knepler, Ph.D., Professor of Linguistics  
Audrey Reynolds, Ph.D., Professor of Linguistics

**This program is housed in Academic Development. Courses are also listed here for student convenience.**

The English Language Program provides the opportunity for students to acquire the level of oral and written English Language skills expected of university students. Courses are offered for both native and non-native speakers.

The ELP Writing Lab provides tutoring for students from any college in the university who want help with academic writing assignments, and offers assistance to students enrolled in ELP and English composition classes and students preparing for the English Competency Exam. The professional staff is trained to work on a one-to-one basis and can provide assistance with the development and organization of ideas, the use of research in writing, and revision and editing techniques.

No majors or minors are offered through this program.

### COURSE OFFERINGS

#### **ELP-DEV-090 Language Competence Skills, 3cr**

(May not be applied towards graduation.) This course is designed for students who, despite prior college-level course work in writing, are unable to pass the English Competency Exam. It provides them with intensive, individualized instruction in the skills associated with college level competency in writing.

#### **ELP-DEV-099 Developmental Writing, 3cr**

(May not be applied towards graduation.) This course provides native speakers of English with intensive work on basic writing skills such as planning, organizing and revising an essay, and emphasizes the development of sentence level skills and proofreading techniques.

#### **ELP-ESL-108 Listening and Speaking, 3cr**

(Non-native speakers of English only.) Practice in the listening and speaking skills used in American universities, with emphasis on comprehension of brief academic lectures, presentation of brief reports, and participation in class discussion.

#### **ELP-ESL-110 English Grammar Skills, 3cr**

(Non-native speakers of English only.) Analysis of and practice in selected English grammatical patterns, with special emphasis on their academic application.

#### **ELP-ESL-112 English Language Workshop I, 3cr**

(Non-native speakers of English only.) Basic principles of personal essay writing in English, with emphasis on developing sentence level skills.

#### **ELP-ESL-114 English Language Workshop II, 3cr**

(Non-native speakers of English only.) Introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills.

#### **ELP-ESL-115 Reading for the ESL Student, 3cr**

Designed to meet the needs of non-native speakers of English who wish to improve their English reading comprehension. Active reading of English is promoted through intensive reading, vocabulary development, conversation and writing. Reading for meaning is emphasized. Understanding the importance of intercultural communications and understanding the relationship

between language and culture is developed. Cross-listed with READ-115. Registration by permit only.

**ELP-ESL-116 Reading for the Advanced ESL Student, 3cr**

Designed to meet the needs of non-native speakers of English who have advanced English language proficiency and wish to further develop their reading comprehension. Advanced reading skills such as interpretation, inference, critical analysis, evaluation, application, author style and tone, and technical and literary terminology are emphasized in order to comprehend more complex literary genres, including content-specific materials. Cross-listed with READ-116. Registration by permit only.

**ELP-ESL-120 English Language Workshop III, 3cr**

(Non-native speakers of English only.) Practice and instruction in writing expository essays, with emphasis on paragraph development, increased fluency in written English, and proofreading skills.

**ELP-118 Academic Skills, 3cr**

Practice and instruction in the skills students need to succeed in college, such as taking notes, managing time, reading textbooks, writing from sources, thinking critically, and studying for and taking exams.

**ELP-280 Library Research Methods, 3cr**

Bibliographic tools in a variety of areas are examined, and while the individual subject interests of students are taken into account, students are encouraged to explore areas with which they are not familiar. Discussions on the nature of information, its organization and dissemination.

## FOREIGN LANGUAGES AND LITERATURES

Battista Galaset, Ph.D., Professor of Spanish, Chair  
 Lucrecia Artalejo, Ph.D., Associate Professor of Spanish  
 Julio Jolly, M.A., Assistant Professor of Spanish  
 Dorette Klein, M.A., Assistant Professor of French  
 Mary Ellen Mc Goey, Ph.D., Associate Professor of French  
 Edgardo Pantigoso, Ph.D., Professor of Spanish  
 Angelina Pedroso, LL.D., Associate Professor of Spanish  
 Henry Russell, Ph.D., Associate Professor of French  
 Benjamin Sanders, Ph.D., Assistant Professor of Spanish

Foreign language study perfects communication skills and affords the best means of understanding and appreciating other cultures. Knowledge of a second language also enhances career opportunities since employers are now seeking graduates who have the skills necessary to function in a global economy.

The Department of Foreign Languages and Literatures offers courses leading to the degree of Bachelor of Arts in French and in Spanish. The Department offers minors in French, Italian, and Spanish. The Department currently offers courses in Chinese, French, German, Greek, Italian, Japanese, and Spanish as well as courses on literature and culture taught in English translation. For Spanish-speaking students the Department offers special tracks both at the basic and major/minor levels.

The Department of Foreign Languages and Literatures offers a variety of options to students in its major and minor programs. Brief descriptions of these options and related coursework are found below. The student is encouraged to request an interview with a departmental advisor during the first year of residence to discuss these options.

Students who demonstrate academic excellence in foreign language are eligible for nomination to three national honor societies: Gamma Kappa Alpha (National Italian Honor Society), Pi Delta Phi (National French Honor Society), and Sigma Delta Pi (National Spanish Honor Society). Foreign language achievement is also recognized through departmental scholarships and awards.

Students majoring or minoring in the department are encouraged to take advantage of Northeastern's summer/semester study and internship programs in Belgium, Canada, Costa Rica, France, Mexico, and Spain. Since study abroad needs to be carefully planned, interested students should see a departmental advisor for complete details early in their residence.

Entering freshman and transfer students may be awarded up to six hours college credit. In order to qualify, a student must take a placement test before registering for a foreign language course at Northeastern. Full details are available in the departmental office.

### UNDERGRADUATE PROGRAMS

Students who wish to major in French and/or Spanish should contact the Department and declare the major during their first term of enrollment.

#### Major in French for the Bachelor of Arts Degree

##### Required Courses:

FL-FREN-220	French Conversation I	3cr
FL-FREN-221	French Grammar and Composition I	3cr
FL-FREN-222	French Conversation II	3cr
FL-FREN-223	French Grammar and Composition II	3cr
FL-FREN-300	Introduction to French Civilization	3cr
FL-FREN-320	Introduction to French Literature	3cr
Electives (200-level or above)		15cr
Total		33cr

**Major in Spanish for the Bachelor of Arts Degree****Required Courses: For non-native speakers of Spanish**

FL-SPAN-220	Spanish Conversation I	3cr
FL-SPAN-224	intensive Reading of Spanish	3cr
FL-SPAN-230	Spanish Conversation II	3cr
FL-SPAN-240	Extensive Reading in Spanish	3cr
FL-SPAN-312	Spanish Conversation III	3cr
FL-SPAN-317	Intensive Writing in Spanish	3cr
FL-SPAN-329	Introduction to Spanish-American and Spanish Literature	3cr
FL-SPAN-331	Hispanic World Cultures	3cr
Electives (200-level or above)		9cr
Total		33cr

**Required Courses: For native speakers of Spanish**

FL-SPAN-224	Intensive Reading of Spanish	3cr
FL-SPAN-228	Composition for the Spanish- Speaking I	3cr
FL-SPAN-240	Extensive Reading in Spanish	3cr
FL-SPAN-250	Composition for the Spanish- Speaking II	3cr
FL-SPAN-317	Intensive Writing in Spanish	3cr
FL-SPAN-329	Introduction to Spanish-American and Spanish Literature	3cr
FL-SPAN-331	Hispanic World Cultures	3cr
Electives (200-level or above)		12cr
Total		33cr

**Students wishing to be certified for teaching Spanish in secondary schools** must complete FL-SPAN-319, Applied Spanish Linguistics. FL SPAN-320, Spanish Grammar and How to Teach It and FL-300, Foreign Language Clinical Experience in the Secondary School. FL-300 and Methods of Teaching in the Secondary School (C&I-SCED-303) should be taken concurrently.

Further certification requirements are listed in the Secondary Education section of this catalog.

**Minors in French, Italian, Spanish**

A minor consists of 21 credit hours to be selected in consultation with a departmental advisor. Availability of advanced courses in Italian depends on student demand.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**GRADUATE PROGRAM****Master of Arts in Spanish****Master of Arts in French****Master of Arts in French/Spanish****General Information:**

Under a cooperative agreement between Roosevelt University and Northeastern Illinois University, Northeastern students may continue studies leading to a Master of Arts degree in Spanish, French, and French/Spanish awarded by Roosevelt University. A maximum of 12 credit hours from Northeastern chosen in consultation with the graduate advisor will be accepted toward this degree. Students must apply to and be accepted by Roosevelt University, and all remaining credit hours must be completed there.

**Admission to the Program:**

All applicants must meet the admission requirements of the Graduate Division of Roosevelt University. Northeastern Illinois University students wishing to apply for admission to this program should obtain application forms and other pertinent information from the departmental office at Northeastern.

**COURSE OFFERINGS****FL-300 Foreign Language Clinical Experience in the Secondary School, 3cr**

Supervised direct involvement in the instructional process for students taking the academic major methods course; four hours of direct involvement in the instructional process; four hours of clinical experience per week. Prereq.: must be taken concurrently with academic major methods course or consent of instructor.

**French****FL-FREN-101 French I, 3cr**

Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-FREN-102 French II, 3cr**

Continuation of FL- FREN-101.

**FL-FREN-103 French III, 3cr**

Continuation of FL- FREN-102.

**FL-FREN-110 French for Travel I, 3cr**

Development of the necessary minimum skills to communicate in French as a tourist, businessman, or student.

**FL-FREN-205 French Film, 3cr**

Explores the successive historical, political, social, and aesthetic climates of modern France and Francophone countries through the study of film. Conducted in English.

**FL-FREN-210 Reading Modern French, 3cr**

Practice in reading modern texts of current interest and moderate difficulty.

**FL-FREN-220 French Conversation I, 3cr**

Development of oral-aural communication skills with emphasis on everyday situations. Conducted in French.

**FL-FREN-221 French Grammar and Composition I, 3cr**

Overview of grammar with emphasis on writing skills.

**FL-FREN-222 French Conversation II, 3cr**

Continuation of FL-FREN-220.

**FL-FREN-223 French Grammar and Composition II, 3cr**

Continuation of FL-FREN-221.

**FL-FREN-230 French Phonetics, 3cr**

Presentation, classification, and analysis of the sounds of the French language with special emphasis on techniques and drills leading to habits of correct pronunciation. Conducted in French. instructor.

**FL-FREN-300 Introduction to French Civilization, 3cr**

French civilization and culture with emphasis on contemporary France. Conducted in French.

**FL-FREN-313 French Grammar and Stylistics, 3cr**

Identification, analysis, and use of French structure; extensive exercises in grammatical and logical analysis. Conducted in French. prereq.:

**FL-FREN-315 Applied French Linguistics, 3cr**

A systematic comparison of French and English. Application of teaching techniques related to modern theories of language learning. Required for secondary school teacher certification.

**FL-FREN-320 Introduction to French Literature, 3cr**

Outline of French literature; outstanding authors and their works from the Middle Ages to the present. Conducted in French.

**FL-FREN-321 Seventeenth Century French Literature, 3cr**

Study of the principal philosophical and literary movements of French classicism. Conducted in French.

**FL-FREN-322 Eighteenth Century French Literature, 3cr**

Study of representative works of playwrights, philosophers, and novelists of Age of Enlightenment. Conducted in French.

**FL-FREN-323 Nineteenth Century French Literature, 3cr**

Overview of novels, poetry, and plays of major authors from romanticism through symbolism. Conducted in French. Prereq.:

**FL-FREN-324 Twentieth Century French Literature, 3cr**

Survey of the principal currents in French literature since the turn of the century. Conducted in French.

**FL-FREN-350 Independent Study in French, 3cr**

Project or research on a special topic relevant to the student's degree program. The course will be designed in consultation with an instructor who will also supervise the student's work.

**FL-FREN-354 Le Theatre Classique, 3cr**

Theater workshop. An in-depth study of a major drama of the seventeenth century followed by its production and performance. Conducted in French.

**FL-FREN-360 French Seminar, 3cr**

Study of selected topics including Business French, Francophone literature and culture. Consult the Schedule of Classes for specific topics. Conducted in French. Prereq.:

**FL-FREN-365 Internship, 3cr**

Placement in a government agency, non-profit organization or business which deals with French or Francophone countries for 150 hours a term. Opportunity for practice of language skills at a professional level, career exploration, and experience in an internationally oriented work environment. Six hours of preparatory seminar meetings are held during the first two weeks of the semester, followed by bi-weekly meetings with the instructor.

**German****FL-GER-101 German I, 3cr**

Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-GER-102 German II, 3cr**

Continuation of FL-GER-101.

**FL-GER-103 German III, 3cr**

Continuation of FL-GER-102. Completes the study of the basic elements of German.

**Greek****FL-GREK-101 Modern Greek I, 3cr**

Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-GREK-102 Modern Greek II, 3cr**

Continuation of FL-GREK-101.

**FL-GREK-103 Modern Greek III, 3cr**

Continuation of FL-GREK-102. Completes the study of the basic elements of Greek.

**FL-GREK-202 Intermediate Modern Greek, 3cr**

Grammar review, reading, composition; particular emphasis on Conversation. Italian

**FL-ITAL-101 Italian I, 3cr**



Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-ITAL-102 Italian II, 3cr**

Continuation of FL-ITAL-101.

**FL-ITAL-103 Italian III, 3cr**

Continuation of FL-ITAL-102. Completes the study of the basic elements of Italian.

**FL-ITAL-202 Intermediate Italian, 3cr**

Grammar review, reading, composition; particular emphasis on conversation.

**FL-ITAL-203 Introduction to Italian Culture, 3cr**

Survey of Italian culture and its impact on Western civilization. Introduction to modern Italy: institutions, customs, and life. Brief look at the Italian-American Community. Conducted in English.

**FL-ITAL-210 Italian Conversation and Composition I, 3cr**

Development at the advanced level of oral-aural and written Communication skills.

**FL-ITAL-220 Italian Conversation and Composition II, 3cr**

Continuation of FL-ITAL-210.

**FL-ITAL-303 Introduction to Italian Literature, 3cr**

Study, analysis, and esthetic appreciation of selected literary works from the 13th century to the present. Conducted in Italian. Prereq.:

**FL-ITAL-304 Italian Seminar, 3cr**

Study of selected topics including language, literature, and culture. Conducted in Italian. Consult the Schedule of Classes for specific topics.

**Japanese****FL-JPN-101 Japanese I, 3cr**

Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-JPN-102 Japanese II, 3cr**

Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation,

**FL-JPN-103 Japanese III, 3cr**

Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-JPN-I 04 Japanese IV, 3cr**

Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation.

**Spanish****FL-SPAN-101 Spanish I, 3cr**

(For non-native speakers of Spanish.) Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

**FL-SPAN-102 Spanish II, 3cr**

Continuation of FL- SPAN-101.

**FL-SPAN-103 Spanish III, 3cr**

Continuation of FL- SPAN-102. Completes the study of the basic elements of Spanish.

**FL-SPAN-123 Accelerated Spanish I-II-111, 9cr,**

Accelerated study of Spanish, covering FL-SPAN-101, FL-SPAN-102, and FL-SPAN-103.

**FL-SPAN-202 Intermediate Spanish, 3cr**

Review of grammar. Short readings and practice in writing brief compositions. Exercises in oral communication.

**FL-SPAN-220 Spanish Conversation I, 3cr**

Development of basic conversational skills with emphasis on everyday situations. Conducted primarily in Spanish.

**FL-SPAN-224 Intensive Reading of Spanish, 3cr**

Developing comprehension by increasing vocabulary and enhancing speed in reading Spanish. Conducted in Spanish.

**FL-SPAN-228 Composition for the Spanish-Speaking I, 3cr**

Basic instruction in the rules of Spanish orthography. Conducted in Spanish.

**FL-SPAN-230 Spanish Conversation II, 3cr**

Continuation of FL-SPAN-220 with emphasis on spontaneous conversation. Conducted in Spanish.

**FL-SPAN-240 Extensive Reading in Spanish, 3cr**

Reading of a wide variety of longer passages with emphasis on general comprehension. Conducted in Spanish.

**FL-SPAN-250 Composition for the Spanish-Speaking II, 3cr**

Continuation of FL-SPAN-228. Instruction in Spanish grammar for the Spanish-speaking student. Conducted in Spanish.

**FL-SPAN-312 Spanish Conversation III, 3cr**

Continuation of FL-SPAN-230. Mastery of various speaking skills leading toward communicative competence. Conducted in Spanish.

**FL-SPAN-317 Intensive Writing in Spanish, 3cr**

Preparation of term papers: library use, bibliography, and research. Conducted in Spanish.

**FL-SPAN-319 Applied Spanish Linguistics, 3cr**

Linguistic principles and their application in the preparation of teaching materials and of microlessons.

**FL-SPAN-320 Spanish Grammar and How to Teach It, 3cr**

Review and analysis of basic grammar with emphasis on the presentation of structure.

**FL-SPAN-324 Advanced Composition, 3cr**

Advanced study of Spanish composition using complex grammatical structures with special attention to style. Conducted in Spanish.

**FL-SPAN-325 Spanish Seminar, 3cr**

Study of selected topics including language, literature, and culture. Conducted in Spanish. Consult the Schedule of Classes for specific topics.

**FL-SPAN-329 Introduction to Spanish-American and Spanish Literature, 3cr**

Overview of literary periods and significant trends in Spanish-American and Spanish Literature. Survey of major writers and their principal works. Conducted in Spanish.

**FL-SPAN-330 La Cultura Hispanoamericana a traves de la Musica, 3cr**

Study of the various aspects of Latin American music as they relate to Spanish American literature and culture. Conducted in Spanish.

**FL-SPAN-331 Hispanic World Cultures, 3cr**

Study of the various aspects of the cultures of the Hispanic World. Conducted in Spanish.

**FL-SPAN-332 Generacion de 1898, 3cr**

Analysis of the general character of the period called Generation of 1898 in Spanish Literature. Conducted in Spanish.

**FL-SPAN-333 The Contemporary Spanish-American Novel, 3cr**

The Spanish-American novel through several literary movements such as Modernism, Regionalism, and Social Protest. Conducted in Spanish.

**FL-SPAN-334 La Literatura Negrista, 3cr**

The study of Black literature of Spanish America. Conducted in Spanish.

**FL-SPAN-352 Puerto Rican Literature, 3cr**

Survey of Puerto Rican literature from 1650 to the present; principal literary movements in novel, short story, poetry and drama. Conducted in Spanish. prereq.:

**FL-SPAN-354 Spanish-American Literature to 1888, 3cr**

Reading and study of Spanish-American literature from its beginning up to and including the Romantic period. Conducted in Spanish. prereq.:

**FL-SPAN-356 Realism and Naturalism In Spanish-American Literature, 3cr**

Reading and study of Spanish- American literature emphasizing "criollismo", "indianista", and Gaucho literature. Conducted in Spanish. prereq.:

**FL-SPAN-357 Prose of the Golden Age, 3cr**

Reading and study of the literary prose of the Spanish Golden Age. Emphasis on Don Quixote and the Picaresque novel. Conducted in Spanish.

**FL-SPAN-358 El Modernismo, 3cr**

Reading and study of the prose and poetry of the Modernist authors of Spanish America. Conducted in Spanish.

**FL-SPAN-359 Spanish Literature of the 19th Century, 3cr**

Study of Romanticism, Realism, and Naturalism in Spain. Conducted in Spanish.

**FL-SPAN-363 The Generation of 1927, 3cr**

Works of the principal figures of the Generation of 1927. Conducted in Spanish.

**FL-SPAN-364 The Spanish-Americans of Chicago, 3cr**

Contributions of Spanish-Americans to Chicago and their impact on the city. Conducted in Spanish.

**FL-SPAN-365 Spanish-American Seminar, 3cr**

Study of selected topics including language, literature, and culture. Conducted in Spanish. Consult the Schedule of Classes for specific topics.

**FL-SPAN-409 Seminar in Twentieth Century Spanish-American Literature, 3cr**

Advanced study of a literary movement, genre, or author. Conducted in Spanish. Consult the Schedule of Classes for specific topics.

## GEOGRAPHY AND ENVIRONMENTAL STUDIES

Barbara J. Winston, Ph.D., Professor, Chair  
 Robert Easton, M.A., Assistant Professor  
 Erick Howenstine, Ph.D., Associate Professor  
 William Howenstine, Ph.D., Professor  
 Karl Kriesel, Ph.D., Professor  
 William Millard, Ph.D., Associate Professor  
 Musa Qutub, Ph.D., Professor

The Geography and Environmental Studies program offers courses leading to the degrees of Bachelor of Arts and Master of Arts. The programs focus on professional geography and environmental studies, planning, teacher training, research and computer skills, personal enrichment for the student, and may complement the study of other disciplines.

NOTE: All Geography and Environmental Studies majors must select their elective courses with the approval of their program advisor.

### UNDERGRADUATE PROGRAMS

#### Major in Geography for the Bachelor of Arts Degree

##### Requirements:

Global Geography: (Select one)		3cr
G&ES-104	World Geography	
G&ES- 105	Contemporary Issues	
Physical Environment:		6cr
G&ES-205	Climate, Soils and Vegetation	3cr
G&ES-206	Landforms	3cr
Human Environment: (Select two)		6cr
G&ES-212	Economic Geography	3cr
G&ES-213	Cultural Geography	3cr
G&ES-317	Urban Geography	3cr
Geographic Techniques: (Select two)		6cr
G&ES-322	Aerial Photo Interpretation	3cr
G&ES-376	Cartography 1	3cr
G&ES-377	Computer Cartography	3cr
G&ES-382	Remote Sensing	3cr
Research Techniques: (Select two)		6cr
G&ES-351	Statistics for Geographers and Earth Scientists	3cr
G&ES-374	Research Methods in Environmental Perception	3cr
G&ES-380	Field Methods	3cr
Approved electives in specialization		12cr
Total		39cr

Areas of specialization are offered within this program, such as economic geography, socio-cultural geography, physical geography, urban geography, regional geography, resource development and conservation, geographic education, and geographic techniques.

The latter option includes instruction in field methods, computer mapping techniques, statistics, and interpretation of aerial photos and satellite images.

#### Major In Environmental Studies for the Bachelor of Arts Degree

Environmental studies is a multi-disciplinary, problem-oriented major designed to give students knowledge of and solutions to environmental problems. Students focus on one of two areas:

environmental interpretation/education (option 1 ) or the broader area of environmental planning/management (option 2). Students in option 1 will qualify for careers as naturalists with parks and other outdoor agencies and environmental educators in camps and social service agencies. Students in option 2 may specialize in an area of environmental planning and management such as natural areas, water resources, solid waste, energy resources, international resource development, or environmental policy and administration.

To earn a Bachelor of Arts in Environmental Studies, students must complete at least 15 credit hours of core requirements and 30 credit hours of approved course work from the natural sciences, social sciences and other relevant fields.

#### **Required Courses:**

G&ES-150	Introduction to Environmental Studies	3cr
G&ES-318	Conservation of Natural Resources	3cr
G&ES-386	Internship	6cr
G&ES-374	Research Methods in Environmental Perception	3cr
Approved Electives		30cr
Total		45cr

NOTE: Electives should be selected in consultation with a major advisor in the Geography and Environmental Studies program and a co-advisor from a department related to the student's career interest.

#### **Minor In Geography and Environmental Studies (18cr hrs.)**

The minor is designed to complement students' career or academic interests. Areas of possible emphasis include environmental studies, general geography, physical geography, regional geography, and urban geography. All minors must select their courses with the approval of their program advisor.

Students in the Elementary Education and Early Childhood Education programs who have selected a Geography minor must see a program advisor to select courses and must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

### **GRADUATE PROGRAM**

#### **Master of Arts in Geography and Environmental Studies**

The Master of Arts degree program is designed to provide advanced analysis of spatial and environmental interrelationships. Specialization is possible in geographic or environmental studies, planning, or geographic techniques. The latter is supported by a state-of-the-art laboratory for instruction in computer cartography and use of Geographic Information Systems (GIS).

#### **Requirements for Admission to the Program:**

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

Applicants must have at least an undergraduate minor in geography and/or environmental studies.

Students lacking this level of preparation will be required, at the discretion of the program, to remedy any deficiencies noted in their background. The Graduate Record Examination may be required.

#### **Degree Requirements:**

All candidates must complete a final written and/or oral examination covering their chosen area of specialization as well as knowledge of general geography and/or environmental studies.

Students must write either a thesis or major research paper under the supervision of their program advisor, with registration permitted after a faculty committee approves the student's written proposal. The thesis topic must be chosen in advance in consultation with the program advisor. Six hours which count towards the elective requirements are granted for a thesis through the course G&ES-431 Thesis Seminar: Geography and Environmental Studies. An oral defense of the thesis is required.

Students electing not to complete a thesis must instead complete G&ES 430 Research Seminar, preparing a research paper written under the supervision of their program advisor. The paper topic must be chosen in advance in consultation with the program advisor.

This program is designed to train personnel for positions in education, industry, government, environmental planning and management, environmental interpretation, and other areas where geographers, planners, and environmental professionals are needed.

Requirements include a total of 33 credit hours in geography and/or environmental studies of which at least 18 credit hours must be earned at the 400-level. Each student must choose an area of specialization in geography, land-use planning, geographic techniques, or environmental studies, and demonstrate competence in one other of these fields. Programs must be planned in consultation with an assigned faculty advisor

#### Required Courses:

G&ES-442	Geographic Problems in Quantitative Measurements, or one other approved statistics course	3cr
G&ES-322	Aerial Photographic Interpretation or	
G&ES-376	Cartography I or	
G&ES-377	Computer Cartography or	
G&ES-382	Remote Sensing	3cr
G&ES-411	Scope and Philosophy of Geography and Environmental Studies	3cr
Approved Geography, Planning, Geographic Techniques, or Environmental Studies Electives		24cr
Total		33cr

#### COURSE OFFERINGS

##### **G& ES-104 World Geography, 3cr**

Analysis of global patterns, processes, interrelationships; place geography; map reading, interpretation and reporting.

##### **G&ES-105 Geography of Contemporary Issues, 3cr**

Some of the major problems facing American society. Demonstrates how space expresses itself in poverty problems, the minority ghetto, urban life, environmental deterioration, and population growth and pressure.

##### **G&ES-140 Water Resources and Development, 3cr**

Survey of surface and subsurface water resources and their impact on human, industrial, agricultural, and recreational development.

##### **G&ES-150 Introduction to Environmental Studies, 3cr**

Environmental relations, problems and proposed solutions, such as environmental degradation, law and impact; land-use planning; resource development; population-resource pressures; urbanization; and technological development; from local to global issues.

##### **G&ES-205 Physical Geography: Climate, Vegetation, and Soils, 3cr**

Introductory survey of the earth's physical environment emphasizing earth-sun relationships, the processes functioning in the atmosphere and oceans, and the development and interrelationships of climate, soil, and vegetation. Lecture 2 hours, lab 2 hours.

##### **G&ES-206 Physical Geography: Landforms, 3cr**

Introductory survey of the earth's physical environment examining the earth's land surface, its composition, its relief forms and the processes that determine landforms, and the mapping of this global surface. Lecture 2 hours, lab 2 hours.

##### **G&ES-213 Cultural Geography, 3cr**

Social-cultural organizations and their relationships with the physical environment. Human spatial behavior, determinants of rural and urban settlement patterns, and urban settlement types.

**G&ES-214 Geography of Wine, 2cr**

Production, distribution and consumption of wine.

**G&ES-220 Environmental Pollution Control, 3cr**

Introductory course in environmental pollution with emphasis on air, noise, solid waste, sources of pollution, methods of measurement and analysis, as well as legal and economic factors which dictate possible solutions.

**G&ES-302 Regional Geography, 3cr**

Exploration and analysis of the physical, cultural, political, and economic make-up of regions and regional settings. Regions covered may include: Africa, Anglo-America, Central America, South America, Asia, Australia and Islands of the Pacific, Europe, China, Japan, India, the Soviet Union, etc. Consult the Schedule of Classes for specific region.

**G&ES-304 Women's Place and Space, 3cr**

Representation and realities related to women's space and women's role in spatial change.

**G&ES-305 Geography and Map Skills for Teachers, 3cr,**

Focuses on five main themes in geography; methods and materials to teach the themes in K-12 classes. Map skills and instructional strategies will also be presented.

**G& ES-307 Environmental Education Seminar, 3cr**

Analysis and development of environmental education instructional materials and teaching strategies. Seminar focus varies depending on the interests of the participants.

**G&ES-309 Principles and Methods of Environmental Interpretation, 3cr**

Naturalists and environmental educators learn how to interpret the environment to others in park and camp settings; philosophy, organization, administration, and program skills involved in the use of outdoor interpretive methods, such as field trips, nature trails, campfire programs, overnight camping, and trailside museums, with emphasis on meeting the needs of urban citizens.

**G&ES-310 Environmental Interpretation Program Development, 3cr**

This course is designed to apply the general principles of environmental interpretation at a particular field site through the development of an interpretative master plan, environmental education lesson plans, etc. Students will work in cooperation with field professionals individually or as members of a team on an applied project that will be implemented at the interpretive site.

**G&ES-311 Comparative World Cultures, 3cr**

The major culture realms of the world. Physical settings are examined and similarities and differences of cultures within these settings are explained; selected examples of cultural groupings are used to explain the interrelationships between the cultural and natural elements of the environment.

**G&ES-312 Economic Geography, 3cr**

The influence of free market economics on spatial patterns of production, transportation, and consumption in the United States and worldwide.

**G& ES-314 Political Geography, 3cr**

Differences in territorial control existing in selected places in relation to landforms, population distribution, economic activities; areas of current friction between nations.

**G&ES-315 World Agricultural Geography, 3cr**

World distribution of crops and domesticated animals in relation to natural and cultural conditions.

**G&ES-316 Location Analysis, 3cr**

Theoretical analysis of the distributional patterns of phenomena on the earth's surface, design of optimal spatial arrangements, location theory, emphasis on economic activities.



**G&ES-317 Urban Geography, 3cr**

Application of geography to the interpretation of urban settlement using both topical and regional approaches; emphasis on major local cities, field trips.

**G&ES-318 Conservation of Natural Resources, 3cr**

Historical approach toward understanding concepts, principles and problems in the management of natural resources: air, water, minerals, soil, forest, grasslands, and wildlife.

**G&ES-319 Natural Resources: Policy and Planning, 3cr**

Physical, economic, social and political factors involved in policy determination and planning for natural resource development; emphasis upon relations between public and private enterprise and policies for international resource development.

**G&ES-320 Geography of Urban Land Use, 3cr**

Land use planning processes focusing on urban areas. Emphasis on the determinants of land use and the techniques required to analyze land use. Field experience in land use mapping will be included.

**G&ES-321 Environmental Impact Assessment, 3cr**

This course is an in-depth analysis of the National Environmental Policy Act of 1969 and the requirements for environmental impact assessment. Topics include NEPA requirements, categories and methods of environmental assessment, agency direction for implementing NEPA, role of impact assessment in planning and decision making, and the role of public participation and conflict management.

**G&ES-322 Aerial Photographic Interpretation in Geography, 3cr**

Development and use of aerial photographs with emphasis on proper techniques for interpretation of geological structures, landscapes, cultural and economic activities.

**G&ES-326 Recreation Geography, 3cr**

Recreation location, management, and planning in rural and urban areas. Emphasis on the urban area, its recreational needs, and the needs of urban residents in rural areas.

**G&ES-327 Forest Resources Management, 3cr**

Overview of forestry, forest uses, forest problems, and forest management policies and practices in the United States and the world.

**G&ES-328 Wildlife Resource Management, 3cr**

General wildlife management course for resource planners, interpretative naturalists, and teachers. Basic understanding of wildlife values, wildlife conservation principles and practices, and current wildlife policy issues with emphasis on wildlife and its management, appropriate for a metropolitan area such as northeastern Illinois. This field-oriented course is a useful preparation for students considering an advanced degree in fish and/or wildlife management.

**G&ES-329 Alternate Energy: Policy and Practice, 3cr**

Study of renewable energy resources as alternatives to nuclear energy and the traditional fossil fuels; the current state of the art in using sunlight, wind, water, and biomass for energy; policy options and issues in implementing such alternative technologies.

**G&ES-330 National Parks and Forests, 3cr**

An overview of the policies that guide the management of the national parks, forests, wildlife refuges and wilderness preserves. Students also consider current management problems and the interdisciplinary concepts for addressing these problems. The final part of the course deals with relations with external communities and interest groups and future policies for managing national and international parks and equivalent reserves.

**G&ES-331 The Natural Environment in Spring, 3cr**

Integrative study of seasonal changes of the natural environment in spring; climate, soils, water, plants, animals, and the human relationships associated with seasonal changes. Conducted primarily in the field.

**G&ES-332 The Natural Environment in Summer, 3cr**

(See G&ES-331 for course description.)

**G&ES-333 The Natural Environment in Autumn, 3cr**

(See G&ES-331 for course description.)

**G&ES-334 The Natural Environment in Winter, 3cr**

(See G&ES-331 for course description.)

**G&ES-339 Geography of Fossil Energy Resources, 3cr**

Examination of the geographical distribution and locational factors influencing the use of fossil energy resources and the dynamics of their consumption, including an overview of historical patterns, and current and future trends; new technologies and management strategies against the background of finite resource base and projected need for worldwide conservation of fossil fuels. Several sessions to be held in the field.

**G&ES-340 Water Resources Planning, 3cr**

Detailed investigation of need for water resources planning and the use of appropriate planning techniques, with emphasis on multipurpose resource management.

**G&ES-341 Field Methods in Water Resources, 3cr**

Examination and application of methodologies utilized in water resource exploration and development, with emphasis on seismic and resistivity techniques. Field trips and research project required.

**G&ES-342 Wastewater Treatment, 3cr**

Analysis of waste water treatment systems, including water contaminated by toxic and hazardous substances. Use of treated waste water and sludge. Field trips and projects.

**G&ES-346 Geography of Metropolitan Chicago, 3cr**

Geographical factors affecting Chicago; detailed study of communities within Chicago and its suburbs in Illinois; field trips.

**G&ES-347 Rehabilitation of Historic Urban Areas: Neighborhood Renovation, 3cr**

Basic issues and principles of historic urban neighborhood preservation, revitalization, restoration and gentrification emphasizing public and private market initiatives. Field work in the Chicago metropolitan area provides exposure to preparation and methods of surveying, collecting, recording and processing data for the preservation of historic districts.

**G&ES-350 Marketing Geography, 3cr**

Spatial patterns of market activities at the wholesale and retail levels, theories of the location of private and public service facilities and methods of store location; planning and market area analysis.

**G&ES-351 Statistics for Geographers and Earth Scientists, 3cr**

Introduction to statistical problems, principles, and techniques for the study of geography or earth sciences.

**G&ES-352 Independent Study in Geography and Environmental Studies, 3cr**

Study of a topic of special interest to the student.

**G&ES-353 Independent Study in Geography and Environmental Studies, 2cr**

(See G&ES-352 for description.)

**G&ES-354 Independent Study in Geography and Environmental Studies, 1cr**

(See G&ES-352 for description.)

**G&ES-355 Metropolitan Transportation: Problems and Planning, 3cr**

Problems of transportation in the metropolitan area, focusing on commuting, expressway development, the automobile vs. public transportation, and congestion in the central business district. Emphasis on the attempts to plan more effective transportation systems, looking particularly at the Chicago area.

**G&ES-356 Coastal Environments, 3cr**

Analysis of the morphology of coastal environments including the factors that influence their development and distribution including human impact on contemporary coastal environments.

**G&ES-357 Geography of Natural Hazards, 3cr**

Investigation of varied natural and quasi-natural hazards (river and coastal flooding, problem soils, earthquakes, etc.) with emphasis on human/hazard interactions, the spatial distribution of these geomorphic phenomena, and related impacts on the planning strategies will be explored using case studies. Local field trips.

**G&ES-358 Urban Atmospheric Environment, 3cr**

Interaction between cities and their atmospheres. Emphasis on micro-climatic and meso-climatic effect of urban environments. Causes, types and implications of inadvertent climate modification in cities. Field work in the Chicago area.

**G&ES-359 Environmental Planning, 3cr**

Principles of land development with emphasis on physical environmental opportunities and limitations; concepts of land ownership, tenure and use; ecological and environmental analysis; techniques of site design.

**G&ES-360 Environment and Behavior, 3cr**

Concepts from several social science disciplines important for understanding the relationship between human behavior and the environment. Topics include environmental attitudes and perception, attitude and behavior change, environmental conflict and conflict resolution, public participation, and behavioral aspects of global resource management problems.

**G&ES-361 City Planning, 3cr**

City planning process; historical development of planning in the United States; basic planning studies including the components of a comprehensive plan; planning theory and practice; implementation procedures; social planning.

**G&ES-362 Population Problems, 3cr**

Growth and distribution of population; elements of population change such as birth, death, and migration; short and long term problems of local and global nature.

**G&ES-363 Field Experience, 3cr**

Investigation of a variety of specific geographic and environmental issues such as water resources; waste; environmental health; environmental law and economics. Classroom and field experiences. Consult the schedule of classes for specific topics.

**G&ES-364 Field Experience, 4cr**

(See G&ES-363 for course description.)

**G&ES-365 Field Experience, 5cr**

(See G& ES-363 for course description.)

**G&ES-366 Field Experience, 6cr**

(See G&ES-363 for course description.)

**G&ES-368 Changing Global Climates, 3cr**

Using basic meteorological concepts, this course explores the changing patterns and cycles of global climates. Specific attention is given to both natural phenomena, such as El Nino, and human impacts such as deforestation, ozone depletion, and the greenhouse effect.

**G&ES-369 Urban Land Use Planning, 3cr**

Major topics in urban land use planning such as zoning and transportation; residential, commercial, manufacturing, or recreational land use. Consult the Schedule of Classes for specific topics.

**G&ES-370 Regional Economic and Social Development, 3cr**

Variations in the economic and social development and social conditions of United States and world regions; consideration of inequities in regional development and of strategies for change. Prereq.: G&ES-212, G&ES-213 or consent of instructor.

**G&ES-371 Geomorphology, 3cr**

Sequential landform processes emphasizing the integration of diastrophism, weathering, and the erosional agents of gravity, water, wind, ice, and waves.

**G&ES-372 Regional Geomorphology, 3cr**

Selected regional geomorphic landscapes resulting from the integration of geological structure and climatic-geomorphic processes over time.

**G&ES-373 Biological Geography, 3cr**

Geographical distribution of living organisms and the principles underlying this distribution.

**G&ES-374 Research Methods in Environmental Perception, 3cr**

Survey and analysis of literature and research related to environmental perception; methods of data collection, interpretation and evaluation for students' original research projects.

**G&ES-375 Regional Climatology, 4cr**

Controls of climate, the development of regional climatic characteristics and their spatial arrangement, and the development of climatic classifications. Laboratory.

**G&ES-376 Cartography I, 3cr**

Principles, elements and philosophy of cartographic presentations, covering historical and modern cartographic techniques, symbolization, projections and the elements of cartography as a science and an art.

**G&ES-377 Computer Cartography, 3cr**

Techniques and methods of cartography with primary emphasis on computer applications and use of geographic information systems.

**G&ES-378 Physical Climatology, 3cr**

Parameters and processes in the atmospheric system. Energy budgets, evapo-transpiration, water balance; climatic geomorphology and climatic change.

**G&ES-379 Seminar in Physical Geography, 3cr**

Selected areas of current research on problem resolution in physical geography. Consult the Schedule of Classes for specific topics.

**G&ES-380 Field Methods, 3cr**

Introduction to the instruments, measurements, mapping techniques, and sampling procedures used to acquire primary data from field observations. Development of a field research plan, culminating in research projects tailored to each student's interest.

**G&ES-381 Field Camp, 6cr**

Intensive study of a region emphasizing its physical and cultural geography as well as assessment of environmental impact. Daily or extended field trips. Research paper required. Pre-camp briefing sessions.

**G&ES-382 Remote Sensing in Geography and Environmental Studies, 3cr**

Basic principles of remote sensing and data collection with analysis of landforms, resource development, pollution detection and land use with major emphasis on planning applications.

**G&ES-383 Internship in Geography and Environmental Studies, 3cr**

Supervised field experience with an agency related to the student's career interest. Prior course work and other experience are evaluated before approval is granted to enroll in the internship. A handout to guide the internship is available from the faculty advisor.

**G&ES-384 Internship in Geography and Environmental Studies, 4cr**

(See G&ES-383 for course description.)

**G&ES-385 Internship In Geography and Environmental Studies, 5cr**

(See G&ES-383 for course description.)

**G&ES-386 Internship in Geography and Environmental Studies, 6cr**

(See G&ES-383 for course description.)

**G&ES-390 Environmental Digital Image Processing, 3cr**

Digital image processing as it applies to a variety of environmental issues. Students are required to use the computer to map and analyze satellite generated data.

**G&ES-391 Geography Information Systems Research, 3cr**

A research course including computer cartography and incorporating GIS technology. Students will participate in all phases of research projects including design, data collection, analysis and display.

**G&ES-401 Seminar in Cultural Geography, 3cr**

Selected theories and methodologies of cultural geography and the current trends within the discipline; students prepare a seminar paper that incorporates the concepts of a specific approach applied to a local phenomenon.

**G&ES-402 Seminar in Political Geography, 3cr**

Major approaches to political geography; preparation and presentation of a seminar paper incorporating a significant portion of pertinent political geographic theory.

**G&ES-411 Scope and Philosophy of Geography and Environmental Studies, 3cr**

Historical development of geography as a regional, spatial, and environmental science: its content, subdivisions, and methods of study.

**G&ES-421 Seminar in Climatological Problems, 4cr**

Regional, physical, and urban climatology. The study of independent topics is encouraged.

**G&ES 430 Research Seminar, 3cr**

Students conduct research and write a research paper on an approved topic to fulfill requirements for the Master of Arts degree. Credit for this course and G&ES 431 Thesis Seminar, will not be permitted.

**G&ES-431 Thesis Seminar---Geography and Environmental Studies, 6cr**

Students conduct research and write a thesis to fulfill requirements for the Master of Arts degree.

**G&ES-442 Geographic Problems in Quantitative Measurements, 3cr**

Statistical applications in geography and environmental studies; reliability of quantitative formulas and studies; geometrics; statistical project required as part of the course.

**G&ES-443 Seminar in Urban Land Use Planning, 3cr**

Urban spatial structure, activity systems and land development processes, examination of survey techniques, analysis procedures and modeling systems of evaluating land use plans. Topics may include housing, zoning, transportation relationships, and environmental issues. Consult the schedule of classes or specific topics.

**G&ES-444 Seminar in Regional Geography, 3cr**

Physical, cultural and economic make-up of a region; intensive reading and discussion. Consult the schedule of classes for specific topics. Seminar paper required.

**G&ES-445 Seminar in Resource Management and Decision-Making, 3cr**

Research seminar involving the principles of decision-making as utilized in the field of resource management; application of these principles through research projects conducted in the Chicago metropolitan area. Prereq.

**G&ES-446 Seminar in Environmental Studies, 3cr**

Current environmental topics. Students present a research proposal with a detailed resource bibliography. Proposals may serve as the basis for required research papers. Consult the Schedule of Classes for specific topics.

**G&ES-447 Seminar in Open Space Issues, 3cr**

Analysis of current open space issues at local, regional and national levels. Includes problems and factors such as land use conflicts, accessibility, recreational needs, funding, public and private open space agencies and open space acquisition methods.

**G&ES-448 Seminar in Land Use Issues, 3cr**

Research seminar concerning the problems, issues, and solutions associated with the use and development of land.

**G&ES-449 Seminar in Land Use Controls, 3cr**

Research seminar concerning the rationale and methods of regulating the use of private land: land subdivision, zoning, growth control.

**G&ES-450 Seminar in Comprehensive Planning, 3cr**

Urban land use planning process emphasizing the analysis and application of policies for urban spatial structure, activity systems, and land development. Review and criticism of official comprehensive plans of cities in the Chicago metropolitan area.

**G&ES-451 Seminar in Recreation Planning, 3cr**

Field work primarily in the Chicago metropolitan area. Examination of problems, hypothesis testing, and data processing on selected topics in urban recreation.

**G&ES-452 Field Work in Environmental Studies, 6cr**

Field techniques in environmental science, covering drainage systems, location of sanitary landfills, water pollution sources, distribution of landforms and glacial deposits.

**G&ES-461 Independent Study in Geography and Environmental Studies, 3cr**

Independent research on a topic chosen in consultation with the instructor.

**G&ES-471 Seminar in Urban Geography, 3cr**

Intensive discussion, study and research on the most essential topics in urban geography; central place theory, urban renewal programs, population and economic development; field work.

**Oceanography****G& ES-OC-324 Oceanography I, 3cr**

Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanological data and development of the marine sciences.

**G&ES-OC-325 Oceanography II, 3cr**

Physical and chemical properties and characteristics of sea water. Hydrodynamics, currents, waves, tides, circulation. Life conditions in the ocean environment, relationship to marine biology. Economic oceanography; the use of statistical methods and marine cartography.

**G&ES-OC-335 Ocean Resources, 3cr**

Comprehensive study of the current and future exploitation of the ocean resources.



## HISTORY

Zachary Schiffman, Ph.D., Associate Professor, Chair  
 Charles M. Barber, Ph.D., Professor  
 Andrew Eisenberg, Ph.D., Assistant Professor  
 J. Fred MacDonald, Ph.D., Professor  
 J. Ignacio Mendez, Ph.D., Associate Professor  
 Joseph C. Morton, Ph.D., Professor  
 Steven A. Riess, Ph.D., Professor  
 Gregory Holmes Singleton, Ph.D., Professor  
 P. Craig Smith, Ph.D., Professor  
 June Sochen, Ph.D., Professor  
 Salme Harju Steinberg, Ph.D., Professor  
 Sue Sheridan Walker, Ph.D., Professor

The Department of History is committed to providing all students with an historical perspective in its undergraduate and graduate courses so they can better understand the present and can look to the future with a knowledge of the past. The department offers a comprehensive range of courses that explore human history at all times and places. The tools taught by the historian aid all students in their preparation for careers.

The Department of History offers courses leading to the degrees of Bachelor of Arts and Master of Arts. In addition, the Department offers a minor.

NOTE: Many history courses have been renumbered and others consolidated. Students who took a course under one number will not receive credit for taking the same course under its new number.

### UNDERGRADUATE PROGRAMS

#### Major in History for the Bachelor of Arts Degree

##### Required Courses:

Two courses in European History: 6cr

HIST-111 Currents in Western Civilization,  
 3000 B.C.-1500 A.D. 3cr

HIST-112 Currents in Western Civilization,  
 1500 A.D.-Present 3cr

Two courses from the following in United States  
 History: 6cr

either HIST-202 History of Afro-Americans to 1877 or  
 HIST-214 United States History, 1607-1877 ... 3cr  
 either HIST-203 History of Afro-Americans Since 1877 or  
 HIST-215 United States History, 1877-Present . 3cr

Two courses in non-European and non-United  
 States History: ..... 6cr

These courses may be chosen from such a teas as Latin America,  
 Asia, Africa, The Black in World History, or thematic courses  
 related to western expansion or interaction with other cultures. Six courses chosen from 300-level  
 electives in  
 history with the approval of an advisor 18cr

Total 36cr



NOTE: Only one section of each of the following courses may apply to the major: HIST-390, HIST-391, HIST-392, HIST-393. Students wishing to be certified for teaching history in secondary schools should consult the Secondary Education section of this catalog. Students seeking certification to teach United States history are required to complete 8 semester hours in U.S. history.

Minor in History (18cr hrs.)

Six history courses (18 credit hours) of which a minimum of nine credit hours must be earned at the 300-level, chosen in consultation with a departmental advisor.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

## GRADUATE PROGRAM

### Master of Arts in History

#### Requirements for Admission to the Program:

Applicants must fulfill the general requirements for admission to the Graduate College. In addition applicants must have a minimum of 24 credit hours in undergraduate history. Applicants who do not meet the 24 credit hours in undergraduate history requirement may petition, in writing, the Department of History Graduate Advisor for admission.

#### Requirements for the Degree:

Students have the choice between two options.

#### Thesis Option

##### Required Courses:

HIST-401	Historiography and Historical Method	3cr
	Two graduate research seminars	6cr
	Five 300 or 400-level history electives chosen in consultation with the advisor (of which at least two must be at the 400-level)	15cr
HIST-499	Thesis Seminar: History	6cr
	Total	30cr

NOTE: Students must pass a final comprehensive exam covering material from the courses and the student's thesis.

#### Non-Thesis Option

##### Required Courses:

HIST-401	Historiography and Historical Method	3cr
	Two graduate research seminars	6cr
	Seven courses of which at least four are 400-level graduate readings courses or additional seminars and at most three are 300-level courses chosen in consultation with the advisor	21cr
	Electives in History or another relevant field chosen in consultation with the advisor	6cr
	Total	36cr

NOTE: Students must pass a final comprehensive examination covering the course work.

## COURSE OFFERINGS

### HIST-101 History of Chicago, 3cr

General survey of Chicago from the early settlement to the present with emphasis on patterns of growth, immigration, commercial and economic development and cultural contributions.

**HIST-102 History of Popular Culture in the 20th Century, 3cr**

General survey of American popular culture in the present century, emphasizing popular tastes in music, film, radio, television, sports and literature.

**HIST-104 History of East Asian Culture, 3cr**

General historical introduction to the art, music, literature, philosophy, life styles, and cultural traditions of East Asia.

**HIST-105 History of United States Culture, 3cr**

General introduction to United States history and culture. Through a topical approach, students are introduced to historical process, method, and perspective in U.S. cultural history.

**HIST-107 Themes in Modern African History, 3cr**

Introduction to contemporary Africa through examination of selected historical topics and issues which have shaped the socioeconomic and political contours of the sub-Saharan countries.

**HIST-109 Introducing Latin America, 3cr**

A typical approach to Latin American history: culture, geography, politics, etc. of Latin America.

**HIST-111 Currents in Western Civilization, 3000 B.C.-1500 A.D., 3cr** Survey of the history of various societies and cultures from the ancient mid-Eastern and Greco-Roman civilizations of Europe up to the Renaissance.

**HIST-112 Currents in Western Civilization, 1500 A.D. to the Present, 3cr**

Survey of the economic, social, political and cultural highlights of modern Europe from the Renaissance to the present age of expanded European influence.

**HIST-200 Themes in History, 3cr**

Readings and analysis of important historical themes of special interest to undergraduate students. Consult the Schedule of Classes for specific topics.

**HIST-202 History of Afro-Americans to 1877, 3cr**

Survey of the history of Black Americans from the African background through the Reconstruction period with emphasis on such themes as slavery, the origin of free Blacks, Black social activism prior to the War Between the States, and the development of Black communities during Reconstruction.

**HIST-203 History of Afro-Americans Since 1877, 3cr**

Survey of the history of Black Americans from the end of Reconstruction to the present with emphasis on such themes as the role of Blacks in the political and industrial order of the New South, the goals and concerns of Afro-American leadership, the formation of northern urban communities, and the rise of civil rights activism.

**HIST-204 Latin American History to 1825, 3cr**

Early Indian civilizations; age of discovery and conquest; socio-economic, cultural and governmental institutions in colonial life; wars of independence.

**HIST-205 Latin American History Since 1825, 3cr**

Cultural and institutional developments in Latin America since independence.

**HIST-206 Introduction to Chicano History, 3cr**

Introductory survey of the Chicano experience from the conquest of the Aztec, the Spanish colonization, the Republic of Mexico and its incorporation into the United States; the historical development of Chicano society in the U.S. during the nineteenth and twentieth centuries.

**HIST-214 United States History, 1607-1877, 3cr**

Social, political, intellectual, diplomatic and economic development of the American colonies and the United States from the beginnings through 1877.

**HIST-215 United States History, 1877-Present, 3cr**

Social, political, intellectual, diplomatic, and economic development of the United States from 1877 to present.

**HIST-216 The Black in World History, 3cr**

History of the Black experience beginning with African origins; interactions with the Oriental, Arab and European worlds; the role of Blacks in Latin American history; the impact of Blacks on the history of the United States.

**HIST-300A Ancient Greece, 3cr**

Social, political, and intellectual history of Greece, from the age of Homer through the Peloponnesian War. Readings include selections from the poetry, drama, history, and philosophy of the period.

**HIST-300B Ancient Rome, 3cr**

The history of Rome from prehistoric cultures to the end of the Roman Empire.

**HIST-301 Medieval Europe, 3cr**

Major themes of the Middle Ages in Europe with emphasis on Western Europe.

**HIST-302A Age of Renaissance, 3cr**

The political and cultural history of Italy and Northern Europe from 1300-1600.

**HIST-302B Age of the Reformation, 3cr**

The religious crisis within Roman Catholicism and the genesis and growth of the Protestant movement.

**HIST-303 Europe During the Ancien Regime-- Seventeenth and Eighteenth Centuries, 3cr**

The political, economic, social, and intellectual development of Europe in the seventeenth and eighteenth centuries.

**HIST-304 Europe in the Age of Revolution, 1789-1871, 3cr**

The historical forces in European society from the French Revolution to the completion of the unification processes.

**HIST-305 Europe in the Age of Imperialism, 1871-1919, 3cr**

The historical forces in European society during the period of great territorial expansion and rivalry culminating in the First World War.

**HIST-306 Europe in the Age of Ferment, 1919-Present, 3cr**

European history in the time of recurrent warfare, dislocation, authoritarianism, and reappraisal.

**HIST-310 History of Spain, 3cr**

Survey of Spanish history from its pre-historic times to the present, with emphasis on social and economic developments; special attention to issues affecting Spain in the last two centuries.

**HIST-311A History of England to 1688, 3cr**

Survey of English history to the revolution of 1688; emphasis on significant themes, such as the evolution of monarchy and parliament, medieval society, the Elizabethan world, and constitutional crisis in Stuart England.

**HIST-311 B History of England from 1688 to the Present, 3cr**

The political, economic and cultural forces that shaped Great Britain. Emphasis on the class structure, the transition to an industrial society, Georgian and Victorian culture, contemporary Britain.

**HIST-312 Tudor England, 3cr**

Major political, social, intellectual and economic trends in sixteenth century England.

**HIST-313A The History of Prussia-Germany, 1640-1918, 3cr**

Study of the evolution of Prussia in the seventeenth and eighteenth centuries with emphasis upon her role in the political and social institutions of Germany, Europe and the world through 1918.

**HIST-313B Twentieth Century Germany, 3cr**

Study of the problems faced by twentieth century Germany, including the demise of the Weimar Republic and the political and social origins of the Nazi Movement, and the situation of post-war Germany.

**HIST-314A Russian History from the Varangians to 1855, 3cr**

The Russian people, state, and culture from their origins to the death of Nicholas I.

**HIST-314B Russian and Soviet History, 1855 to the Present, 3cr**

The political, diplomatic, intellectual and social development of the peoples of the Russian Empire and the Soviet Union from the accession of Alexander II to the present.

**HIST-315 Women in Medieval Society, 3cr**

Survey of the status of women in medieval Europe beginning with the settlement of the barbarians and ending with the high middle ages.

**HIST-316 English Legal History, 3cr**

History of the civil (non-criminal) law in medieval and modern England ending with the transformation of the courts, procedure and substantive content of portions of the law in Victorian England.

**HIST-317 French Revolution, World Revolutions, 1789-Present, 3cr**

Survey of the great French revolution, 1789-1815, and its impact upon world events to the present time with special attention to definitions of individual rights emerging from the revolution and the fate of 'Liberalism' in the 19th and 20th centuries and the origins of modern nationalism and national liberation struggles from 1789-present.

**HIST-318 Communism and Socialism, 3cr**

Study of the modern socialist and communist movements from the French Revolution to the present including the early socialist response to industrialization, Marxism, the development of European Socialism, the First and Second Internationals, Revisionism, Leninism, Socialism in World War I, the Russian Revolution, the Third International and interwar communism, Communism and Resistance in World War II, Titoism, Maoism, Polycenterism, Eurocommunism and Communism today.

**HIST-319 George Orwell and 20th Century Tyranny, 3cr**

Imperialism, fascism and communism as they are presented by the author of Animal Farm and 1984. with emphasis on the linkage of language and politics in Orwell's writings; McCarthyism and Watergate with an eye to their relevance to Orwell's warnings.

**HIST-320 Colonial History of the United States, 1607 to 1775, 3cr**

The nature of colonial government, town life, literature, as well as a comparison of the development of major colonies; key personalities of the period, such as Benjamin Franklin, Cotton Mather, Jonathan Edwards and Thomas Jefferson are studied in detail; designed for American history majors.

**HIST-321 The American Revolution, 1763 to 1789, 3cr**

Intensive study of the events leading to American Independence; social and political changes accompanying independence; America under the Articles of Confederation; the writing and adoption of the Constitution.

**HIST-322 The Early National Period, 1789-1824, 3cr**

Study of the formative years of the American Republic from the promulgation of the Constitution in 1789 to the end of the so-called "era of good feeling" in 1824.

**HIST-323 Jacksonian Era and Sectional Crisis 1824-1860, 3cr**

Various political, economic, social, and intellectual developments involved in the rise of Jacksonian Democracy; the growth of democracy at the state and national levels, the new conception of the presidency, economic growth; nationalism, sectionalism and the socioeconomic factors leading to the breakdown of constitutional government and the beginning of the Civil War.

**HIST-324 Civil War and Reconstruction 1860-1877, 3cr**

Study of the Civil War and consequent efforts to reconstruct the divided nation; a series of interrelated and consequential socioeconomic, political and intellectual events which profoundly affected the United States and its subsequent history.

**HIST-325 Industrial and Progressive America 1877-1929, 3cr**

Study of the formative years of modern America from the conclusion of reconstruction, through the Progressive Era and the administration of Herbert Hoover with emphasis on those ideas, institutions and factors which help explain the growth of present urban and industrial America.

**HIST-326 The Era of Franklin D. Roosevelt, 1929-1945, 3cr**

In-depth study of the causes and consequences of the Great Depression, the New Deal response to the crisis, and the road to and involvement in World War II, with special emphasis on the leadership of Franklin E). Roosevelt.

**HIST-327 The United States in the Age of crisis, 1945 to the Present, 3cr**

General survey of the political, diplomatic, economic and social forces which have developed in the U.S. since 1945 with particular emphasis on the crisis in domestic America.

**HIST-330A United States Social History, 1607-1865, 3cr**

Introduction to the problems of social history, especially social structure, cohesion, conflict and attitudes applied to the development of American sectional societies from the founding of the colonies to the end of the Civil War with special attention to the variety of forms of social organization and the growth of diversity in American culture.

**HIST-330B United States Social History, 1865-Present, 3cr**

The social dimensions of nationalization and industrialization, with special emphasis on the decline of geographically defined communities, the rise of communities of interest, rationalization of social structures, and the process of alienation.

**HIST-331A Cultural and Intellectual History of the United States, 1607-1865, 3cr**

Introduction to the major ideological systems in the colonial and national periods: political and religious philosophy, as well as key individual thinkers.

**HIST-331B Cultural and Intellectual History of the United States, 1865 to Present, 3cr**

The modern period in intellectual history including social Darwinism, pragmatism, and liberalism.

**HIST-332A United States Foreign Relations, 1775-1914, 3cr**

Developments of American foreign policy, diplomacy and other relationships with the rest of the world from the American Revolution through the First World War.

**HIST-332B United States Foreign Relations, 1914- Present, 3cr**

The United States as a world power, the aftermath of World War I, new relationships with Latin America, Asia and Europe; the United States and the Long Armistice; American involvement in World War II, and the Cold War.

**HIST-333 American Ethnic History, 3cr**

The role of ethnicity in the development of American history, with special emphasis on the era of industrialization and urbanization including all major ethnic and racial groups, Blacks, American Indians, Hispanics, and western and eastern Europeans with attention to the social and cultural experience of slavery, immigration, alienation, social mobility, acculturation and assimilation, politics, and discrimination.

**HIST-334 History of American Sports, 3cr**

The rise of organized sports from its simple pre-modern origins to its present complex state; the evolution of major amateur and professional sports in relation to prevailing historical developments, emphasizing the impact of industrial capitalism and urbanization with attention to the role of ethnic and racial groups, social classes, gambling, gender, politics, international relations, and social mobility.

**HIST-335 History of crime and Violence in America, 3cr**

Survey of the historic patterns of crime and violence, and the evolution of the criminal justice system in the United States from the colonial era to the present day.

**HIST-336 Chicanos in American Society, 3cr**

In- depth analysis of the Chicano experience in the United States; different theories explaining that experience, e.g. internal colonialism, racism, class segmentation with special attention on the Chicano Movement as it intellectually reflected and influenced the evolving Mexican American community and a brief look at the relationship of Chicanos to other Latino and Latin American peoples.

**HIST-337 The History of the South, 1877 to Present, 3cr**

Intensive study of the politics of the South after Reconstruction; the emergence of the industrial South; the Black's place in this new situation, and the rise of segregation at the turn of the century with particular attention to the problem of the Black American and the value system of the South in light of civil rights considerations.

**HIST-338 Women in American History, 3cr**

Survey, from colonial times to the present, of the role of woman in America including women's reform movements.

**HIST-339 A History of the United States Jews, 3cr**

Survey of the experience of Jewish immigrants in the United States from colonial times to the present with emphasis on late 19th and 20th century.

**HIST-340 History of U.S. Economic Institutions, 3cr**

Historical changes from regional markets to national and multinational markets and responses in business institutions, land policies and agriculture; organizations for trade and commerce and for workers; impact of pacesetting industries.

**HIST-341 Issues in Twentieth Century Business History, 3cr**

Topics in the history of organizational changes in the workplace and the corporation; the relationship between government and business; the non-profit sector and philanthropy; the business of mass media.

**HIST-342 The City In American History, 3cr**

General survey of urban America with emphasis on various topics such as the changing function and character of cities, immigration, reform, and urban planning.

**HIST-343 The United States and Vietnams, 3cr**

Survey of the background, course and current implications of America's longest war: Vietnam, 1950-1975.

**HIST-344 From Jazz to Rock: Popular Music In American History, 3cr**

The various forms of popular music as expressions of social history, linkages between popular music and the evolution of American civilization in the 20th century with particular attention to the impact of Afro-American culture on such musical forms as ragtime, jazz, swing, and rock and roll and the relationship between rock music and American youth since the mid-1960's.

**HIST-345 American Culture In the 1960's, 3cr**

The 1960's in terms of the prevailing cultural and counter culture expressions; politicized youth, the Kennedy mystique, and the Vietnam War, inner city rebellions, hippie lifestyles, and popular defiance of governmental authority. Draws from the mass media of the times.



**HIST-346 Television in American History, 3cr**

The historical role of television in American society with special emphasis on TV and the civil rights movement, TV and the emergence of a youth culture, sex and violence on TV, and TV and the political process.

**HIST-347A Hollywood as History: American Film, 1930-1945, 3cr**

Commercial feature films from the period of 1930-1945, as a reflection of the cultural evolution of the United States in this time.

**HIST-347B Cinema and Society: American Film 1945-1960, 3cr**

Commercial motion pictures as a reflection of American society after World War II, and before the social tumult of the 1960's; a period of readjustment, of Cold War and political uncertainty, of social expansion, and of emerging new social forces.

**HIST-347C Film and History Since 1970, 3cr**

The evolution of American society since 1970 as communicated in commercial motion pictures; movies as a reflection of and influence on society.

**HIST-348 Radio In American Society, 3cr**

Social and cultural significance of radio since its emergence in the 1920's; radio broadcasting as a medium of communication and a source of national diversion; with particular attention to the decades before its social/cultural role was altered by television.

**HIST-349 Women In Popular Culture, 3cr**

Movies, television, popular novels, and popular music and their treatment of women's roles, images, and performances, Women writers, singers and actresses, will be studied along with male writers and performers' interpretations of women's roles.

**HI ST-350 History of Brazil, 3cr**

Survey of the history of Brazil; pre-Columbian roots in The Western Hemisphere, Western Europe's influence, and the present with emphasis on political and economic developments in the last two centuries.

**HIST-351 Central America and the Caribbean, 3cr**

History of Central America and of the major islands of the Caribbean, emphasizing the period since independence and the relations with the United States.

**HIST-352 History of Puerto Rico, 3cr**

Survey of Puerto Rican history from its pre-Columbian roots to the present, with emphasis on twentieth century developments and attention to contemporary social and economic developments.

**HIST-353 History of Mexico, 3cr**

Early Indian civilization; colonial and national periods with emphasis on race relations, the class structure, the church, latifundia, intellectual life, the revolution, and the impact of industrialization in the twentieth century.

**HIST-360 History of Pre-Modern China, 3cr**

Introduction to the civilizations of China; philosophy, political history, religion, literature, art, and material culture with emphasis on both the specific data and broad interpretations of Chinese history.

**HIST-361 Modern Chinese History, 3cr**

Modern Chinese history; institutional and intellectual changes and developments brought about in China by modernization, rebellion, revolution, and war.

**HIST-362 History of Japan to 1850, 3cr**

The development of Japan from its prehistory until the mid-nineteenth century emphasizing the data of Japanese history and the major paradigmatic approaches to its study.

**HIST-363 History of Japan Since 1850, 3cr**



History of Japan from the mid-nineteenth century, including Japan's opening to the West; the Meiji Restoration, industrialization, constitutional government, imperialism, World War II, the American Occupation, and postwar economic, political, and cultural developments.

**HIST-370 Precolonial Sub-Saharan Africa, 3cr**

Historical survey of Sub-Saharan Africa until the early nineteenth century with emphasis on such topics as state formation and traditional African politics, the historical significance of African culture, the influence of Christianity and Islam, the slave trade, and other consequences of contact with Europe.

**HIST-371 Nineteenth and Twentieth Century Africa, 3cr**

critical issues in the history of sub-Saharan Africa during the nineteenth and twentieth centuries such as the historical significance of African culture, the structure and function of traditional political institutions, European imperialism, the administration of colonial rule and consequent socioeconomic change, the impact of the world wars, the growth of African nationalist movements and the achievement of independence.

**HIST-380 History of Christianity, 3cr**

Analytical survey of the institutional, social and cultural origins of Christianity and the development of that religion from the ancient world to the present with attention to the dynamics of the relationships between Christianity and the various cultures in which it has been housed.

**HIST-381 History of the Second World War, 3 cr.**

Intensive study of the Second World War in its global aspects and implications, including post-war developments and the cold war.

**HIST-382 The World In the Twentieth Century, 3cr**

Contemporary world developments, including the causes and consequences of the two world wars, their impact on the non-European world, the rise of World Communism, the breakup of the colonial empires, etc.

**HIST-383A Historical Biography: Early America, 3cr**

Important biographies treating major or representative figures in early American history; the personal, psychological and period forces affecting the behavior of key historical figures.

**HIST-383B Historical Biography: Modern America, 3cr**

Important biographies treating major or representative figures in modern American history; the personal, psychological and period forces affecting the behavior of key historical figures.

**HIST-390 Historical Perspectives, 3cr**

Changing cultural patterns and social structure under the impact of changing technology; concepts and data from anthropology and sociology are used in a historical setting. Consult the Schedule of Classes for specific topics,

**HIST-390A The German-American Experience 1683-1983, 3cr**

Survey of the waves of German immigration to the United States from the first settlers at Germantown, Pennsylvania to the present era with attention to the European events shaping each particular wave of emigrants and the German communities already established in the New World.

**HIST-391 Contemporary Historical Problems, 3cr**

Exploration and analysis of important current political, economic, social, and cultural issues. Consult the Schedule of Classes for specific topics.

**HIST-392 Problems In History, 3cr**

Exploration and analysis of topics in history; relevant sources and scholarly research. Consult the Schedule of Classes for specific topics.

**HIST-393 Pro-Seminar In History, 3cr**

Intensive reading and discussion. Students will be assigned weekly readings, prepare papers, and discuss some major aspect of history.

**HIST-394 Historical Tour, 6cr**

Study of the history of a given region or country in conjunction with an on-the-spot investigation of historical and cultural sites and landmarks.

**HIST-395A Independent Study In History, 3cr**

Intensive study in selected subject and periods of history.

**HIST-395B Independent Study In History, 2cr**

(See HIST-395A for description .)

**HIST-395C Independent Study In History, 1cr**

(See HIST-395A for description.)

**HIST-395D Independent Study In U.S. History, 1cr**

Intensive study in selected subjects and periods in American history. Prereq.: consent of instructor.

**HIST-396 Internship 1, 3cr**

Situates student interns in workplace positions-- museums, research organizations, publishers, advertising agencies, government offices, business corporations, etc.--where historical background, analysis, and methodology may be put to practical use. Helps students to improve research skills as well as explore career possibilities. Class consists of at least 8 hours per week at the workplace, in addition to periodic meetings with faculty and other students.

**HIST-401 Historiography and Historical Method, 3cr**

Historical understanding; philosophies of history and methods of historical research.

**HIST-410 Readings In Medieval Women's History, 3cr**

Intensive readings and discussions on aspects of women's life experiences during the medieval period.

**HIST-411 Readings In Early Modern Europe, 3cr**

Intensive readings and discussions of aspects of European history during the early modern period.

**HIST-412 Readings In English History to 1688, 3cr**

Topics in British history until the Glorious Revolution. Consult the Schedule of Classes for specific topics.

**HIST-413 Readings In Tudor History, 3cr**

Topics in British history in the Tudor Period.

**HIST-414 Readings In Modern English History, 3cr**

Intensive readings and discussion on aspects of the history of Modern England. Consult the Schedule of Classes for specific topics.

**HIST-415 Readings In 19th Century Europe, 3cr**

Intensive readings and discussion on aspects of nineteenth century European history. Consult the Schedule of Classes for specific topics.

**HIST-416 Readings In 20th Century Europe, 3cr**

Intensive readings and discussion on aspects of twentieth century European history. Consult the Schedule of Classes for specific topics.

**HIST-417 Readings In History of Weimar and Nazi Germany, 3cr**

Intensive readings and discussion on aspects of Weimar and Nazi Germany.

**HIST-420 Seminar In Early Modern Europe, 3cr**

Research on various topics in the history of early Modern Europe. A paper based on primary sources is required. Prereq.: graduate standing HIST-401 and one appropriate 400 level reading course.

**HIST-421 Seminar In English History, 3cr**

Research on various topics in English history. A paper based on primary sources is required. Prereq.: same as HIST-420

**HIST-422 Seminar In 19th Century Europe, 3cr**

Research on various topics in nineteenth century European history. A paper based on primary sources is required. Prereq.: same as HIST-420

**HIST-423 Seminar In Modern European Society, 3cr**

Research on various topics in the modern history of Europe. A paper based on primary sources is required. Prereq.: same as HIST-420

**HIST-424 Seminar in Impact of War/Revolution In Europe, 3cr**

Research on various topics related to war, revolution and their consequences for European history. A paper based on primary sources is required. Prereq.: same as HIST-420

**HIST-430 Readings In Colonial America, 3cr**

Intensive readings and discussion on aspects of Colonial American history. Prereq.: same as HIST-401

**HIST-431 Readings In American Revolution, 3cr**

Intensive readings and discussion on aspects of the American Revolution. . Prereq.: same as HIST-401

**HIST-432 Readings In Early National America, 3cr**

Intensive readings and discussion on aspects of the Early National Period. . Prereq.: same as HIST-401

**HIST-433 Readings In 19th Century America, 3cr**

Intensive readings and discussion on aspects of nineteenth century American history. . Prereq.: same as HIST-401

**HIST-434 Readings In 20th Century America, 3cr**

Intensive readings and discussion on aspects of twentieth century America. . Prereq.: same as HIST-401

**HIST-435 Readings In Cultural and Intellectual U.S. History, 3cr**

Intensive readings and discussion on aspects of American cultural and intellectual history. Consult the Schedule of Classes for specific topics. . Prereq.: same as HIST-401

**HIST-436 Readings In Women's History of the United States, 3cr**

Intensive readings and discussions on American Women's history. Consult the Schedule of Classes for specific topics. . Prereq.: same as HIST-401

**HIST-437 Readings In Afro-American History, 3cr**

Intensive readings and discussion on aspects of Afro-American history. Consult the Schedule of Classes for specific topics. . Prereq.: same as HIST-401

**HIST-438 Readings In American Diplomatic History, 3cr**

Intensive readings and discussion on aspects of American diplomatic history. . Prereq.: same as HIST-401

**HIST-439 Readings in American Social History, 3cr**

Intensive readings and discussion on aspects of American social history. Consult the Schedule of Classes for specific topics. . Prereq.: same as HIST-401

**HIST-440 Seminar In Colonial America, 3cr**

Research on various topics in Colonial American history. A paper based on primary sources is required.

**HIST-441 Seminar In American Revolution, 3cr**

Research on various topics in the American Revolution. A paper based on primary sources is required.

**HIST-442 Seminar In Early National America, 3cr**

Research on various topics in the Early National Period. A paper based on primary sources is required.

**HIST-443 Seminar In 19th Century America, 3cr**

Research on various topics in nineteenth century America. A paper based on primary sources is required.

**HIST-444 Seminar In 20th Century America, 3cr**

Research on various topics in twentieth century America. A paper based on primary sources is required. prereq.:

**HIST-445 Seminar In Cultural and Intellectual U.S. History, 3cr**

Research on various topics in American cultural and intellectual history. A paper based on primary sources is required.

**HIST-446 Seminar In Women's History of the United States, 3cr**

Research on various topics in the history of American women. A paper based on primary sources is required. Prereq.:

**HIST-447 Seminar In Afro-American History, 3cr**

Research on various topics in Afro-American history. A paper based on primary sources is required.

**HIST-448 Seminar In American Diplomatic History, 3cr**

Research on various topics in the history of American Diplomatic history. A paper based on primary sources is required.

**HIST-449 Seminar In American Social History, 3cr**

Research on various topics in American social history. A paper based on primary sources is required.

**HIST-450 Readings In Church and State In Latin American History, 3cr**

Intensive readings and discussion on aspects of church/state relations in Latin America.

**HIST-451 Readings In Military Government In Latin America, 3cr**

Intensive readings and discussion on aspects of military rule in Latin America.

**HIST-452 Seminar In Latin American Reform and Revolt, 3cr**

Research on various topics in the history of Latin American reform movements and revolts. A paper based on primary sources is required.

**HIST-453 Seminar In History of Mexico, 3cr**

Research on various topics in the history of Mexico. A paper based on primary sources is required.

**HIST-460 Readings In Meiji Restoration, 3cr**

Intensive readings and discussion on various aspects of the Japanese Meiji Restoration.

**HIST-461 Readings In Classical Chinese Social History, 3cr**

Intensive readings and discussion on various aspects of classical Chinese social history.

**HIST-463 Readings In Modern Chinese Social History, 3cr**

Intensive readings and discussion on various aspects of modern Chinese social history.

**HIST-490 Independent Graduate Study In History, 3cr**

Intensive and guided study in selected subjects and periods of history.

**HIST-499 Thesis Seminar- History, 6cr**

Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts degree in History.

## LINGUISTICS

Audrey Reynolds, Ph.D., Professor, Chair  
 Gary Bevington, Ph.D., Professor  
 Theodora H. Bofman, Ph.D., Professor  
 Rory Donnelly, Ph.D., Professor  
 Mary Ann Geissal, M.A., Assistant Professor  
 John F. Haskell, Ed.D., Professor  
 Judith Kaplan-Weinger, Ph.D., Associate Professor  
 Myrna Knepler, Ph.D., Professor  
 Shahrzad Mahootian, Ph.D., Assistant Professor  
 Marit Vamarasi, Ph.D. Associate Professor

The Department of Linguistics offers courses leading to a Master of Arts degree and a Master of Arts with a concentration in Teaching English as a Second Language. The department also offers courses leading to an undergraduate minor in Linguistics.

### UNDERGRADUATE PROGRAMS

The Department of Linguistics offers courses leading to a minor in linguistics for liberal arts majors and for prospective elementary school language arts teachers, and the department offers courses that are required for students majoring in English education on the Secondary- level, and Bilingual-Bicultural Education.

#### Minor in Linguistics

**(18 credit hours)**

Required Courses: (6 credit hours)

LING-201 Introduction to General Linguistics 3cr

LING-203 Grammars of English 3cr

**Electives: (12 credit hours)**

At least 6 credit hours of electives must be at the 300-level, Electives must be chosen in consultation with the departmental advisor 12cr

Total 18cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

#### Major in English (Secondary Education) for the Bachelor of Arts Degree (45 credit hours)

(27 credit hours of English; 3 credit hours of Speech;

6 credit hours of Reading; 9 credit hours of Linguistics):

Required Courses:

**(6 credit hours)**

LING-201 Introduction to General Linguistics 3cr

LING-203 Grammars of English 3cr

**Electives:**

**(3 credit hours)**

(selected from the following): 3cr

LING-301 History of the English Language

LING-321 First & Second Language Acquisition

LING-322 Introduction to Sociolinguistics

LING-340 TESL: Practices and Procedures

Total 9cr

For a complete description of the degree program in English (Secondary Education), see the English section of this catalog.

**GRADUATE PROGRAM****Master of Arts in Linguistics**

The graduate program offers work leading to a master of arts degree in Linguistics. This degree may be taken with a Concentration in Teaching English as a Second Language.

**Requirements for Admission to the Program:**

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

**Program Prerequisites:**

For students whose native language is English: 9 hours of undergraduate work in one foreign language or equivalent (as interpreted by the graduate advisors.)

For students whose native language is not English: English proficiency demonstrated by a score of 600 on the TOEFL. For those selecting the concentration in TESL, a score of 230 on the Test of Spoken English (TSE) is also required.

**Requirements for the Degree:**

Non-thesis option: 36 hours of 400-level course work in linguistics plus a comprehensive examination, based on a reading list, study questions, etc., taken after at least 27 hours of course work have been completed, including all required courses.

Thesis option: 30 hours of 400-level course work in linguistics plus a master's thesis for an additional 6 hours credit plus the departmental comprehensive exam. The thesis option may only be exercised with department approval.

Any special program design, tutorial or independent study must be approved in advance by the graduate advisor.

**Course Requirements:**

A sequence of required courses for the degree, a sequence of required courses for those wishing the TESL concentration, and the balance of the program in 400-level linguistics electives selected with the approval of the graduate advisor. No more than four courses taken with any one professor may be counted towards the degree.

**Required for the degree (12 credit hours)**

LING-401	Fundamentals of Modern Linguistics	3cr
	(may be waived for students with a strong undergraduate background in linguistics and replaced with an additional 400-level elective)	
LING-415	Phonetics and Phonology	3cr
LING-483	Structure of Modern English	3cr
	One 400-level Seminar in Linguistics	3cr

**Electives (24 credit hours)**

Selected from the list of 400-level courses approved by the Department advisor	24cr
<b>Total</b>	<b>36cr</b>

**TESL Concentration:****Required courses (24 credit hours)**

LING-401	Fundamentals of Modern Linguistics	3cr
LING-415	Phonetics and Phonology	3cr
LING-446	Sociolinguistics	3cr
LING-483	Structure of Modern English	3cr
LING-480	Techniques of Teaching ESL	3cr
LING-481	Theories of Teaching ESL	3cr
LING-482	Second Language Acquisition	3cr
LING-484	Seminar in Teaching ESL	3cr



**Electives****(12 credit hours)**

Selected from the 400-level courses approved by the Department advisor. LING-345 may also be selected

12cr

Total

36cr

Note: It is recommended that students in the TESL Concentration also take LING 486 Assessment of LEP students especially if they wish to apply for State Approval at the elementary or secondary level.

**COURSE OFFERINGS****LING-110 Lexicology: The Study of Words, 3cr**

Introduction to the study of words, with particular attention to English from an historical, structural, and sociolinguistic perspective.

**LING-120 Language and Human Behavior, 3cr**

Introduction to basic principles of psycholinguistics and sociolinguistics. Subjects covered may include dialect variation, language and the brain, child language acquisition, language and gender, conversational analysis, non-verbal behavioral, pidgins and creoles, and sign language. The course is designed for students having no background in linguistics.

**LING-201 Introduction to General Linguistics, 3cr**

Nature and structure of languages and American English in particular. An overview of the description of language systems in terms of phonology (sound systems), morphology (word formation) and syntax (sentence organization). May also include an introduction to the areas of semantics (word meaning), pragmatics (the rules of the use of language in social contexts and conversation), and dialectology (cultural and geographical varieties of language use), and a look at the history of English and its relationship to other languages.

**LING-221 Introduction to Psycholinguistics, 3cr**

Processes underlying the production and comprehension of language. The course utilizes the approaches of both psychology and linguistics. Topics include psychological studies of grammar, memory and the effect of language on cognition and cognition on language.

**LING-301 History of the English Language, 3cr**

Historical descriptive linguistic survey of English from its origins to modern English.

**LING-303 Grammars of English, 3cr**

A descriptive and historical analysis of English grammar.

**LING-304 Introduction to Phonology, 3cr**

Introduction to theories of sound patterning in language. Includes articulatory phonetics, phonemics, morpheme structure, phonological feature systems, and topics from generative phonology.

**LING-320 Language and Culture: Varies, 3cr**

Anthropological, psychological and linguistic study of various aspects of the interconnections of language and culture. Topics may include Japan, Southeast Asia, Thailand, Maya, Latin America, Native American, Afro-American, the hearing impaired.

**LING-321 First and Second Language Acquisition, 3cr**

Survey of recent theories and research on children's acquisition of phonological, morphological, syntactic, semantic, and pragmatic systems of their first language. Survey of recent theories and research on second language acquisition.

**LING-322 Introduction to Sociolinguistics, 3cr**

A look at language variation based on social contexts. Includes ethnic, regional and social dialects, language and gender, and pidgin and creole language systems.

**LING-340 Teaching English as a Second Language: Practices and Procedures, 3cr**

Practices and techniques related to the teaching of English as a second language, in ESL or bilingual education programs; meant for those students who are not yet teaching in the field.

**LING-341 Teaching English as a Second Language: Principles of Language Teaching, 3cr**

Theories and principles underlying the teaching of English as a second language to limited-English speaking children and adults. Survey of various methodologies in second language teaching and bilingual education. Reviews relationships between language and culture and discusses the major problems in language education.

**LING-345 Linguistics and Reading, 3cr**

Relationship between language structure and the reading process with emphasis on the practical problems such as the variety of dialectally different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistics texts for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

**LING-360 Seminar in Linguistics: Varies, 3cr**

Advanced study of selected topics in theoretical linguistics. Each student will do a research project and present the result of work done for evaluation. Topics may include the Development of American English, Linguistics and Literature, Semantic Analysis, Advanced Psycholinguistics.

**LING-401 Fundamentals of Modern Linguistics, 3cr**

Descriptive linguistic study of language; phonemics and phonemic transcriptions; morphemics; word classes; syntactic structures and sentence patterns, dialects, intonations.

**LING-412 American English--History and Growth, 3cr**

Phonology, morphology, syntax, lexicon of English in the United States as well as its cultural history with reference to the mother country and the New World, both in colonial and post revolutionary times.

**LING-415 Phonetics and Phonology, 3cr**

Intensive analysis of the sounds of speech, giving special attention to the organs involved in the articulation of speech sounds, auditory discrimination, phonetic and phonemic transcription, different transcription systems and the development of grammatical theory regarding descriptive phonology.

**LING-416 The English Language-History and Development, 3cr**

Survey of English phonology, morphology, syntax, lexicon and cultural history through Old English, Middle English, early Modern English and recent Modern English, using literary documents for the older periods, and literary as well as spoken records for the most recent times.

**LING-421 Seminar in Linguistic Theory, 3cr**

Advanced work and individual projects in a selected area of linguistic theory. Topics may include Readings in Linguistics, Semantics and Syntax. Consult the Schedule of Classes for specific topics.

**LING-424 Structure of Language, 3cr**

Phonological and grammatical structure of a selected language and its genetic relations to others of its family. Topics may include Latin, Lakota, and Thai. Consult the Schedule of Classes for specific languages.

**LING-429 Psycholinguistics, 3cr**

Theoretical studies in the area of linguistics and psychology; possible implications of the form of grammar for the language learning process; survey of relevant research.

**LING-432 First Language Acquisition, 3cr**

Examination of the stages through which a child passes as he/she masters the phonological, morphological, syntactic, and semantic systems of his/her native language, consideration of the various theories which attempt to account for the child's ability to acquire language.

**LING-440 Linguistics and Literacy, 3cr**

Differences between spoken and written languages; the functions of writing in a literate society; writing systems with particular reference to English orthography; current psycholinguistic research on the acquisition of written language skills; pedagogical implications of linguistic views on literacy.

**LING-444 Lexicography, 3cr**

Review of the problems and trends of word study in the past, especially the notions surrounding the concepts of authority and usage of language: scrutiny of the various types and sources of English vocabulary; recent linguistic insights considered in the light of their value for various kinds of handbooks.

**LING-445 Comparative Indo-European Linguistics, 3cr**

Survey of the methods of comparative reconstruction as exemplified in the Indo-European family of languages.

**LING-446 Sociolinguistics, 3cr**

Measurement and establishment of the correlates between linguistic behavior and social level with special attention to the study of social dialects within an urban setting including social factors affecting language acquisition, and linguistic behavior of groups of different cultural backgrounds. Topics may include language planning and language policy, language attitudes, language and gender, conversational analysis, regional and social dialectology.

**LING-448 Seminar in Applied Linguistics, 3cr**

Advanced work and individual projects in a selected area of applied linguistics. Topics may include language policy and language planning, linguistic analysis and language learning, linguistics and writing, reading, research design, cross-cultural communication, and discourse analysis. Consult the Schedule of Classes for specific topics.

**LING-451 Seminar in Historical Linguistics, 3cr**

Advanced work and individual projects in a selected area of historical linguistics. Topics may include etymology and cultural contexts. Consult the Schedule of Classes for specific topics.

**LING-453 Seminar in Linguistics and Related Fields, 3cr**

Advanced work and individual projects in a selected area of linguistic specialization, such as psycholinguistics, sociolinguistics, and mathematical languages. Topics may include psycholinguistics and creole languages. Consult the Schedule of Classes for specific topics.

**LING-470 Thesis Seminar: Linguistics, 6cr**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Linguistics. Prereq.:

**LING-471 Semantic Theory, 3cr**

Survey of the types of meaning in natural languages with special reference to English and of the means that have been employed to study them, especially in English; with special attention on the interrelationship between structural and semantic meaning, and implicit and repressed meaning; obligatory semantic notions in grammatical categories.

**LING-480 Techniques of Teaching English As a Second Language, 3cr**

Survey of techniques specifically relevant to the teaching of English as a second language. Questions relating to the design and sequencing of ESL courses, to procedures for evaluation of ESL students, and to criteria for choosing,

**LING-481 Theories of Teaching English As a Second Language, 3cr**

Survey of theories of the teaching and learning of English as a second or foreign language. A look at the historical growth and development of second language methodologies from grammar-translation and the direct method, through the audio-lingual method and its offspring, and up to the current natural and eclectic period.

**LING-482 Second Language Acquisition, 3cr**

Survey of recent theories and reseamh on second language acquisition and bilingualism especially in relation to the process of second language learning; rationales of various language teaching methodologies and techniques as well as the concepts of transfer and interference, contrastive analysis, and error analysis, Prereq.:

**LING-483 Structure of Modern English, 3cr**

Description and analysis of the major grammatical structures of spoken and written English in light of traditional, descriptivist, and transformational theories.

**LING-484 Seminar in Teaching English as a Second Language, 3cr**

Survey of current reseamh in English as a second language with particular emphasis on methodology and evaluation. After extensive readings in the current literature, students will be expected to carry out a project of their own. Topics may include materials preparation, currant trends, SLA reseamh, language and culture, bilingual education, vocabulary, and special education. Consult the Schedule of Classes for specific topics.

**LING-485 Experiential Preparation for Teaching English as a Second Language, 3cr**

Emphasis on the preparation of materials and the development of teaching strategies for specific ESL classroom uses. Students examine and evaluate commercially prepared and teacher made materials and lesson plans and devise a limited set of materials of their own. Students will either demonstrate these materials or observe their use in an actual classroom or tutoring situation.

**LING-486 Assessment of the Limited English Proficient Student, 3cr**

Testing and assessment as they relate to limited English proficient students; information on instruments and procedures for testing language and cognitive development; proficiency, placement and achievement testing. Students look at well-known standardized testing devices such as the Bilingual Syntax Measure and the TOEFL test; at cultural and instrumental bias in testing; and at procedures for writing and evaluating

## MATHEMATICS

Anna-Lisa Jansen, Ph.D., Associate Professor, Chair  
 Barry Dayton, Ph.D., Professor  
 Lidia Z. Filus, Advanced Degree, Associate Professor  
 P. Wagale Gwanyama, Ph.D., Assistant Professor  
 Geraldine Hemmar, Ph.D., Associate Professor  
 Jog Koo, Ph.D. Professor  
 Anna Mitina, Ph.D., Assistant Professor  
 Paul P. O'Hara, Ph.D., Assistant Professor  
 Anthony A. Patricelli, M.S., Associate Professor  
 Richard W. Reichhardt, Ph.D., Professor  
 Rakesh K. Rustagi, Ph.D., Associate Professor  
 David H. Rutschman, Ph.D., Associate Professor  
 Zhonggang Zeng, Ph.D., Assistant Professor

The Department of Mathematics offers courses leading to the degrees of Bachelor of Arts, Master of Arts for Elementary Teachers, and Master of Science.

An undergraduate major in mathematics provides preparation for certain mathematics-related careers and for graduate study. Students may also combine a study of mathematics with teacher education.

### UNDERGRADUATE PROGRAMS

The Department of Mathematics offers specializations in the areas of statistics, actuarial mathematics, operations research, scientific computing, and secondary teaching. The statistics option requires a minor in a discipline which uses statistics. The operations research option requires a minor in economics or physics. The scientific computing option requires a minor in computer science. For complete details contact the Department of Mathematics (S-214C) for a copy of the Handbook for Majors.

#### Major in Mathematics for the Bachelor of Arts Degree

##### Required Courses:

MATH-107 Calculus I	4cr
MATH-140 Computing for Mathematicians	3cr
MATH-202 Calculus II	4cr
MATH-203 Calculus III	4cr
MATH-243 Linear Algebra I	3cr
MATH-251 Discrete Mathematics	3cr
MATH-305 Probability	3cr

Additional courses in mathematics chosen in consultation with the appropriate departmental advisor	18cr
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Total	42cr
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Students wishing to be certified to teach mathematics in secondary schools should consult the Secondary Education section of this catalog.

#### Elementary Education and Humanities Mathematics Minor

##### Required Courses:

MATH-107	Calculus I	4cr
MATH-202	Calculus II	4cr
MATH-243	Linear Algebra I	3cr
MATH-251	Discrete Mathematics	3cr
MATH-305	Probability	3cr

Select two of the following:	6cr
MATH-312	Foundations of Geometry

MATH-321	History of Mathematics
MATH-322	Number Theory
MATH-331	Foundations of Algebra
MATH-337	Theory of Equations

Total 23cr

For a complete description of the degree program in Elementary Education, see the Elementary Education section of this catalog.

### Minor in Mathematics

(21cr hrs.)

#### Required Courses:

MATH-107 Calculus I	4cr
MATH-202 Calculus II	4cr
MATH-203 Calculus III	4cr
MATH-243 Linear Algebra I	3cr
Electives: 6 hours of approved 300-level mathematics courses	6cr

Total 21cr

At least 3 classes must be taken at Northeastern.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

## GRADUATE PROGRAMS

### Master of Science in Mathematics

The M.S. in Mathematics is designed for students with a strong undergraduate background in mathematics wishing to better prepare themselves for careers in applied mathematics or in the teaching of mathematics. Students can concentrate on an area of applied mathematics or on secondary education mathematics. For the latter concentration students may earn up to 12 hours of course work in education, and apply them towards secondary teaching certification. Courses are scheduled to accommodate the evening student.

#### Requirements for Admission to the Program:

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

Students must have 6 undergraduate courses in mathematics after calculus, four of which must be equivalent to courses in the "Basic Competency" list below. A student with 4 or 5 courses after calculus may be admitted conditionally at the discretion of the advisor. Students who are less well prepared must complete additional course work before applying to the program.

#### Basic Competency Courses:

MATH-301	Ordinary Differential Equations I
MATH-302	Ordinary Differential Equations II
MATH-303	Partial Differential Equations
MATH-304	Introduction to Numerical Analysis
MATH-305	Probability Theory and Applications I
MATH-306	Linear Programming and Extensions
MATH-307	Probability Models for Operations Research
MATH-309	Numerical Analysis II
MATH-312	Foundations of Geometry
MATH-322	Number Theory
MATH-331	Foundations of Algebra I
MATH-332	Foundations of Algebra II
MATH-334	Mathematical Statistics I
MATH-336	Mathematical Statistics II
MATH-337	Theory of Equations
MATH-338	Advanced Calculus: Single Variable
MATH-339	Advanced Calculus: Multi-Variable
MATH-343	Linear Algebra II

## MATH-365 Statistical Packages

(MATH-312,322,331,332,337 are appropriate only for those students who wish to concentrate on secondary education mathematics.)

**Requirements for the Degree:**

The program consists of ten courses (30 credit hours). Required courses are listed in the department's brochure "Master of Science in Mathematics", which can be obtained at the Mathematics department office. Students select electives appropriate to their area of concentration in consultation with their advisor.

The department offers concentrations in applied mathematics and secondary mathematics teaching. The applied mathematics concentration can provide sound preparation for careers in applied mathematics, actuarial mathematics, and for two-year college teaching. Students concentrating on secondary education mathematics may choose up to four mathematics education courses as part of their degree requirement.

As apart of the degree, students will prepare a thesis or a written project for credit. A formal presentation of the paper is required. Students in the applied mathematics concentration must also pass a comprehensive examination covering selected areas.

The student's complete program must be approved by the academic advisor.

Further details are available from the Department of Mathematics.

**Master of Arts in Mathematics for Elementary Teachers**  
**Under revision. See department advisor.****COURSE OFFERINGS****SPECIAL NOTES:**

**All Students: A grade of C or better is required in all mathematics courses used as prerequisites for other mathematics courses.**

**MATH-DEV-090 Introduction to Algebra, 3cr**

(Cannot be applied towards graduation requirements.) Primarily covers arithmetic skills, including whole numbers, fractions, decimals, and percents. Applications are stressed throughout the course. Also includes basic geometry and an introduction to algebra and algebraic notation.

**MATH-DEV-091 Basic Algebra, 3cr**

(Cannot be applied towards graduation requirements.) Beginning algebra course, including signed numbers, algebraic expressions, laws of exponents, order of operations, linear equations and inequalities, word problems, formulas, polynomials, factoring, radicals, and systems of two linear equations. This course is equivalent to MA

**MATH-102 Intermediate Algebra, 4cr**

Topics include word problems, linear equations and inequalities, formulas, systems of linear equations, polynomials, factoring, algebraic fractions, radicals, quadratic equations, and an introduction to logarithms. This course is equivalent to the second year of high school algebra.

**MATH-103 Mathematics for Elementary Teachers I, 3cr**

Study of mathematical concepts appropriate for grades K through 3. Sets, numbers, geometry. Only for students majoring in early childhood education or elementary education.

**MATH-104 College Algebra, 3cr**

(For students who have completed geometry and at least three semesters of algebra in high school.) Basic algebra review; linear and quadratic equations, sequences and series, complex numbers, theory of equations, matrices, non-linear equations, conic sections.

**MATH-105 Trigonometry, 3cr**



The trigonometric functions; solutions of triangles; identities and equations; complex numbers and DeMoivre's theorem; conic sections; polar coordinates; solid analytic geometry.

**MATH-106 Precalculus Mathematics, 4cr**

A functional approach to College Algebra and Trigonometry, for students

**MATH-107 Calculus I, 4cr**

Introduction to analytic geometry, limits and derivatives, applications, integration, fundamental theorem of calculus.

**MATH-110 Finite Mathematics for Business and the Social Sciences, 4cr**

Introduction to matrices, linear programming and probability with emphasis on mathematical models in the social, managerial and behavioral sciences and mathematics of finance.

**MATH-111 Business Calculus I, 4cr**

Elements of analytic geometry, differential and integral calculus with application to business, economics and finance.

**MATH-140 Personalized Computing for Mathematicians, 3cr**

Basic and Fortran programming with an emphasis on designing algorithm to solve problems in mathematics. 107.

**MATH-202 Calculus II, 4cr**

Logarithmic, exponential, and inverse trigonometric functions, integration techniques, applications, sequences and series.

**MATH-203 Calculus III, 4cr**

3-D analytic geometry, partial derivatives and multiple integrals.

**MATH-243 Linear Algebra I, 3cr**

Matrices and systems of linear equations, analytic geometry in n-space, introduction to vector spaces, linear transformations, determinants and eigenvectors.

**MATH-251 Discrete Mathematics, 3cr**

Introduction to basic concepts of mathematics and mathematical reasoning. Logic Sets, counting techniques, number theory, mathematical induction, relations, and functions.

**MATH-273 Statistics with Applications, 4cr**

Elements of descriptive statistics, probability, binomial and normal distributions, central limit theorem, point and interval estimation, tests of hypotheses. Project/and computer usage are required.

**MATH-275 Statistics, 3cr**

Process of classifying and drawing conclusions from data obtained from observation, experiment, or sampling. Decision-making under uncertainty with emphasis on the behavioral fields. Study of frequency distributions and their use in the decision-making process. Usage of computer and prepared software is required.

**MATH-276 Statistics II, 3cr**

Continuation of MATH-273. Further discussion of regression and correlation. ANOVA and its applications. Nonparametric tests as applied to some case studies. Computer usage is required.

**MATH-301 Ordinary Differential Equations I, 3cr**

An introduction to Ordinary Differential Equations and applications. General first order and second order linear differential equations, linear systems of differential equations and numerical methods.

**MATH-302 Ordinary Differential Equations II, 3cr**

Linear and nonlinear systems, matrix methods and applications to problems in the sciences. Existence and stability theory. Boundary value problems and Fourier series.

**MATH-303 Partial Differential Equations, 3cr**

Introduction to partial differential equations and methods of finding solutions.

**MATH-304 Introduction to Numerical Analysis, 3cr**

Solutions of equations of one variable, interpolation and polynomial approximation, numerical integration and methods of solutions of linear systems.

**MATH-305 Probability Theory and Applications I, 3cr**

Introduction to mathematical probability. Fundamentals and axioms; probability spaces; combinatorial probability; conditional probability; random variables; generating functions; binomial, Poisson and normal distributions; law of large numbers and central limit theorem. Applications to selected random processes.

**MATH-306 Linear Programming and Extensions, 3cr**

Linear programming models; geometric and algebraic foundations of the simplex algorithm; duality theory; the revised and dual algorithms; sensitivity analysis; integer programming.

**MATH-307 Probability Models for Operations Research, 3cr**

Basic mathematical aspects of probability models with emphasis on problem solving. Topics include Markov processes, Markov Chains and Queuing Theory.

**MATH-309 Numerical Analysis II, 3cr**

Iterative methods for linear and non-linear systems of equations, approximation of eigenvalues, initial value problems, ordinary and partial boundary value problems and approximation theory.

**MATH-312 Foundations of Geometry, 3cr**

Axiomatic Systems and models of geometries. Projective and transformational geometry.

**MATH-321 History of Mathematics, 3cr**

Chronological survey of the growth of mathematical ideas, and of famous mathematicians and their contribution to the development of modern mathematics.

**MATH-322 Number Theory, 3cr**

Properties of rational integers, congruences, quadratic residues, and Diophantine equations.

**MATH-323 Seminars in Mathematics, 1cr**

Intensive study in selected areas.

**MATH-324 Independent Study in Mathematics, 3cr**

Individual investigation into a topic of interest of the student's choice.

**MATH-326 Real Analysis, 3cr**

An introduction to the methods of classical analysis as applied to the formulation of the theory of Riemann integral functions and to the theoretical examination of the behavior of sequences and series of functions of a real variable.

**MATH-328 Complex Variables, 3cr**

Introduction to the functions of a complex variable: Cauchy-Riemann equations, Cauchy integral theorems, and series expansions.

**MATH-331 Foundations of Algebra I, 3cr**

Introduction to abstract algebraic systems: groups, rings, fields, permutations, and polynomials.

**MATH-332 Foundations of Algebra II, 3cr**

Continuation of topics addressed in MATH-331; Galois theory.

**MATH-334 Mathematical Statistics I, 3cr**

Fundamentals of probability, expectations, moment generating functions, distributions: binomial, hypergeometric, geometric, negative binomial, poisson, uniform, gamma, exponential, chi-square, normal, beta, student-t, F. central limit theorem, convergence in distribution.

**MATH-336 Mathematical Statistics II, 3cr**

Study of Estimation Procedures including Point and Interval Estimation, Tests of Hypotheses, General Procedures for Developing Tests.

**MATH-337 Theory of Equations, 3cr**

Study of algebraic equations, existence and properties of solutions; algebraic methods of solution; numerical and algorithmic methods of solution.

**MATH-338 Advanced Calculus: Single Variable, 3cr**

Advanced treatment of topics from single variable calculus, differentiation, integration, power series, improper integrals, gamma functions and Laplace transforms with emphasis on both theory and applications.

**MATH-339 Advanced Calculus: Multi-variable, 3cr**

Advanced treatment of topics from the calculus of several variables using topology and linear algebra as tools. Partial differentiation, multiple integration, Green's theorem are treated both theoretically and with a view towards applications.

**MATH-343 Linear Algebra II, 3cr**

A continuation of MATH-243 with emphasis on computational methods and applications, LU, QR and SVD Factorizations.

**MATH-356 Mathematics Structure I, 3cr**

Designed to reinforce the mathematical background of the elementary school teacher; emphasis on the pedagogical, historical and mathematical problems involved in the transition from the traditional to the modern program in arithmetic.

**MATH-357 Elementary Functions, 3cr**

For elementary school teachers. The function concept; polynomial functions; solution of linear and quadratic equations; simultaneous equations; the binomial theorem; circular functions; solution of triangles; trigonometric identities and equations; exponential and logarithmic functions; rectangular and polar coordinate systems; the conic sections.

**MATH-362 Metric Spaces and Topology, 3cr**

Metric spaces with an introduction to abstract topological spaces; continuous functions, completeness, compactness, connectedness, curves.

**MATH-365 Statistical Computer Packages, 3cr**

Study of topics from SAS, SPSS, BMDP, and MINITAB.

**MATH-401 Number Theory for the Elementary School Teacher, 3cr**

Divisibility, factorization and congruences together with associated theorems. Linear diophantine equations; linear congruences and systems of linear congruences; Fermat's Little theorem; Wilson's theorem; Quadratic congruences and other selected topics of interest.

**MATH-402 Modern Algebra for the Elementary School Teacher, 3cr**

Sets, relations, binary operations, algebraic systems, modular arithmetic, groups, semigroups, and fields.

**MATH-403 Modern Geometry for the Elementary School Teacher, 3cr**

The relations: congruence, parallelism, similarity as defined on varied sets of geometric models; convexity; measurements; constructions; geometric inequalities; and applications. Prereq

**MATH-410 Modern Analysis for the Elementary School Teacher, 3cr**

Limits and continuity, derivatives, applications, integral calculus, applications.

**MATH-421 Modern Geometry, 3cr**

Classification of geometrical systems; introduction to Euclidean and non-Euclidean geometries, projective geometry; finite geometries.

**MATH-430 Discrete Mathematical Structures, 3cr**

Provides a working knowledge of mathematical logic, sets, relations, functions, graphs, and counting techniques.

**MATH-435 Mathematics Structure II, 3cr**

The real number system, mathematical systems, inductive and deductive methods, permutations and combinations.

**MATH-438 Elementary Probability and Statistics for Teachers, 3cr**

Frequency distributions, measure of central tendency, mean, variance and standard deviation, probability, random variables, Binomial distribution, Normal distribution, Central Limit Theorem, confidence intervals for mean and proportion, hypothesis testing for mean and proportion, analysis of variance, and applications.

**MATH-439 Computers in Education, 3cr**

Investigation into the use of computers for CAI, statistical packages and solutions of mathematical problems. Students learn to write programs in Basic.

**MATH-441 Multivariate Statistical Analysis, 3cr**

The essential methods of the multivariate statistical analysis; Hotteling's T, discriminant function, principal components, factor analysis, canonical correlations and cluster analysis with emphasis on applications and real data analysis. Prereq.:

**MATH-442 Applied Regression Analysis, 3cr**

Methodology of regression analysis with attention to model building, evaluating fit, and examining reliability of the model; regression and general least squares theory, estimation of regression coefficients, polynomial regression, step-wise regression, residual analysis, choice of transformation for variables and forecasting; with applications and real data analysis.

**MATH-443 Experimental Design, 3cr**

One-way and Two-way Analysis of Variance, Fixed and Random Effects Models, Multiple Comparisons, Completely Randomized and Randomized Block Designs.

**MATH-457 Recent Trends In Mathematics, 3cr**

Extended applications of mathematical thinking, operations research, mathematical models, information theory, theory of games, and linear programming.

**MATH-462 Advanced Topics in Topology, 3cr**

Possible topics include homology and homotopy theory, plane topology, curve theory, function spaces, advanced topics in point set topology. Consult the Schedule of Classes for specific topics.

**MATH-464 Advanced Topics in Real Analysis, 3cr**

Possible topics include measure and integration, functional analysis, Banach algebra's, topological groups, calculus of variations, constructive real analysis, non-standard real analysis. Consult the Schedule of Classes for specific topics.

**MATH-465 Advanced Topics In Numerical Analysis. 3cr**

Possible topics include numerical linear algebra, iteration methods and convex programming, numerical methods for ordinary and partial differential equations, functional approximation and data analysis, digital spectral analysis, design and analysis of mathematical software, and mathematical methods in computer graphics. Consult the Schedule of Classes for specific topics.

**MATH-466 Advanced Topics in Geometry, 3cr**

Possible topics include projective geometry, metric geometry, differential manifolds, finite geometries. Consult the Schedule of Classes for Specific topics.

**MATH-467 Advanced Topics in Algebra, 3cr**

Possible topics include group theory, ring theory, field theory, linear algebra, categorical algebra and lattice theory. Consult the Schedule of Classes for specific topics.

**MATH-469 Advanced Topics in Mathematical Statistics, 3cr**

Possible topics include simultaneous stochastic equations models, multivariate analysis, analysis of variance and covariance, non-parametric statistics, Bayesian inference, and sampling theory. Consult the Schedule of Classes for specific topics.

**MATH-471 Introduction to Stochastic Models, 3cr**

Markov Chains: the Poisson process; continuous time Markov processes; Renewal Theory; Queueing Theory.

**MATH-472 Simulation Modeling and Analysis, 3cr**

Design and analysis of computer simulations of complex systems. Network, discrete event and continuous models are treated in a unifying setting. Computer models of a variety of systems are implemented and analyzed using a general purpose simulation language.

**MATH-473 Advanced Topics In Operations Research, 3cr**

Possible topics include: applied graph theory; non-linear programming; the mathematics of time series analysis; advanced topics in series analysis; advanced topics in simulation and modeling.

**MATH-474 Mathematical Modeling, 3cr**

Formulation, analysis and interpretation of mathematical models describing phenomena from the natural and social sciences. Topics may include: model construction, explicative versus predictive models, model fitting, optimization, empirical models, simulation models, dynamical models, dimensional analysis and other related topics. A term project (team or individual) will be required.

**MATH-491 Independent Study in Mathematics, 1cr**

Individual investigation into a topic of interest of the student's choice.

**MATH-492 Independent Study in Mathematics, 2cr**

(See MATH-491 for description.)

**MATH-493 Independent Study in Mathematics, 3cr**

(See MATH-491 for description.)

**MATH-494 Thesis Seminar--Mathematics, 6cr**

Students conduct research and write a thesis to fulfill requirements for the Master of Science degree.

**MATH-495 Project in Mathematics, 3cr**

Students prepare a project involving both the theory and computational tools learned in their concentration. Students present both written and oral reports to the department.

## MUSIC

Venetia Stifler, Ph.D., Associate Professor (Dance), Chair  
Charles A. Anderson, D.M.A., Professor  
Ronald Combs, D.M.A., Professor  
Aaron Horne, D.M.A., Professor  
Phyllis Hurt, D.M.A., Associate Professor  
Libby Komaiko, B.A., Associate Professor (Dance)  
Gordon H. Lamb, Ph.D., Professor  
James A. Lucas, D.M.A., Professor  
Elyse J. Mach, Ph.D., Professor  
Nelson Mandrell, D.M.A., Assistant Professor  
Jonathan Martin, D.M.A., Assistant Professor  
Marie McGuckin, M. M., Assistant Professor  
Vincent Oddo, Ph.D., Professor  
William Schutt, M.M., Associate Professor  
Constance J. Speake, D.M.A., Associate Professor

The Department of Music offers courses leading to the degrees of Bachelor of Arts and Master of Arts.

Undergraduate programs are available in:

Performance Theory  
Piano Pedagogy  
Music History and Literature  
Secondary Education--Vocal Music  
Secondary Education--Instrumental Music

Graduate programs are available in:

Music  
Education Applied Music Pedagogy

The Department offers two minors:

Individualized Music Minor  
Individualized Dance Minor

Students must apply to the Department of Music for assignment to the program. Majors should declare in the first term of enrollment at the University. Declared majors and minors are assigned a faculty program advisor who assists in the selection of appropriate course work and in meeting all requirements. Majors must obtain their advisor's approval for each registration. Students must earn a grade of "C" or higher in all courses counted toward major or minor requirements.

Transfer students should request a departmental evaluation of transferred credits, for acceptance toward major or minor requirements during their first term of enrollment.

Students entering a major program are assumed to have music reading ability, performance experience in school groups and/ or as soloists, a strong sensitivity to music and the desire to communicate it to others. Those without such backgrounds will need to complete additional preparation which may extend the time to graduation.

In addition to fulfilling course requirements, music majors and minors must meet departmental requirements for graduation. Music majors' requirements include a component of seven terms of participation in large ensembles selected with the advisors' approval and compatible with the area of specialization. Graduate students must complete three terms of ensemble. Recorded attendance at events selected from the Department of Music Concert Series, excluding conceals in which the student participates, is required of all majors and minors each term of enrollment. It is the student's responsibility to submit attendance validation records at three events each fall and spring term and two events each summer term. Students in Applied Music are not permitted to study simultaneously with two teachers in the same field.

**UNDERGRADUATE PROGRAMS****Major in Music for the Bachelor of Arts Degree****Emphasis I: Vocal and Instrumental Performance****Required Courses:**

MUS-121	Music Theory I	3cr
MUS-122	Music theory II	3cr
MUS-201	Music Theory III	3cr
MUS-202	Music Theory IV or MUS-301 Counterpoint I	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-125	Sight Singing and Ear Training II	2cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music after Beethoven	3cr
MUS-223	Instrumental Conducting or MUS-224 Choral Conducting	2cr
Applied Music in the major performance area		20 cr
Private study in voice or instrument.		

At least twelve credit hours are selected from:

MUS-351	Applied Music	1cr
MUS 352	Applied Music	2cr
MUS-353	Applied Music	3cr
MUS-354	Applied Music	4cr

Piano *		<b>6cr</b>
MUS-112	Class Piano I	2cr
MUS-113	Class Piano II	2cr
MUS-114	Class Piano III or	
MUS-152W	Applied Music: Piano	2cr
Applied Music in a secondary area of performance		6cr
Study of one or more areas of performance in addition to the major performance area.		

Elective		3cr
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It is strongly suggested that students take a music history and literature course relating to their major performance area

Total 62cr

\* Piano Majors must replace MUS-112, MUS-113 and MUS-114 with: MUS-127 Harmony and Ear Training at the Keyboard I 2cr

MUS-128	Harmony and Ear Training at the Keyboard II	2cr
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Elective		2cr
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NOTE: Performance majors must present a senior recital or extended jury.

**Emphasis II: Music Theory Required Courses:**

MUS-121	Music Theory I	3cr
MUS-122	Music Theory II	3cr
MUS-201	Music Theory III	3cr
MUS-202	Music Theory IV	3cr
MUS-301	Counterpoint I	3cr
MUS-302	Counterpoint II	3cr
MUS-305	Form and Analysis I	3cr
MUS-306	Form and Analysis II	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-125	Sight Singing and Ear Training II	2cr
MUS-127	Harmony and Ear Training at the Keyboard I	2cr



MUS-128	Harmony and Ear Training at the Keyboard II	2cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music After Beethoven	3cr

Select three courses: 9cr

MUS-312	Beethoven	3cr
MUS-315	Bach and Handel	3cr
MUS-316	Haydn and Mozart	3cr
MUS-317	Music of the Romantic Era	3cr
MUS-318	Music of the Twentieth Century	3cr
MUS-319	Music of America	3cr
MUS-323	Music of the Renaissance Era	3cr

Select two courses: 6cr

MUS-309	Studies in Instrumental Music	3cr
MUS-310	Studies in Vocal Music	3cr
MUS-311	Studies in Keyboard Music	3cr
MUS-321	Seminar in Music History	3cr

Piano		6cr
MUS-112	Class Piano I	2cr
MUS-113	Class Piano II	2cr
MUS-114	Class Piano III or	
MUS-152W	Applied Music: Piano	2cr

Total 62cr

### Emphasis III: Piano Pedagogy

#### Required Courses:

MUS-121	Music Theory I	3cr
MUS-122	Music Theory II	3cr
MUS-201	Music Theory III	3cr
MUS-202	Music Theory IV or MUS-301 Counterpoint I	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-127	Harmony and Ear Training at the Keyboard I	2cr
MUS-305	Form and Analysis I	3cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music After Beethoven	3cr
MUS-311	Studies in Keyboard Music	3cr

Applied Music 18cr

Private study in piano.

At least ten credit hours are selected from: MUS-351 Applied Music 1cr

MUS-352	Applied Music	2cr
MUS-353	Applied Music	3cr,
MUS-354	Applied Music	4cr
MUS-331	Applied Music Pedagogy I: Piano	3cr
MUS-332	Applied Music Pedagogy II: Piano	2cr
MUS-223	Instrumental Conducting or	
MUS-224	Choral Conducting	2cr

Electives: (two courses selected in consultation with advisor from Psychology, Music Theory, or Music History and Literature) 6cr

Total 62cr

### Emphasis IV: Music History and Literature

#### Required Courses:

MUS-121	Music Theory I	3cr
MUS-122	Music Theory II	3cr
MUS-201	Music Theory III	3cr

MUS-202	Music Theory IV	3cr
MUS-301	Counterpoint I	3cr
MUS-305	Form and Analysis I	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-125	Sight Singing and Ear Training II	2cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music After Beethoven	3cr

Select two courses:		6cr
MUS-309	Studies in Instrumental Music	3cr
MUS-310	Studies in Vocal Music	3cr
MUS-311	Studies in Keyboard Music	3cr

Select four courses:		12cr
MUS-312	Beethoven	3cr
MUS-315	Bach and Handel	3cr
MUS-316	Haydn and Mozart	3cr
MUS-317	Music of the Romantic Era	3cr
MUS-318	Music of the Twentieth Century	3cr
MUS-319	Music of America	3cr
MUS-323	Music of the Renaissance Era	3cr

Piano		6cr
MUS-112	Class Piano I	2cr
MUS-113	Class Piano II	2cr
MUS-114	Class Piano III or	
MUS-152W	Applied Music: Piano	2cr

After successfully completing an audition for piano proficiency, the student may fulfill these required hours in other areas of Applied Music.

Electives: (two courses selected from Music History and Literature or Music Theory) 6cr

Total 61cr

### Emphasis V a: Secondary Education: Vocal Music

#### Required Courses:

MUS-121	Music Theory I	3cr
MUS-122	Music Theory II	3cr
MUS-201	Music Theory III	3cr
MUS-202	Music Theory IV or MUS 301 Counterpoint I	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-125	Sight Singing and Ear Training II	2cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music After Beethoven	3cr

Applied Music 12cr

Private study in voice.

At least six credit hours are selected from: MUS-351 Applied Music 1cr

MUS-352	Applied Music	2cr
MUS-353	Applied Music	3cr
MUS-354	Applied Music	4cr

Piano		6cr
MUS-112,	Class Piano I; MUS-113Class Piano II;	
MUS-114	Class Piano III; or MUS-152 Applied Music-Piano.	
MUS-224	Choral Conducting	2cr
MUS-391	Contemporary Music Education, Grades K-6	3cr

Electives: (two courses selected from Music History and Literature or Music Theory) 6cr

		Total	54cr
C&S-SCED-3031	Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental		2cr
C&I-SCED-303V	Methods and Techniques of Teaching Music in the Secondary Schools: Vocal		2cr
MUS-393L	Seminar in Music Education, Clinical Field Experience (taken concurrently with C&I-SCED-303)		2cr

(Included in professional education requirements)

Students wishing to be certified to teach music in secondary schools should consult the Secondary Education section of this catalog.

NOTE: Secondary Education: Vocal Music majors must obtain departmental approval for admission to student teaching.

### **Emphasis V b: Secondary Education: Instrumental Music**

#### **Required Courses:**

MUS-121	Music Theory I	3cr
MUS-122	Music Theory II	3cr
MUS-201	Music Theory III	3cr
MUS-202	Music Theory IV or MUS-301 Counterpoint I	3cr
MUS-124	Sight Singing and Ear Training I	2cr
MUS-125	Sight Singing and Ear Training II	2cr
MUS-203	Music Before 1600	3cr
MUS-204	Music From 1600 through Beethoven	3cr
MUS-205	Music After Beethoven	3cr
Applied Music		11cr
Private study in instrument.		

At least six credit hours are selected from:

MUS-351	Applied Music	1cr
MUS-352	Applied Music	2cr
MUS-353	Applied Music	3cr
MUS-354	Applied Music	4cr

Piano		4cr
MUS-112	Class Piano I	2cr
MUS-113	Class Piano II	2cr
MUS-152W	Applied Music: Piano	2cr
MUS-223	Instrumental Conducting	2cr
MUS-308	Orchestration	3cr

Select three courses:

MUS-115	Instrumental Music Studies-Brass Instruments	2cr
MUS-116	Instrumental Music Studies-Percussion Instruments	2cr
MUS-117	Instrumental Music Studies-String Instruments	2cr
MUS-118	Instrumental Music Studies-Woodwind Instruments	2cr
MUS-391	Contemporary Music Education, Grades K-6	3cr

		Total	54cr
C&I-SCED-3031	Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental		2cr
C&I-SCED-	303V Methods and Techniques of Teaching Music in the Secondary Schools: Vocal		2cr

MUS-393L

Seminar in Music Education: Clinical Field Experience  
(taken concurrently with C&I-SCED-303)

2cr

(included in professional education requirements)

Students wishing to be certified to teach music in secondary schools should consult the Secondary Education section of this catalog.

NOTE: Secondary Education: Instrumental Music majors must obtain departmental approval for admission to student teaching.

**Minor in Music****(23cr hrs.)**

In consultation with the Department of Music advisor, the student designs an individualized and appropriately balanced program to meet personal interests and needs. Courses are selected from the departmental curriculum and may not include MUS-101. Students must obtain the advisor's approval for the total program plan.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**Minor in Dance****(30 or. hrs.)**

In consultation with the departmental program advisor, the student designs an individualized and appropriately balanced program to meet personal interests and needs. Students entering the program must demonstrate technical ability. Students must obtain the advisor's approval for the total program plan.

Students in the Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

**Concert Series**

Approximately 80 afternoon and evening concerts are offered on-campus each year including student recitals, the Chamber Music Series, the Ruth Page Dance Series, Faculty Artist Series, and the Guest Artist Series. Complete information is published in the Department of Music Concert Calendar.

**Performing Groups**

A variety of instrumental and vocal ensembles perform in concerts both on and off-campus and rehearse on a regular basis throughout the year. The ensembles are open to university and community members with appropriate experience and commitment to artistic performance. Students may enroll for credit in a maximum of three ensembles per term. Ensembles include:

Brass Ensemble	Madrigal Singers
Chamber Orchestra	Opera Workshop
Chamber Singers	Percussion Ensemble
Concert Choir	Recorder Ensemble
Concert Band	String Ensemble
Jazz Band	University Chorus
Jazz Combo	Wind Ensemble
	Woodwind Ensemble

**Computer/Electronic Music**

Qualified students may enroll in a variety of courses utilizing the Computer/Electronic Music Studio, a state-of-the-art facility equipped with professional digital synthesizers and computer workstations with MIDI interfaces. The Department sponsors computer/electronic music conferences and seminars throughout the year.

**Music Learning Resources Center**

The Music Learning Resources Center is a music study facility with computer assisted study materials, fully equipped listening stations, and approximately 4000 recordings and scores.

**Professional Society**

Open to all students, the NEIU Student Chapter of the Music Educators National Conference provides opportunities for professional orientation and development, and opportunities to attend music education festivals, conventions and meetings.

### Resources In Dance

The department sponsors "The Ruth Page Dance Series," a professional dance series which showcases diverse styles of dance. Students also have the opportunity to apprentice with professional dance companies. Ensemble Espanol, the professional company in residence, offers qualified dance students opportunities to participate in intensive workshops throughout the year, and performs on campus regularly. The Department offers the American Spanish Dance Festival each summer with Ensemble Espanol and international guest artists. Qualified dance students may enroll for credit.

### Awards

The Harold Berlinger Scholarship and the Joan Sachs Scholarship are awarded annually to outstanding students in Music. Undergraduate Talent Scholarships (tuition waivers) in Music and in Dance, and graduate tuition awards are available to qualified students. Complete information is available in the Department.

## GRADUATE PROGRAM

### Master of Arts in Music

The graduate program in music offers two areas of emphasis: Music Education and Applied Music Pedagogy. It serves (1) students preparing for college level teaching, (2) students preparing for advanced graduate studies, and (3) in-service elementary and secondary school teachers.

The program is designed especially for the convenience of the part-time student, and courses are offered in the late afternoon and evening,

### Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College and apply to the Department of Music for admission to the degree program. To qualify for acceptance in the program, applicants must:

1. Demonstrate, through departmental examination, knowledge and skills in the following areas:
  - a. Harmony -- written, aural, and keyboard
  - b. Sight-singing, and melodic, harmonic, and rhythmic dictation
  - c. History and Literature of Music
2. Demonstrate sufficient pianist ability to meet program requirements.
3. In the Applied Pedagogy program, students must audition in their performance area before the appropriate committee or submit a fifteen-minute tape to the committee to demonstrate ability.

### Requirements for the Degree:

Both sequences require a total of 36 credit hours of study of which at least 21 credit hours must be earned in 400-level courses, participation in large and small ensembles for a minimum of three terms, and a written and/or oral final exam in action. Course requirements are:

#### Emphasis I: Music Education

MUS-424	Music Bibliography and Research	3cr
MUS-493	Dynamics of a Music Curriculum	3cr
MUS-491	Seminar in Research in Music Education	3cr
MUS-492	Seminar in Administration and Supervision of School Music	3cr
Applied Music		6cr
MUS-481	Thesis Seminar (Project or Thesis)	3cr
Electives (selected in consultation with the Graduate Advisor)		15cr
Total		36cr

**Emphasis I1: Applied Music Pedagogy**

MUS-331	Applied Music Pedagogy I	3cr
MUS-332	Applied Music Pedagogy II	2cr
MUS-328	Repertoire Seminar	6cr
MUS-424	Music Bibliography and Research	3cr

Applied Music (400-level) 12cr

MUS-481 Thesis Seminar (may be a recital) 3cr

Electives (selected in consultation with the Graduate Advisor) circulations

Total 36cr

**COURSE OFFERINGS****MUS-101 The Musical Experience, 3cr**

A non-technical course designed to increase the listener's understanding and enjoyment of music. Not applicable towards music major or minor requirements.

**MUS-102 Music Fundamentals I, 3cr**

Development of skills in basic concepts of music through activities and materials appropriate to elementary school.

**MUS-104 Music Concepts: An Introduction, 3cr**

Elements of music, forms and styles; lectures, discussions, readings, recordings, and attendance at musical performances. Open to all students; recommended for prospective majors and required for Elementary Education majors.

**MUS-105 Basic Materials in Music Theory, 2cr**

Introduction to notation and perception of pitch and rhythm, including: intervals, triads, scales, meter, and key signatures, divisions of the beat, and basic concepts of sightsinging and ear training. Recommended for prospective majors.

**MUS-107 Class Instrumental Instruction: Strings, Brass, Woodwinds, Percussion, 2cr**

Skills in playing either strings, brass, woodwinds, or percussion; includes principles of tone production, basic technique, scales, and arpeggios. Solo and ensemble works.

**MUS-110 Class Voice I, 2cr**

For beginning students in voice; fundamentals of vocal technique.

**MUS-111 Class Voice II, 2cr**

Continuation of MUS-110. Prereq.:

**MUS-112 Class Piano I, 2cr**

For beginning piano students. Fundamentals of reading and writing music. Basic keyboard skills in major and minor keys. Outside practice required.

**MUS-113 Class Piano II, 2cr**

Continuation of MUS-112. Expanded theoretical concepts and keyboard technique. Outside practice required.

**MUS-114 Class Piano III, 2cr**

Keyboard skills in all major and minor keys. Piano literature of diverse styles. Outside practice required.

**MUS-115 Instrumental Music Studies -- Brass Instruments, 2cr**

Introduction to the techniques and skills of playing brass instruments. Care and maintenance. Study and evaluation of the music literature available for the various brass instruments.

**MUS-116 Instrumental Music Studies -- Percussion Instruments, 2cr**

Introduction to the techniques and skills of playing percussion instruments. The use of percussion instruments in various types of instrumental ensembles.

**MUS-117 Instrumental Music Studies --String Instruments, 2cr**

Introduction to the techniques and skills of playing string instruments. Care and maintenance. Study and evaluation of the music literature available for the various string instruments.

**MUS-118 Instrumental Music Studies -- Woodwind Instruments, 2cr**

Introduction to the techniques and skills of playing woodwind instruments. Care and maintenance. Study and evaluation of the music literature available for the various woodwind instruments.

**MUS-120 Class Guitar I, 2cr**

Basic skills in guitar; basic chords and chord progressions, strumming techniques, playing a simple melodic line, and reading guitar tablature as well as standard musical notation.

**MUS-121 Music Theory I, 3cr**

Study of harmonic materials in tonal music and standard notational practice. Includes written and aural skills development. Structure, doubling, spacing, voice-leading, triads and inversions.

**MUS-122 Music Theory II, 3cr**

Continuation of MUS-121. Advancing written and aural skills. Phrase structure, cadences, harmonic progression, harmonization techniques, non harmonic tones.

**MUS-123 Class Guitar II, 2cr**

Continuation of MUS-120. More complex and varied chord formations and strumming techniques; note reading of more difficult melodic lines; basics of classical guitar technique.

**MUS-124 Sight-Singing and Ear Training I, 2cr**

Practice and application of sight-singing techniques, ear training procedures, and related aural/oral skills.

**MUS-125 Sight-Singing and Ear Training II, 2cr**

Continuation of MUS \* 127.

**MUS-127 Harmony and Ear Training at the Keyboard I, 2cr**

Skills in applying harmonic and melodic concepts and techniques at a keyboard instrument.

**MUS-128 Harmony and Ear Training at the Keyboard II, 2cr**

Continuation of MUS-127. Prereq.: MUS-127 or consent of instructor,

**MUS-130 Fundamentals of MIDI, 3cr**

Introduction to digital technology and its musical applications. Fundamental skills and applications for using synthesizers, computers, drum machines and other instruments which utilize Musical Instrument Digital Interface. Lectures, demonstrations and hands-on experience in electronic music lab.

**MUS-131 Computer Literacy for Musicians, 3cr**

This is a preparatory course for music students who wish to pursue further study in the use of computers for composition, performance, music printing, and assisted instruction.

**MUS-135 Desktop Music Publishing, 3cr**

Desktop publishing approach to creating professional quality music publications from handwritten manuscripts. Orchestral scores, choral scores, lead sheets, songbooks and other publications. Utilizes computers, music notation software, synthesizers and printers. Includes demonstrations and hands - on experience in Computer/ Electronic Music Lab.

**MUS-151 Applied Music, 1cr**

Individual study in voice or any instrument for development of performing skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate level of performing ability.



**MUS-152 Applied Music, 2cr**

(See MUS- 151 for description. )

**MUS-153 Applied Music, 3cr**

(See MUS- 151 for description.)

**MUS-154 Applied Music, 4cr**

(See MUS-151 for description.)

**MUS-201 Music Theory III, 3cr**

Study of seventh chords, secondary dominants, altered non harmonic tones, modulation, borrowed chords, augmented sixth chords. Advancing analytical and written skills.

**MUS-202 Music Theory IV, 3cr**

Writing and analysis. Study of Neapolitan sixth; diminished sevenths; altered dominants; chromatic mediants; modulation to foreign keys; ninth, eleventh and thirteenth chords,

**MUS-203 Music Before 1600, 3cr**

Survey of musical styles, types, and forms from Gregorian Chant through the Renaissance.

**MUS-204 Music From 1600 Through Beethoven, 3cr**

Survey of musical styles, types, and forms in representative composers of the Baroque and Classical Periods.

**MUS-205 Music After Beethoven, 3cr**

Survey of musical styles, types, and forms, in representative composers of the Romantic Period and the Twentieth Century.

**MUS-221 Chorus, 1.5cr**

This activity is open to all students. Opportunities for school and public performance.

**MUS-222 Vocal Ensemble, 1.5cr**

Opera Workshop, Chamber Singers, and Madrigal Singers. Open to all enrolled students. Opportunities for school and public performance.

**MUS-223 Instrumental Conducting, 2cr**

Techniques of conducting and score reading; rehearsal techniques and interpretation.

**MUS-224 Choral Conducting, 2cr**

Choral conducting techniques; ability to read and analyze choral scores; choral repertoire.

**MUS-230 Advanced MIDI, 3cr**

Continuation of MUS-130. Advanced applications of digital technology as it applies to music, using computers, synthesizers, samplers and recording equipment. Lectures, demonstrations and hands-on experience in electronic music lab.

**MUS-231 Band, 1.5cr**

Open to enrolled students with instrumental experience. Opportunities for school and public performance.

**MUS-231A Wind Band, 1Cr**

Wind Ensemble; advanced literature. Opportunities for school and public performance.

**MUS-234 Instrumental Ensemble, 1Cr**

Open to enrolled students with instrumental experience. Opportunities for school and public performance.

**MUS-235 Instrumental Ensemble, 1.5cr**

Ensemble; advanced literature. Opportunities for school and public performance.

**MUS-301 Counterpoint I, 3cr**

Writing in two parts in various styles and modes, study of species and modal procedures.

**MUS-302 Counterpoint II, 3cr**

Writing in four parts; double counterpoint, canon and fugue contrapuntal analysis.

**MUS-305 Form and Analysis I, 3cr**

Structural and stylistic features in their musical context; motif, phrase and period; binary and ternary form, theme and variations, rondo, sonata form and unique forms.

**MUS-306 Form and Analysis II, 3cr**

Structural and stylistic features in their musical context, early to contemporary polyphonic forms, multi-movement forms, electronic music, aleatoric music. Consideration of several approaches to structural analysis.

**MUS-307 Class Composition, 3cr**

Composition and performance of students' original works.

**MUS-308 Orchestration, 3cr**

Instrumental timbres and the capabilities of instruments; scoring for instruments in a variety of combinations, including the orchestra and instrumental-vocal combinations.

**MUS-309 Studies in Instrumental Music, 3cr**

Selected topics in instrumental literature. Consult the Schedule of Classes for specific topics.

**MUS-310 Studies in Vocal Music, 3cr**

Selected topics in vocal literature. Consult the Schedule of Classes for specific topics.

**MUS-311 Studies in Keyboard Music, 3cr**

Selected topics in keyboard literature, including dance types, character pieces, variations, prelude, fugue, toccata, suite, and sonata. Consult the Schedule of Classes for specific topics.

**MUS-312 Beethoven, 3cr**

Representative compositions of Beethoven, with emphasis on the evolution of early, middle, and late period style characteristics.

**MUS-314 Selected Studies in Music, 3cr**

Special topics in music history and/or theory. Consult the Schedule of Classes for specific topics.

**MUS-315 Bach and Handel, 3cr**

Analysis of representative vocal and instrumental compositions. Survey of biographical and bibliographical sources.

**MUS-316 Haydn and Mozart, 3cr**

Analysis of representative vocal and instrumental compositions. Survey of biographical and bibliographical sources.

**MUS-317 Music of the Romantic Era, 3cr**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the Romantic era.

**MUS-318 Music of the Twentieth Century, 3cr**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the twentieth century.

**MUS-319 Music of America, 3cr**

Study of the development of music in America from the pre-revolutionary period to the contemporary period.

**MUS-320 Independent Study in Music, 1cr**

Individual investigation into a topic of the student's choice.

**MUS-321 Seminar in Music History, 3cr**

Intensive study of specialized topics. Consult the Schedule of Classes for specific topics.

**MUS-322 Independent Study in Music, 3cr (See MUS-320 for description.)****MUS-323 Music of the Renaissance Era, 3cr**

Consideration from a historical point of view of structural, stylistic, and formal aspects of the musical art of the Renaissance Era.

**MUS-324 Independent Study in Music, 2cr**

(See MUS-320 for description.)

**MUS-325 Performance Seminar, 2cr**

Performance and critical analysis of others' performances based upon stylistic, structural, and technical factors. Consult the Schedule of Classes for specific topics.

**MUS-326 Songwriting, 3cr**

Techniques of songwriting; consideration and analysis of classical and folk song models; emphasis on writing lyrics, melody and accompaniment.

**MUS-328 Repertoire Seminar, 2cr**

Survey of the standard repertoire for different performance areas. Content varies according to performance area studied. Consult the Schedule of Classes for specific topics.

**MUS-329 Advanced Conducting, 2cr**

Rehearsal techniques involved in the performance of advanced orchestral and band literature; refinements of baton technique; careful attention to interpretation of selected repertoire.

**MUS-330 MUSIC Technology Seminar: Current Topics, 3cr**

A survey of latest developments in music technology designed to keep today's musician up-to-date with current trends and applications, new gear and instruments, software upgrades and other current topics. Includes demonstrations and hands-on experience in Computer/Electronic Music Lab.

**MUS-331 Applied Music Pedagogy I, 3cr**

Methods for Applied Music teaching for prospective and experienced teachers.

**MUS-332 Applied Music Pedagogy II, 2cr**

Primarily a practicum for prospective and experienced teachers; class discussion, practice teaching.

**MUS-333 Internship in Music, 3cr**

Field experience in schools, community organizations, or industry. Detailed information is available in the departmental office.

**MUS-351 Applied Music, 1cr**

Individual study in voice or any instrument for continued development of performing skills and musical artistry; knowledge of the repertoire for the specific voice or instrument at an appropriate level of performing ability.

**MUS-352 Applied Music, 2cr**

(See MUS-351 for description.)

**MUS-353 Applied Music, 3cr**

(See MUS-351 for description. )

**MUS-354 Applied Music, 4cr**

See MUS-351 for description.)

**MUS-360 Introduction to Instrument Maintenance, 2cr**

Workshop in the basic maintenance and repair of the piano, wind instruments, and string and percussion instruments.

**MUS 391 Contemporary Music Education: Grades K-6, 3cr**

Procedures and materials for teaching a basic music curriculum in the primary and intermediate self-contained classroom adapted from the Orff and Kodaly approaches; techniques for voice development, classification, two-three part singing and ensembles; use of instruments to enrich vocal, reading and listening experiences; techniques for development of performance media.

**MUS-393 Seminar in Music Education, 2cr**

Concentrated study of specific aspects of a music education curriculum including approaches, skills, materials, and media, with emphasis on current trends. Consult the Schedule of Classes for specific topics.

**MUS-394 Seminar In Music Education, 3cr**

(See MUS-393 for description.)

**MUS-396 Practicum in Music, 1cr**

Concentrated study of specific aspects of music performance, music theory, or music history and literature. Consult the Schedule of Classes for specific topics.

**MUS-397 practicum in Music, 2cr**

(See MUS-396 for description.)

**MUS-398 practicum in Music, 3cr**

(See MUS-396 for description.)

**MUS-420 Independent Study in Music, 1Cr**

Individual investigation into a topic of the student's choice.

**MUS-421 Independent Study in Music, 2cr**

(See MUS-420 for description.)

**MUS-422 Independent Study in Music, 3cr**

(See MUS-420 for description.)

**MUS-424 Music Bibliography and Research, 3cr**

Study of basic reference and research materials in music and introduction to methods of research appropriate to music.

**MUS-451 Applied Music, 1cr**

Individual study in voice or any instrument for continued development of performing skills and musical artistry; knowledge of the repertoire for the specific voice or instrument at an appropriate level of performing ability.

**MUS-452 Applied Music, 2cr**

(See MUS-451 for description .)

**MUS-453 Applied Music, 3cr**

(See MUS-451 for description.)

**MUS-454 Applied Music, 4cr**

(See MUS-451 for description.)

**MUS-471 Seminar in Music History: Baroque, 3cr**

In-depth study of selected topics in the music history and literature of the Baroque. Individual research topics.

**MUS-472 Seminar In Music History: Classic Era, 3cr**

In-depth study of selected topics in the music history and literature of the Classic era. Individual research topics.

**MUS-476 Theory Seminar; Analytical Procedures and Compositional Techniques, 3cr**

Directed research, analysis and presentation of reports treating aspects of music theory in selected historical periods. Consult the Schedule of Classes for Specific topics.

**MUS-480 Graduate Internship in Music, 3cr**

Advanced field experience; a practicum in either traditional or non-traditional areas of music. Main responsibility for researching, developing and completing the project lies with the student.

**MUS-481 Thesis Seminar--Music, 3cr**

Guidance of students preparing a thesis, project or recital to fulfill requirements for the Master of Arts in Music.

**MUS-491 Seminar in Research in Music Education, 3cr**

Study of basic reference and research materials in music education and introduction to methods of research appropriate to music education. Prereq.:

**MUS-492 Seminar in Administration and Supervision of School Music, 3cr**

Responsibilities of the music supervisor or the music department chairperson in secondary schools, including curriculum development, public relations, program finance, and scheduling.

**MUS-493 Dynamics of a Music Curriculum, 3cr**

Problems and procedures related to the planning, development, and implementation of a music curriculum for kindergarten through grade twelve, including current trends in music curriculum. graduate standing.

**Dance****MUS-DANC-101 The Dance Experience, 3cr**

Anon- technical introduction to the art of dance designed to enhance appreciation of styles, tradition, history, choreography, aesthetics and personalities. Lectures, films, discussion and participatory classes.

**MUS-DANC-131 Introduction to Spanish Dance, 3cr**

Introduction to the three types of Spanish dance: Classical, Regional and Flamenco with emphasis on basic technique, and on Spain's varied music; Classical, Flamenco and Regional from the 13th through the 20th centuries.

**MUS-DANC-161 Spanish Dance I, 2cr**

Continuation of MUS-DANC-131 with emphasis on the mastery of two important repertory styles and their dances: Regional and Flamenco.

**MUS-DANC-203U Field Experiences: Dance in Chicago I, 3cr**

Field experience in studios or schools. Detailed information is available in the departmental office.

**MUS.-DANC-203V Field Experiences: Dance in Chicago II, 3cr**

Advanced field experience in studios or schools. Detailed information is available in the departmental office.

**MUS-DANC-203W Field Experiences: Hispanic Dance I, 3cr**

Hispanic dance field experience in studios or schools. Detailed information is available in the departmental office.

**MUS-DANC-204 Repertory Ensemble, 1.5cr**

Open to enrolled students with at least intermediate skills in dance technique (ballet, modern, jazz, or combination).

**MUS-DANC-251 Modern Dance I, 2cr**

Practice of movement as an art form suggesting ideas and conveying feelings, including axial and locomotor movements, spontaneous and planned interpretive response, and choreography.

**MUS-DANC-254 Modern Dance: II, 2cr,**

Continuation of MUS-DANC-251. Strength, flexibility, coordination, and balance; locomotor combinations and creative exploration of rhythm and dynamic elements of dance.

**MUS-DANC-255 Jazz Dance I, 2cr**

Fundamental techniques of jazz dance for the beginning student; blues, musical comedy, hard-rock, street dancing, and dramatic styles.

**MUS-DANC-256 Ballet I, 2cr**

Fundamentals of ballet techniques for the beginning student; attendance at performances; analysis of filmed performances.

**MUS-DANC-261 Spanish Dance II, 2cr**

Continuation of MUS-DANC-161 further exploring the Classical, Regional and Flamenco styles with emphasis on mastery of technique, styles, music and theatrical history.

**MUS-DANC-351 Modern Dance III, 3cr**

Continuation of MUS-DANC-254. Techniques of Graham, Limon, and Cunningham; attendance at professional dance presentations and rehearsals; research.

**MUS-DANC-355 Jazz Dance II, 2cr**

Continuation of MUS-DANC-255; more polished techniques and expression; blues, musical comedy, hard-rock, street dancing, and dramatic styles.

**MUS-DANC-356 Ballet II, 2cr**

Continuation of MUS- DANC-256. Skill in performance of "school" steps and combinations.

**MUS-DANC-357 Ballet III, 3cr**

Continuation of MUS- DANC-356. Development of greater strength, flexibility, balance, stamina; adagio, allegro, and center work. Expressive and creative elements.

**MUS-DANC-360 Dance Composition, 3cr**

Practical aspects of dance design and theoretical aspects of dance as an art form using materials presented by Louis Horst in both Pre-Classic Forms and Modern Forms. Creation of dance compositions is required.

**MUS-DANC-365 Costuming and Cosmetology for Dance, 3cr**

Costuming and make-up for dance.

**MUS-DANC-370 Musical Resources for Dance, 3cr**

Historical survey of music composed especially for dance. Music sources of particular interest to the dancer and choreographer from primitivism to trends in new music. Students develop research techniques and resource files in one major area of their own choosing: jazz, ballet, Hispanic forms, new music, etc.

**MUS-DANC-371 Theory and Philosophy of Dance and the Related Arts, 3cr**

The nature of dance and its historical interrelatedness with other art forms: poetry, drama (opera), painting, and music; the role of the critic.

**MUS-DANC-380 Contemporary Dance Education, 3cr**

Application of educational methods to the field of dance in various settings, such as conservatory and community, and specific age and interest groups.

**MUS-DANC-382 Dance Management and Grantsmanship, 3cr**

Methods of management and financing in dance.

**MUS-DANC-390 Seminar in Dance Performance, 3cr**

Concentrated study of specific aspects of the performance of the various major types of dance.

**MUS-DANC-391 Internship in Dance, 3cr**

Practicum in arts agencies, dance companies, community organizations, or arts-related industries designed by the student, a dance faculty advisor, and generally an off-campus agent.



## PHILOSOPHY

Audrey Reynolds, Ph.D., Professor, Chair  
 Roger W. Gilman, Ph.D., Associate Professor  
 Sarah L. Hoagland, Ph.D., Professor  
 Stanley R. Kerr, Ph.D., Associate Professor  
 James Rizik, Ph.D., Assistant Professor

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in his or her search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of university students, to prepare majors for advanced studies in their chosen field, and to help students in their various future professional activities by acquainting them with applied philosophy.

### UNDERGRADUATE PROGRAMS

#### Major in Philosophy for the Bachelor of Arts Degree

The Philosophy program offers courses leading to the degree of Bachelor of Arts.

##### Required Courses:

PHIL-201	Logic I	3cr
PHIL-213	Ethics	3cr
PHIL-222	History of Ancient Philosophy	3cr
PHIL-241	History of Modern Philosophy	3cr
PHIL-332	Contemporary Philosophy	3cr
PHIL-383	Seminar in Philosophy	3cr
Six hours of electives at the 300-level		6cr
Additional electives		6cr
Total		30cr

#### Minor in Philosophy

(18cr hrs.)

##### Required Courses:

PHIL-213	Ethics	3cr
One course in the history of philosophy		3cr
One course at the 300-level		3cr
Electives		9cr
Total		18cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

### COURSE OFFERINGS

#### PHIL-101 Critical Thinking, 3cr

Introduction to the study of persuasive devices, semantic pitfalls, informal fallacies, rational vs. emotional appeals, and the techniques used in evaluating arguments.

**PHIL-102 Introduction to Philosophy, 3cr**

Introduction to the main problems of philosophy, i.e. knowledge, reality, morality, religion, and art.

**PHIL-103 Philosophy and Contemporary Issues, 3cr**

Examination of the philosophical basis of selected contemporary issues, controversies, and movements. Consult the Schedule of Classes for specific topics.

**PHIL-104 Arguing Philosophically, 3cr**

Specialized instruction and practice in recognizing argument in prose and in articulating, evaluating, and substantiating opinion with argument through oral and written presentation.

**PHIL-105 Feminist Philosophy, 3cr**

Analysis of recent work in feminist theory in order to investigate woman's situation and its foundations in culture, perception, and reality.

**PHIL-201 Logic I, 3cr**

Introductory course in symbolic logic, dealing with propositional calculus, quantification theory, and the logic of relations and classes.

**PHIL-202 Comparative Religion, 3cr**

A comparative study of the main beliefs and practices of early and primal religions, Hinduism, Buddhism, Confucianism Taoism, Judaism, Christianity, and Islam.

**PHIL-211 Philosophy of Religion, 3cr**

Philosophical scrutiny of some of the central themes in religion, i.e. the existence of God, the problem of evil, human freedom and immortality, the nature of faith, and the role of reason in theology

**PHIL-212 Topics in Social Ethics, 3cr**

Readings and discussions of essays dealing with the major moral issues of the contemporary scene, such as freedom and authority, war and peace, drugs, suicide, and medical ethics. Consult the Schedule of Classes for specific topics.

**PHIL-213 Ethics, 3cr**

Introduction to some of the main problems of ethics, including the nature of morality, the meaning of ethical terms, standards for evaluating choices and actions, and the major ideas of important moral philosophers.

**PHIL-215 Business Ethics, 3cr**

Philosophical introduction to the ethical content of some of the current problems confronting the business community, such as the social responsibility of business, poverty and equal rights, the ethical implications of ecology, advertising, and consumerism.

**PHIL-222 History of Ancient Philosophy, 3cr**

critical survey of the development of philosophy in the West from the presocratics to Plotinus.

**PHIL-231 History of Medieval Philosophy, 3cr**

critical survey of the development of philosophy in the West from the rise of Christendom to the dawn of the Renaissance.

**PHIL-241 History of Modern Philosophy, 3cr**

A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.

**PHIL-291 Philosophical Foundations of Oppression, 3cr** Analysis of concepts emerging from Anglo-European philosophy which support domination, particularly as they function in colonialism, racism, anti-semitism, sexism, and heterosexism.

**PHIL-303 Logic II, 3cr**

Study of the theory and development of axiomatic systems, including the problems of definability, completeness, and consistency.

**PHIL-306 Logic III, 3cr**

Systematic inquiry into some of the philosophical problems of logic, such as the nature of propositions, the logical paradoxes, undecidability, types of logic, and the relation of logic to truth, language, and existence.

**PHIL-313 Ethical Theory, 3cr**

Study of theories about the meaning and justification of moral judgments: good and bad, right and wrong, human rights, justice, punishment, freedom and responsibility, self-interest, the common good, pleasure and happiness, religion and morality, relativism, subjectivism, and skepticism,

**PHIL-332 Contemporary Philosophy, 3cr**

critical survey of the salient schools of contemporary philosophy, notably idealism, pragmatism, logical positivism, analytic philosophy, phenomenology, and existentialism.

**PHIL-333 American Philosophy, 3cr**

Intensive study of the trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis, and phenomenology.

**PHIL-334 Nineteenth-Century Philosophy, 3cr**

intensive study of important problems, topics, or thinkers in nineteenth-century philosophy stressing their relevance to twentieth century concerns. Consult the Schedule of Classes for specific topics,

**PHIL-335 Analytic Philosophy, 3cr**

critical survey of the development of analytic philosophy in the twentieth century.

**PHIL-337 Existentialism, 3cr**

Intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, and Camus.

**PHIL-341 Metaphysics, 3cr**

Systematic analysis of some of the main problems of metaphysics, such as existence, substance and attribute, change and permanence, essence and accident, universals and particulars, mind and body, identity, individuation, and causality.

**PHIL-345 Social and Political Philosophy, 3cr**

Systematic investigation of some of the salient issues currently discussed by social and political philosophers, such as the nature and origin of the state, political obligation, justice, human rights, authority, liberty, and evaluation of social and political institutions.

**PHIL-351 Sexism and the Philosophy of Language, 3cr**

Analytic investigation of sexism in English in order to facilitate discussion of the relation between language, thought, and reality.

**PHIL-353 Feminism and the Philosophy of Science, 3cr**

Analytic examination of the concept of femininity as found in the biological and social sciences in order to facilitate discussion of the nature of objectivity and scientific investigation.

**PHIL-361 Topics in Philosophy and Contemporary Issues, 3cr**

Systematic examination of one important contemporary issue, controversy, or problem. Consult the Schedule of Classes for specific topics. Prereq.:

**PHIL-363 Topics in Philosophy of Religion, 3cr**

Intensive study of an important problem, period, or thinker in the philosophy of religion. Consult the Schedule of Classes for specific topics.

**PHIL-371 Theory of Knowledge, 3cr**

Systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds.

**PHIL-373 Advanced Feminist Philosophy, 3cr**

Analytic investigation of the latest feminist theory in order to study the development of feminism.

**PHIL-375 Philosophy of Science, 3cr**

Examination of some of the main problems currently discussed by philosophers of science, such as the methodology and foundations of empirical science, the meaning and verification of scientific statements, theories, laws, hypotheses, and explanations.

**PHIL-381 Independent Study in Philosophy, 3cr**

Readings, discussions, and reports on a special topic with faculty supervision. Normally open to majors in their junior or senior year.

**PHIL-383 Seminar in Philosophy, 3cr**

Intensive study of one important philosopher, problem, school, or period. Consult the Schedule of Classes for specific topics.

## PHYSICS

Paul Poskozim, Ph.D., Professor, Chair  
 Paul J. Dolan, Jr., Ph.D., Associate Professor  
 Robert L. Gilbert, Ph.D., Professor  
 Charles Nissim-Sabat, Ph.D., Professor  
 Robert M. Stehman, Ph.D., Professor  
 Mitchel J. Sweig, Ph.D., Professor

The Physics program offers a program leading to the Bachelor of Science degree. An undergraduate minor is also available.

Goals of the program are to:

1. provide students with a solid foundation in classical and modern physics;
2. develop skills which enable students to enter careers in business, teaching, research, and technology;
3. prepare students for further graduate study in physics.

Several program courses offered at the 100 level are for non-majors, can be used to fulfill General Education program requirements, and require minimal math preparation.

Special emphasis is placed on students acquiring as much laboratory experience as possible, together with facility in computer programming. Also, a series of courses are offered in such areas as electronics and materials science where students are introduced to present-day applications of physics to technology.

Laboratory facilities available to students include analog and digital computers, a wide array of sophisticated electronic, nuclear, and optical instruments, a Mossbauer effect apparatus, a fully equipped cryogenics laboratory, a vacuum laboratory, a 14" reflecting telescope, and a machine shop. Students are encouraged to undertake independent projects of their own choosing.

Qualified undergraduate majors are eligible to apply for a limited number of tuition waivers, scholarships, and part-time jobs offered. Contact the program office for information and application forms.

Newly admitted students-at-large, and all entering freshmen and transfer students who intend to major in physics must consult the program office before their first registration.

### UNDERGRADUATE PROGRAMS

#### Major in Physics for the Bachelor of Science Degree

##### Required core courses

* PHYS-206	Physics with Calculus I	3cr
PHYS-203	Physics I Laboratory	1cr
* PHYS-207	Physics with Calculus II	3cr
PHYS-204	Physics II Laboratory	1cr
PHYS-215	Physics III	4cr
PHYS-308	Introductory Mathematical Physics	3cr
PHYS-330	Intermediate Physics Lab	3cr

Any four of the following:	12-13cr
PHYS-309 Fortran and Numerical Analysis for Scientists	3cr
PHYS-311 Mechanics I	3cr
PHYS-321 Electricity and Magnetism I	3cr
PHYS-336 Modern Physics I	3cr
A 300-level Physics elective	3-4cr

Any two of the following:		8cr
PHYS-331	Optics	4cr
PHYS-332	Electronics	4cr
PHYS-365	Microprocessor Electronics	4cr
PHYS-367	Transducer and Special Purpose Electronics	4cr
PHYS-369	Instrumentation Electronics	4cr
Total		38-39cr

Please note that 15 or more credits from the above must be taken at Northeastern.

**Required Courses in a Related Field:**

CHEM-211	General Chemistry I	5cr
CHEM-212	General Chemistry II	4cr
MATH-106	Pre-Calculus Mathematics	4cr
MATH-107	Calculus I	4cr
MATH-202	Calculus II	4cr
MATH-203	Calculus III	4cr
MATH-301	Ordinary Differential Equations	3cr
Total		28cr

\* An equivalent course may be substituted

It is recommended that the above courses be taken in the following sequence:

Freshman Year:

FALL: MATH-106; SPRING: MATH-107 and, if high school preparation is inadequate, PHYS-201.

Sophomore Year:

FALL: MATH-202, PHYS-206, PHYS-203; SPRING: MATH-203, PHYS-207, PHYS-204;  
SUMMER: PHYS 215.

Junior Year:

FALL: MATH-301, PHYS-308, PHYS-309; SPRING: PHYS-311, PHYS-321, PHYS-330, PHYS-332;

SUMMER: PHYS-324, Electives.

Senior Year:

FALL: PHYS-336, PHYS-337, Elective; SPRING: PHYS-338, and, for students who qualify, PHYS-400.

**Minor In Physics**

**(18cr hrs.)**

**Required Courses:**

PHYS-201 College Physics I or PHYS-206 Physics with Calculus I	3cr
PHYS-202 College Physics II or PHYS-207 Physics with Calculus II	3cr
PHYS-215 Physics III	3cr
Nine credits in 300-level physics courses	9cr
Total	18cr

**COURSE OFFERINGS**

**PHYS-103 The Universe: Past, Present, and Future, 3cr**

Intended for non-science majors and requiring no previous college level mathematics or science background. The evolution of the universe: Big Bang creation, expansion of the universe, formation and properties of galaxies and stars, stellar evolution (white dwarfs, neutron stars, black holes), formation and properties of planets as well as the evolution of our understanding of the universe from the perspectives of culture, philosophy, and science.

**PHYS-104 Energy, 3cr**

A course for non-science majors requiring no previous college-level mathematics or science background. Physics and its application to the problems of energy consumption and production are discussed. Topics include the need for nuclear reactors and the implications thereof, the dumping of nuclear waste at sea and alternatives, better energy sources and energy depletion, the motion of pollutants through the environment, and other related topics.

**PHYS-110 Physics in Everyday Life, 3cr**

A laboratory oriented course for the non-science major. Central concepts of physics (the laws of mechanics and electricity, the properties of light, atoms and nuclei) and how they are applied in the modern world (rockets, electric motors, optical instruments, etc. ). Lecture 2 hours, lab 2 hours.

**PHYS-200 Introduction to College Physics, 3cr**

Basic principles of physics with particular emphasis placed on the interpretation of physical equations and the solution of simple numerical problems. Intended especially for students planning to take PHYS-201.

**PHYS-201 College Physics I, 3cr**

Kinematics and dynamics of particles and rigid bodies: Newton's laws, energy, momentum and angular momentum. Physics of fluids, vibration and sound. Heat and thermodynamics.

**PHYS-202 College Physics II, 3cr**

Electrostatics, Coulomb's law, electric fields, electric potentials, currents, Ohm's law, magnetism, magnetic fields, the forces on or due to moving charges, induction, electromagnetic radiation, wave motion, physical and geometrical optics.

**PHYS-203 Physics I Laboratory, 1Cr**

Laboratory course covering the subject matter of Physics I, and meant to be taken concurrently.

**PHYS-204 Physics II Laboratory, 1cr**

A laboratory course covering the subject matter of Physics II and meant to be taken concurrently.

**PHYS-206 Physics with Calculus I, 3cr**

This is the first term of a three-term sequence intended for students majoring in physics, chemistry, or mathematics, PHYS 206, 207, 215. Kinematics and dynamics of a particle and systems of particles, momentum, energy, angular momentum, conservation laws, applications to problems involving collisions, oscillatory motion and motion in a gravitational field, rigid body motion, temperature, heat, the laws of thermodynamics, application to thermodynamic engines, and ideal gases are discussed.

**PHYS-207 Physics with Calculus II, 3cr**

Charges, Coulomb's and Gauss's laws, conductors and dielectrics, Ohm's law, magnetic fields, Ampere's law, motion of charges in a magnetic field, Faraday's law, inductance, simple L.R.C. circuits, magnetic properties of matter, electromagnetic waves, kinematics of wave motion, reflection, refraction, interference, and diffraction.

**PHYS-215 Physics III, 4cr**

Introduction to the physics of the twentieth century, including applications to related fields such as biology, chemistry, earth science, and engineering. Fundamental concepts of special relativity, quantum mechanics, and statistical physics as applied to atomic, molecular, nuclear and solid state physics.

**PHYS-301 Independent Study in Physics, 1cr**

Research, laboratory work, study or tutorial in a specific area of physics under faculty supervision.

**PHYS-302 Independent Study in Physics, 2cr**

(See PHYS-301 for description.)

**PHYS-303 Independent Study in Physics, 3cr**

(See PHYS-301 for description .)



**PHYS-308 Introductory Mathematical Physics, 3cr**

Vector and tensor analysis, matrices, and matrix algebra, ordinary differential equations with constant coefficients; Fourier series, introduction to complex variables.

**PHYS-309 Fortran and Numerical Analysis for Scientists, 3cr**

Introduction to the use of computers in solving scientific problems; Fortran programming is described and applied to several fundamental problems.

**PHYS-311 Mechanics I, 3cr**

Statics of particles and rigid bodies, kinematics and dynamics of particles (including damped and forced harmonic oscillators), work and energy, linear and angular momentum, conservation laws, dynamics of rigid bodies, introduction to special relativity.

**PHYS-321 Electricity and Magnetism I, 3cr**

Coulomb's law, electric fields and electrostatic potential, Gauss's law, Poisson's equation, capacitance, dielectric media, current density, simple circuits, magnetic fields, Lorentz force, magnetic media, induction, Ampere's law, inductance, Maxwell's equations.

**PHYS-324 Advanced Classical Physics, 3cr**

Introduction to advanced topics in classical physics in preparation for the study of modern physics. Topics include the Lagrangian formalism of classical mechanics and its application to the theories of planetary motion, small oscillations, rigid body mechanics; Maxwell's equations, radiation and propagation of electromagnetic waves, the theory of special relativity. Pre

**PHYS-330 Intermediate Physics Lab, 3cr**

An introduction to scientific measurement procedures, with special attention paid to the examination of error and uncertainty and to certain widely used experimental techniques and their applications. Techniques used include those in optics, electronics, and atomic, solid state and nuclear physics. Experiments are chosen according to the individual student's needs and interests. This course may be taken up to three times.

**PHYS-331 Optics, 4cr**

The fundamental principles of geometrical and physical optics and their application to the design of modern instruments as well as atomic spectra, properties of photons, and lasers. Principles discussed in the lecture will be explored in various lab exercises.

**PHYS-332 Electronics, 4cr**

Laboratory and lecture covering both the basic structure of various electronic components, and their use and behavior in circuits. The course begins with linear elements, such as resistors, inductors, and capacitors, and proceeds through various semiconductor devices, diodes, transistors, and operational amplifiers, and culminates with the structure and use of logic circuits. Major emphasis is placed on laboratory work where the properties and interactions of various circuits are investigated. Lecture 2 hours, Lab 4 hours.

**PHYS-335 Thermodynamics and Kinetic Theory, 3cr**

Thermodynamic systems; pressure and temperature; ideal gas laws; heat, work and energy; entropy; kinetic theory.

**PHYS-336 Modern Physics I, 3cr**

First part of a two term sequence dealing with quantum physics. Review of the experimental evidence for the wave properties of light and discussion of atomic spectra and electron spin, elementary wave mechanics, the hydrogen atom. the properties of many electron atoms and the periodic table, and the structure of molecules.

**PHYS-337 Modern Physics Lab, 2cr**

A series of experiments chosen according to each student's needs and interests in the fields of optics, electronics, and atomic, nuclear, and solid state physics.

**PHYS-338 Modern Physics II, 3cr**

Second part of a two term sequence dealing with quantum physics with primary emphasis on the physics of bulk matter: review of thermodynamics, classical and quantum statistics, the nuclear properties of solids, conductors, semi- and superconductors, ferromagnetism, nuclei, and elementary particles.

**PHYS-350 Field Experience in Physics, 3cr**

Practical experience in industrial or government physics laboratories under the joint supervision of the department and the laboratory. There are six hours of field experience required per week. This course may be taken up to three times.

**PHYS-361 Materials I: Structural, Mechanical and Thermal Properties, 3cr**

An introductory course on the properties of materials for students in all areas of science and technology. Topics include structural, thermal and mechanical properties of metals, alloys, ceramics, and plastics, and their explanation in terms of molecular and atomic properties. Lecture 2 hours, lab 2 hours.

**PHYS-362 Materials II: Electronic and Optical Properties, 3cr**

Companion course to Materials I with primary emphasis on the electronic properties of materials and their industrial use. Topics include conductors, semiconductors, superconductors, ferromagnetism and ferroelectricity, optical and infra-red properties. Lecture 2 hours, lab 2 hours.

**PHYS-365 Microprocessor Electronics, 4cr**

The course acquaints the students with the basics of microprocessor technology, both from the point of view of understanding the theory of operation, and in learning to program and use these devices to accomplish a given task. The Motorola 6800 is the principal example, and each student has access to a microprocessor trainer for practical lab experiences. Interfacing microprocessors to each other and to the outside world is included, and the course culminates with each student completing a major interfacing project. Lecture 2 hours, Lab 4 hours,

**PHYS-366 Communication Electronics, 3cr**

The course covers tuned circuits, radio frequency amplifiers, intermediate frequency amplifiers, cavity resonators and U.H.F. amplifiers, modulation, detection, R.F. power amplifiers, transmitters, transmission lines, antennas, television, and special topics in communication electronics, including digital methods and telemetry. Lecture 2 hours, lab 2 hours.

**PHYS-367 Transducer and Special Purpose Electronics, 4cr**

Lecture and laboratory on the characteristics of devices which convert physical quantities such as heat, light, motion, and sound into electrical signals. This includes both the practical aspects of using such devices and the intrinsic physical properties which makes their use possible. Sensors used include thermistors, thermopiles, microphones, solar cells, and piezoelectric/pyroelectric films. The course culminates with out student doing a major project, which may include computer interfacing to the transducers. Lecture 2 hours, Lab 4 hours.

**PHYS-369 Instrumentation Electronics, 4cr**

Lecture and laboratory course on the properties and uses of electronic scientific instruments used in making physical measurements, including computer interfacing. The instruments are studied from input transducer final output. A major emphasis is placed on laboratory work, where actual instrumentation circuits are built and tested. The course culminates with each student building an actual scientific instrument. Lecture 2 hours, Lab 4 hours.

## POLITICAL SCIENCE

Valerie Simms, Ph.D., Professor, Chair  
 Ellen Cannon, Ph.D., Professor  
 Asad Husain, Ph.D., Professor  
 John J. Murphy, M.A., Professor  
 Charles Pastors, Ph.D., Professor  
 Edward Uliassi, Ph.D., Professor  
 Kusol Varophas, Ph.D., Professor  
 Shu-Shin Wang, Ph.D., Professor

Political Science is central to an understanding of all basic social issues; therefore, an understanding of political life is indispensable for any well-educated person. The department currently offers an undergraduate major, a minor in political science, a minor in public administration, and a graduate program leading to the Master of Arts degree.

Areas of political science in which courses are offered include American Politics and Public Affairs; International Relations and Comparative Politics; and Political Theory. Within each area, major themes are explored (e.g., public policy and administration, political values and change, elite-mass relationships, and political parties and groups.)

Students interested in majoring in political science are urged to register as a major at the departmental office early, to meet with their advisors regularly, to check the current Schedule of Classes each term, and to become well acquainted with the requirements for political science majors. Information is available in the departmental office.

The Constitution examination required for graduation may be satisfied by taking the following course:

PSCI-AMER-216 American National Government	3cr
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This course also fulfills the teachers' certification requirement in American government.

### UNDERGRADUATE PROGRAMS

#### **Major in Political Science for the Bachelor of Arts Degree**

Students majoring in political science must take at least 33 credit hours in political science.

#### **Required Courses:**

Two introductory courses selected from:	6cr
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PSCI-IR-201	Introduction to World Politics	
PSCI-COMP-211	Comparative Political Systems	
PSCI-THRY-213	Concepts of Political Science	
PSCI-AMER-216	American National Government	
(These introductory courses are not open to majors in their senior year.)		
PSCI-210	Introduction to Political Science	3cr

(PSCI-210 must be among the first four political science courses taken .)	
Eight 300-level courses	24cr

to be distributed among:

5 courses in one area of emphasis \*

2 courses in a second area

1 course in a third area

Total	33cr
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\* The broad areas of emphasis recognized by the department are American Politics and Public Affairs (AMER, PA, and URB courses); International and Comparative Politics (COMP, ASIA, and I R courses); and Political Theory (THRY courses). These eight courses must be at the 300-level.

**Minor in Political Science****(18cr hrs.)**

A minor in political science may be structured to complement a student's major in another department or to develop an area of interest. An assigned advisor will counsel a student in choosing six appropriate courses.

The following two courses are required: One course selected from PSCI-IR-201, PSCI-THRY-213, PSCI-COMP-211 or PSCI-AMER-216; and the general survey of the discipline, PSCI-210. At least three courses should be taken at the 300-level.

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements. Please note that if you use PSCI-AMER-216 American National Government to satisfy the Social and Behavioral Science General Education requirement, you must add a course to the Minor. In that case total credit hours will be 21.

**Minor in Public Administration****(18cr hrs.)**

This minor will be of interest to students who would like to broaden the career opportunities available to them, students interested in public affairs and administration and students in non-traditional programs, such as the Board of Governors program, who wish to focus on governmental processes.

**Required Courses:**

PSCI-AMER-216	American National Government	3cr
PSCI-PA-332	Public Administration	3cr

At least two courses from the following: 6cr

PSCI-AMER-311	Public Policy	3cr
PSCI-PA-333	Public Organization Theory	3cr
PSCI-PA-367	Government Budgeting	3cr
PSCI-PA-375	Public Personnel Administration	3cr

Two 300-level courses relevant to Public Administration chosen with the aid of a departmental advisor, including, if desired, one or two additional courses from the list of four above 6cr

Total 18cr

For the 1994-1995 catalog period, students may find offerings of 300-level Public Administration (PA) courses to be irregular or infrequent, though the introductory PA 332 will be offered.

**GRADUATE PROGRAM****Master of Arts in Political Science**

Students have two options to choose from to fulfill the master's degree program requirements:

1. Thirty credit hours of course work, a thesis for six credit hours, and an oral examination, or
2. Thirty-six credit hours of course work, a written comprehensive examination, and an oral examination.

A student interested in the thirty credit thesis option must secure approval of the department. Only students who have demonstrated high proficiency in various aspects of graduate studies (writing, discussion, analysis, creativity, etc.) will be permitted to write a thesis.

**Requirements:**

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

Students must select one area of emphasis from the following:

American Politics and Public Affairs International and Comparative Politics Political Theory

Students are required to take:

1. PSCI-420 Classics of Political Science, preferably as a first course.

2. PSCI-421 Research Methods in Political Science, if possible before graduate seminar courses.
3. Five courses in the area of emphasis, including a 400-level seminar or a thesis seminar.
4. Three courses selected from a second area.
5. Two elective courses from any area of emphasis.

Students may take up to six (6) credit hours of cognate courses from other departments with prior approval of the graduate coordinator. Cognate courses taken without the graduate coordinator's prior approval may not be counted as part of the requirements for the degree.

A majority of the courses taken to complete the master's program must be at the 400-level. Students are strongly urged to choose courses, where possible, at the 400-level.

For further details concerning these requirements, contact the graduate coordinator of the department or the department chairperson.

### **COURSE OFFERINGS**

#### **PSCI-101 Introduction to Politics, 3cr**

A general introduction to politics, focusing on current political issues and events at the city, state, national, and international levels. Basic concepts and methods are introduced.

#### **PSCI-210 Introduction to Political Science, 3cr**

An introduction to the discipline through an examination of the concepts and skills utilized in the contemporary study of politics. The course provides an overview of political science, including its various sub-fields, and a framework for further study. This course does not satisfy General Education requirements.

#### **PSCI-317 Independent Study in Political Science, 3cr**

Intensive investigation of a special area of political science or a contemporary political issue.

#### **PSCI-327 Independent Study In Political Science, 2cr**

(See PSCI-317 for description.)

#### **PSCI-337 Independent Study in Political Science, 1cr**

(See PSCI-317 for description.)

#### **PSCI-373 Topics in Political Science, 3cr**

Exploration at an advanced level of current issues and special concerns in political science. Consult the schedule of classes for specific topics.

#### **PSCI-385 Field Experience, 3cr**

Placement in a government agency, political office or related institution for 8 hours per week. Opportunity for testing classroom concepts and theories, career exploration and the development of problem solving, research and social skills. Meetings arranged.

#### **PSCI-386 Internship I, 6cr**

(See description for PSCI-385. Hours in placement increased to 16 hours per week.)

#### **PSCI-387 Internship II, 6cr**

(See description for PSCI-385. Hours in placement increased to 16 hours per week.)

#### **PSCI-417 Readings in Current Political Issues, 3cr**

Intensive reading on a current issue in political science. In consultation with the instructor, students select topics within the general issue, prepare a reading program on the topic, analyze the problems and methods involved, and present a written and/or oral discussion of the major books and articles dealing with the chosen topic. Consult the Schedule of Classes for specific topics.

**PSCI-418 Graduate Internship, 3cr**

Placement in government agency, voluntary or third-sector organization, advocacy group, political office, or related institution. Opportunity for career-exploration, skill-development, or specialized training. (Hours in placement: 10 per week)

**PSCI-420 Classics of Political Science, 3cr**

An examination of selected classics of the discipline of political science, with a special emphasis on major contributions of the modern era. This course provides students with an opportunity for close analysis of complex works in political science.

**PSCI-421 Research Methods in Political Science, 3cr**

Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development to freshman designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techniques.

**PSCI-431 Thesis Seminar--Political Science, 6cr**

Guided research and preparation of the thesis required for the Master of Arts degree in Political Science.

**PSCI-432 Independent Study in Political Science, 3cr**

Research and investigation into special topics and preparation for a research paper(s) under individual faculty guidance. Prereq.:

**PSCI-433 Independent Study in Political Science, 2cr**

(See PSCI-432 for description.)

**PSCI-434 Independent Study in Political Science, 1cr**

(See PSCI-432 for description.)

**AMERICAN POLITICS AND PUBLIC AFFAIRS****PSCI-AMER-216 American National Government, 3cr**

Description and analysis of national political institutions and processes. Current issues and problems of American government.

**PSCI-AMER-301 Congress and the Legislative Branch, 3cr**

Introduction to the U. S. Congress as a political and legislative body; includes analysis of the committee system, rules, and differences between House and Senate; examines problems of representation and executive-legislative relations.

**PSCI-AMER-303 Public Opinion, Mass Media, and American Politics, 3cr**

The role of public opinion in American politics, techniques of polling and survey research, the impact of mass media on opinion and on candidate preferences; introduces concepts of political culture and socialization.

**PSCI-AMER-304 The American Judiciary and the Judicial Process, 3cr**

An analysis of the judicial policy-making process at all levels of the American judiciary with special emphasis on the Supreme Court's role in constitutional development, separation of powers, and the historical and political context of constitutional law doctrines, critical cases are examined. Prereq.:

**PSCI-AMER-305 Constitutional Law, 3cr**

The role of the Supreme Court and its impact on the constitutional development of the due process clause, civil liberties, First Amendment freedoms, and the equal protection of the laws are traced with particular emphasis on the assessment of the role of the Supreme Court vis-à-vis the states and the national government in protecting and restricting civil liberties.

**PSCI-AMER-307 American Ideologies, 3cr**



Exploration of various ideologies that attempt to explain the nature of American society and politics; a discussion of belief systems and value orientations; consideration of diversity and change in a system of fundamental stability; analysis of variants of left and right ideologies.

**PSCI-AMER-309 Pressure Groups: Power, Participation, and Public Policy, 3cr**

Examination of the role of interest groups in political systems, with emphasis on groups in American politics--their membership, organization, activities, goals, and impact on American public policy with special attention on the role of groups as representative agents and their functioning as facilitators or resistors with regard to social change.

**PSCI-AMER-311 Public Policy, 3cr**

Introduction to the analysis of public policy, including the policy-making institutions and processes; normative and empirical models of policy-making, and case studies of specific public policies.

**PSCI-AMER-315 Government and Economy, 3cr**

Exploration of the role and purpose of government and market in the American economy; discussion of contemporary issues (e.g., income distribution or government regulation); international comparisons.

**PSCI-AMER-321 Pro-Seminar in the American Political Process, 3cr**

Investigation of a particular feature of the American political process, an important development in the study of American politics, or the politics of a specific policy area, such as the presidential election process, the development of voting behavior studies, or the politics of national health care. Consult the Schedule of Classes for specific topics.

**PSCI-AMER-330 Political Parties and the Political Party System, 3cr**

The role of political party systems in American society and their impact on the electoral process, representation, and social change,

**PSCI-AMER-331 American Presidency and the Executive Branch, 3cr**

The role of the President and the executive branch in the American governmental system. Contemporary problems of the Presidency and the bureaucracy.

**PSCI-AMER-333 State Government and Politics, 3cr**

Examination of political institutions at the state level: governor, legislature, judiciary, constitution, parties, and administration. Analysis of state politics within and outside the institutional framework. Discussion of major problems and functions of state framework. Discussion of major problems and functions of state governments today. Emphasis on Illinois government and politics.

**PSCI-AMER-381 The Politics of Law, 3cr**

Consideration of various definitions of law, the impact of law on the behavior of various actors; the political, social, and economic forces which mold law; the influence of the legal system on the various actors within it; and theoretical efforts to explain the relationships of law and society, with emphasis on the trial courts, the organization of the bar, the origin of litigation, and the political consequences of lower court involvement in social conflicts.

**PSCI-AMER-388 Electoral Politics, 3cr**

A review of major developments in electoral politics (including political parties and electoral law) and voting behavior in recent years, and an analysis of current elections.

**PSCI-AMER-401 Seminar in American Policy-Making**

Analysis of legislative, executive, administrative, and judicial policy-making processes at the national government level with emphasis on current research, case studies in policy-making, and presentation of seminar papers.

**PSCI-AMER-402 Seminar in Political Behavior, 3cr**

Sociological and psychological perspectives in political science; how political attitudes and preferences are formed; comparative political cultures; social and psychological determinants of political participation and political decision-making; American voting behavior; discussion of current research in these areas;



**PSCI-AMER-422 American Political Elites, 3cr**

The nature and impact of elites in the American political system. Readings and discussion will include Plato, Marx, Michels, and various contemporary treatments of the nature of American society. Special topics will be covered on the basis of students' particular interests,

**PSCI-PA-325 Topics in Public Administration, 3cr**

Exploration at an advanced level of current issues and special concerns in public administration.

**PSCI-PA-332 Public Administration, 3cr**

Introduction to the role of public bureaucracies in the political system. A general overview of major concepts, processes, and problem areas in the field of public administration. Intended for undergraduate students; graduate students seeking a general overview of the field should take

**PSCI-PA-415. PSCI-PA-333 Public Organization Theory, 3cr**

Review of theories concerning public bureaucracies, their internal functioning and societal roles; analysis of the organizational setting of work and its implications; organizational effectiveness, decision-making, leadership and policy formulation, and change in public organizations.

**PSCI-PA-367 Government Budgeting, 3cr**

Fiscal policy and budget process; historically changing functions of budgeting -- from emphasis on control to managerial effectiveness; reassertion of Congressional authority in 1974 and the new budget cycle; zero-based budgeting; impoundment, transfer payments, and grant-in-aid.

**PSCI-PA-375 Public Personnel Administration, 3cr**

Organization and administration of the personnel function in public bureaucracies; relations of personnel management to operating departments and agencies; the scope of public personnel services; appraisal of policies and practices in selected areas of personnel management, such as selection and training, human relations, and motivation.

**PSCI-PA-407 Comparative Public Administration, 3cr**

Study of the significance of public administration in a comparative setting with particular emphasis on the Third World; cultural impact on bureaucratic behavior; international and United States technical assistance in public administration; bureaucracy and development; comparative public policy; Third World perspectives and the recent critiques of administratively Generated and First World inspired development.

**PSCI-PA-408 Seminar in Public Policy Analysis, 3cr**

Study of governmental policy and program implementation from the perspective of policy choice, decision-making, and evaluation. Topics include criteria for evaluation of policy, techniques of analysis such as forecasting and scenario development, impact analysis, client satisfaction, and inequalities of result.

**PSCI-PA-415 History and Literature of Public Administration, 3cr**

A review of major historical periods in public administration theory and practice and consideration of present tendencies and possible future developments. Consideration of standard summaries of the development of the discipline and primary, classical sources as well as key theorists and concepts of the discipline,

**PSCI-PA-419 Public Bureaucracies, 3cr**

Review of classic and contemporary literature on bureaucracy; analysis of the concept of bureaucracy; examination of selected public bureaucracies; strengths and limitations of the bureaucratic form of work organization; proposed alternative forms of work organization in the public sector; problems of accountability and public control.

**PSCI-URB-318 Urban Government Administration, 3cr**

Introductory survey of local governmental administration; powers of municipal corporations, special districts and other jurisdictions; taxation, revenue and budgeting, common administrative structures, and institutionalized forms of urban leadership and control.

**PSCI-URB-334 Urban Politics, 3cr**

Types of urban government and politics; ability of the governmental institutions to meet the demands and respond to the needs of urban areas; community power and control; citizen participation and decentralization of governmental services.

**PSCI-URB-349 Intergovernmental Relations, 3cr**

Impact of federalism on policy-making and administration in the American system; focuses on the interaction between federal government and states, metropolitan areas, and cities in the development and implementation of public policy.

**PSCI-URB-350 Chicago Politics, 3cr**

The structure of the government of the City of Chicago and its associated politics; the development of the Daley machine and its aftermath with particular focus on the impact of race on contemporary political behavior; including analysis of voting patterns and blocs within the City Council.

**PSCI-URB-357 Laboratory in Urban Politics, 3cr**

First-hand observation of urban governmental organization, political parties, and politically active citizen groups; written and oral reports and class discussion of field observations.

**PSCI-URB-405 Seminar in Urban Politics, 3cr**

Analysis of the politics of metropolitan areas, with emphasis on the mobilization of resources for urban problem-solving, and the political forces that impede the solution of such problems. Students will write and present research papers on urban politics in the Chicago metropolitan area.

**INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS****PSCI-ASIA-324 Government and Politics of China, 3cr**

The structure and activities of the Chinese Communist party and state communist outlook; ideologies and significant internal and foreign problems.

**PSCI-ASIA-341 Governments in Asia, 3cr**

Comparison of Asian political systems, including China, Japan, India, Pakistan, and Southeast Asian countries.

**PSCI-ASIA-342 International Relations in Asia, 3cr**

The foreign policies of various Asian nations with special attention to the relations among these nations as well as their relations with other areas of the world.

**PSCI-ASIA-343 Pro-Seminar in Asian Politics, 3cr**

Concentration on significant contemporary events in the politics of Asia and the implications of those events for future developments, Consult the Schedule of Classes for specific topics.

**PSCI-ASIA-348 Government and Politics in South Asia, 3cr**

Analysis of the constitution, governmental structure, and political process of India, Pakistan, the Himalayan states, and Sri Lanka. Discussion of current domestic and foreign policies.

**PSCI-ASIA-368 The Politics of Islam, 3cr**

Discussion of the religion of Islam and the Islamic political institutions; influence of Islamic political thought and religion on political systems currently operating in major Muslim countries.

**PSCI-ASIA-377 Government and Politics of Japan, 3cr**

The modern Japanese political system; the relationship between the Japanese people and their institutions, including the interrelationships between the traditional and the modern with emphasis on the structures and processes of Japanese government and politics since World War II.

**PSCI-ASIA-403 Seminar in Contemporary Political Problems of East Asia, 3cr**

Analysis of the major political systems of the region with emphasis on such topics as nationalism, westernization, and communism; discussion and presentation of seminar papers.

**PSCI-ASIA-411 Seminar in South Asian Politics, 3cr**

Examination of South Asian politics. Review of recent approaches to the study of this field. Students are exposed to a substantial portion of South Asian political literature; discussion, oral and written presentations.

**PSCI-COMP-211 Comparative Political Systems, 3cr**

Comparison of several diverse political systems to illustrate the range of political life and to provide a broad perspective from which to view the American political system.

**PSCI-COMP-312 Modern European Governments, 3cr**

Comparative study of the politics and governments of several

**PSCI-COMP-322 Politics and Governments of South America, 3cr**

Examination of the various political systems on the continent of South America with comparisons of social and political institutions of the various countries.

**PSCI-COMP-338 Politics of Sub-Saharan Africa, 3cr**

Examination and comparison of the politics of selected African states; particular emphasis on traditional heritage, colonial background, ideological setting, political parties, role of the military, governmental structure, and problems of nation-building.

**PSCI-COMP-340 Pro-Seminar in Comparative Politics, 3cr**

Examination of a special topic in comparative politics. Consult the Schedule of Classes for specific topics.

**PSCI-COMP-344 Politics of the Middle East, 3cr**

The impact of the physical environment, the economic conditions, and the historical heritage on the political structures presently operating in the region; analysis of the region in its world context.

**PSCI-COMP-351 The Politics of the Soviet and Post-Soviet World, 3cr**

Political history of the Soviet period, including the structure and operation of the Soviet Communist Party. Dissolution of the Soviet system, analysis of present transition period and future economic and political prospects for Russia and bordering states.

**PSCI-COMP-354 Political Change in Africa, 3cr**

Examination of concepts and processes used to analyze political change with particular emphasis on traditional societies and the processes of transformation, nation-building, role of the military, and ideologies.

**PSCI-COMP-355 Politics and Government of Mexico, Central America, and the Caribbean, 3cr**

The political systems in Mexico, Central America, and the Caribbean; comparison of the social, economic, and political conditions of each; the strategic importance of this region to the United States.

**PSCI-COMP-360 Canadian Government and Politics, 3cr**

The Canadian political system with analysis of the constitutional development, the structure of government, political parties and pressure groups, problems of regionalism and nationality, questions of foreign policy and relationship with the United States.

**PSCI-COMP-365 Russia in International Politics, 3cr**

Analysis of the new Russian state as a leader of the former Soviet states and its former Warsaw Pact allies, tensions and new developments; relations with the United States and with the European Community; Russia as a major actor in global politics,

**PSCI-COMP-390 Gender and Politics, 3cr**

A study of the relationship of gender and gender roles to political attitudes, beliefs and behavior. The nature of political socialization is considered as well as political and economic structures pertinent to gender distinctions. The approach is comparative.

**PSCI-COMP-413 Seminar in Comparative Politics, 3cr**

Analysis of selected problems in comparative politics, such as the nature of political development, the relation of capitalism to various forms of government, the future of advanced industrial societies; presentation and discussion of seminar papers. Consult the Schedule of Classes for specific topics.

**PSCI-IR-201 Introduction to World Politics, 3cr**

General introduction to world politics with emphasis on current issues and events of importance at the international or global level. Basic concepts and methods of political analysis are introduced.

**PSCI-IR-302 United States Foreign Policy Since World War II, 3cr**

Description and analysis of the important changes in traditional American foreign policy that have occurred since World War II; the international responsibilities that the United States has shouldered as a world power; the political, economic, and social factors that are conditioning and limiting American foreign policy today.

**PSCI-IR-313 Contemporary International Relations, 3cr**

Basic principles and problems; emphasis on contemporary issues in international political life.

**PSCI-IR-316 War and Peace, 3cr**

War as a social institution; causes of war and the conditions of peace; prospects and proposals for a peaceful world order.

**PSCI-IR-319 International Law, 3cr**

Evolution of international law from theological statements to modern jurisprudence; ramifications of the state as the single most important international person and its multifaceted activities; case briefing as a method of studying international law.

**PSCI-IR-320 United States and the World Economy, 3cr**

A study of the nature and structure of the world economy and the role played by the U.S. in the post-World War II economy. Topics such as the Bretton Woods System, the Gold Window and flexible exchange rates and their political, social, economic and strategic dimensions.

**PSCI-IR-328 International Terrorism, 3cr**

Investigation of terrorism, beginning with the problem of definition. Origins and evolution of terrorism as well as motivations and inspirations of those who have embraced terrorism. A selection of terrorist organizations will be studied.

**PSCI-IR-359 Pro-Seminar in International Relations, 3cr**

Study of specific topics or significant developments in international relations. Recent topics include, multinational corporations, arms control and disarmament, and politics of world minorities. Consult the Schedule of Classes for specific topics. Prereq.:

**PSCI-IR-364 Principles of International Relations, 3cr**

Content and method of studying international relations; classical and behavioral approaches.

**PSCI-IR-366 International Relations of the Middle East, 3cr**

Struggles for power and peace in this strategic region of the world; nature and frequency of interactions between the nations of the region and between these nations and the great powers.

**PSCI-IR-378 International Organizations: Theory and Practice, 3cr**

Evolution of existing theories in the area of worldwide and region-wide cooperation amongst Sovereign states. Survey of writings of recognized scholars, as well as commentaries.

**PSCI-IR-406 Seminar in International Relations, 3cr**

Analysis of selected problems in international relations, such as causes of international conflict, international diplomacy, conflict resolution, and problems in international law; presentation and discussion of seminar papers. Consult the Schedule of Classes for specific topics.

**PSCI-IR-407. Political Integration In Western Europe, 3cr**

Focus on post-World War II political integration in Europe; examination of various European international and supranational organizations, with emphasis on the dynamics of political integration in the European Community.

**PSCI-IR-412 Seminar in the Behavioral Aspects of International Relations, 3cr**

Research, seminar papers, and discussion on the socio-psychological approaches to the study of international relations; topics include the role of nationalism in international conflict, decision-making in international relations, national and international image formation, and the socio-psychological determinants of foreign policies.

**POLITICAL THEORY****PSCI-THRY-213 Concepts of Political Science, 3cr**

Analysis of a number of crucial political concepts, such as equality, justice, political obligation, representation, rights, and law.

**PSCI-THRY-306 Contemporary Political Philosophy, 3cr**

Problems of contemporary political philosophy are examined through selected writings of twentieth century political philosophers with particular emphasis on the breakdown of authority, political obligation, the decline of political participation, technology versus human values, revolution, the use and meaning of violence, and the concept of public interest.

**PSCI-THRY-320 Early American Political Thought, 3cr**

Topics including the American revolution, the writing of the constitution, and the crisis of the Republic will be examined through selected writings of the following theorists and activists: Winthrop, Adams, Paine, Jefferson, Hamilton, Madison, Calhoun, Stanton, Thoreau, Douglass, Grimke, and Lincoln.

**PSCI-THRY-326 Selected Political Theorists, 3cr**

An in-depth examination of a selected political theorist's works as well as the critical literature. A different theorist will be examined each semester. Consult the Schedule of Classes for specific topics.

**PSCI-THRY-335 Classical Political Theory, 3cr**

Analysis of the concept of a political community in terms of obligations, rights, the public interest, the just state, and the just individual. Selected writings of Plato, Aristotle, Sophocles, Aristophanes, Xenophon, and others.

**PSCI-THRY-336 Modern Political Theory, 3cr**

Analysis of the tensions between the individual and society. Concepts of society, natural rights, political obligation, consent, the rule of law, social contract, and revolution examined through selected writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mills, Marx, and Pateman.

**PSCI-THRY-339 Contemporary Political Analysis, 3cr**

Analysis of behavioralism, decision-making theories, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interest group theory.

**PSCI-THRY-352 African Political Thought, 3cr**

African political thought is examined through selected writings of important African leaders and writers dealing with political development in the new states of Africa with particular focus on the problems of African identity (African values versus westernization), African socialism, Pan-Africanism, and the one party state.

**PSCI-THRY-363 Pro-Seminar in Political Theory, 3cr**

In - depth reading and discussion of concepts and modes of analysis relevant to political theory. Consult the Schedule of Classes for topics.

**PSCI-THRY-379 Law and Social Change, 3cr**

An assessment of the possibilities and limitations of law as an instrument of social change through an examination of the status of minorities and women, the social control of corporate behavior, and the politics of rights.

**PSCI-THRY-416 Seminar in Selected Problems in Political Theory, 3cr**

An examination of crucial problems in political theory; the basis for moral values, political obligation, the nature of state, the concept of human nature, theories of representation, political change, and natural rights.

## PSYCHOLOGY

Saba Ayman-Nolley, Ph.D., Associate Professor, Chair  
 Rebecca L.H. Berman, Ph.D., Assistant Professor  
 Margaret E. Condon, Ph.D., Professor  
 Ruth Breckenridge Church, Ph.D., Assistant Professor  
 Hubert Dolezal, Ph.D., Professor  
 Maureen Wang Erber, Ph.D., Assistant Professor  
 Carol A. Gaetjens, Ph.D., Assistant Professor  
 Arnold W. Gordon, M.S., Assistant Professor  
 William J. Pizzi, Ph.D., Professor  
 Dorothy Rigby, Ph.D., Professor  
 Therese Schuepfer, Ph.D., Professor

Psychology is the social science which deals with human behavior in all its forms: psychological, cognitive, emotional, individual, and group. Its methods range from those similar to the ones used in the humanities to those used in the natural sciences. It offers students a perspective which is not only a career in itself but also a useful adjunct to any discipline.

The Department of Psychology offers an undergraduate program that leads to a Bachelor of Arts degree in Psychology and a graduate program which leads to a Master of Arts in Gerontology. In both of these programs, the department prepares students for careers in those areas that make particular use of a knowledge of human behavior and development. These include human resource and personnel positions in industry, direct service work in the social services, and research associate positions in academic and industrial settings. Students are also prepared for pursuing further education in any of the major areas of psychology.

The department faculty members represent a number of theoretical approaches as well as a wide range of content areas. This enhances the student's opportunity to become acquainted with the full scope of this broad and complex subject. Because of the need to create a combination of courses consistent with their career goals, students are urged to form a continuing relationship with a faculty advisor in the department early in their major.

The interdisciplinary nature of psychology requires familiarity with other fields. Students intending to pursue graduate studies should have a strong background in mathematics and the natural sciences. All psychology majors will benefit from course work in philosophy, physiology, literature, history, the social sciences, and computer science.

Students should seriously consider participating in the optional field experience program. For details, see the section on Field Experience. Additional information is available from the department program advisor.

Minors in psychology and in gerontology are also offered.

### UNDERGRADUATE PROGRAMS

#### Major in Psychology for the Bachelor of Arts Degree

##### Required Courses:

PSYC-200	General Psychology	4cr
PSYC-202	Statistics and Research Methods I	3cr
PSYC-302	Statistics and Research Methods II	3cr

Select one of the following:

3cr

PSYC-308	Laboratory, Research Methods: Tests and Measurements
PSYC-316	Laboratory, Research Methods: Child Psychology
PSYC-331	Laboratory, Research Methods: Personality
PSYC-351	Laboratory, Research Methods: Physiological Psychology
PSYC-361	Laboratory, Research Methods: Social Psychology
PSYC-372	Laboratory, Research Methods: Operant Conditioning



PSYC-374 Laboratory, Research Methods: Perception and Cognition

Select one course from each of the following three categories: 9cr

- A. PSYC-316 Physiological Psychology, or PSYC-370 Theories of Learning, or PSYC-373 Human Perception
- B. PSYC-330 Theories of personality, or PSYC-340 Abnormal Psychology
- C. PSYC-310 Developmental Psychology, or PSYC-360 Social Psychology

Two electives in psychology 6cr  
(200 or 300 level, up to one 200 level may be used)

### Senior Capstone Project

(select one of the following, with approval from a department faculty advisor) 3cr

- PSYC-395 History and Systems of Psychology
- PSYC-391 Field Experience in Psychology
- PSYC-381 Independent Study in Psychology (directed research)
- PSYC-393 Seminar in Teaching Total 30-31cr

NOTES: Psychology courses used as electives within in the major must be at the 200 or 300 level. No more than one 200 level course may be used here.

The following rules apply to the major and minor in psychology and the minor in gerontology: Transfer courses must be approved by the department before being applied to the major or minors. For transfer students at least one half of the courses applied to the major (15 semester hours) or minors (9 semester hours) must be taken at Northeastern. No more than two courses (6 semester hours) transferred in from junior/community colleges may be applied to the major or minors. Junior/community college courses may not be used in place of 300-level Northeastern courses. Students who transfer in an approved 3 semester hour course equivalent to General Psychology may complete the major with 30 semester hours, or the psychology minor with 18 semester hours.

The same courses may not be used to fill requirements in two different programs within the department.

Minor in Psychology (19 or. hrs.)

### Required Courses:

PSYC-200 General Psychology 4cr

PSYC-202 Statistics and Research Methods I 3cr

Select one course from each of the following three categories: 9cr

- A. PSYC-316 Physiological Psychology, or  
PSYC-370 Theories of Learning, or  
PSYC-373 Human Perception
- B. PSYC-330 Theories of personality, or PSYC-340 Abnormal Psychology
- C. PSYC-310 Developmental Psychology, or  
PSYC-360 Social Psychology

One elective in psychology 6cr

(300 level)

(See "Notes" above for additional information about earning a minor in psychology.)

### Minor In Gerontology (18cr hrs.)

The minor in gerontology is designed to help meet the need for trained professionals in the field of aging. Students gain theoretical knowledge about the process of aging as well as the practical knowledge needed to work with the aged. Courses focus on both middle-aged and older adults.

### Required Courses:

PSYC-AGED-221 Introduction to Gerontology 3cr

PSYC-AGED-384	Psychotherapy with the Aging	3cr
PSYC-AGED-385	Psychosocial Development and Aging	3cr
PSYC-AGED-386	Seminar in Aging	3cr

Practicum or field placement (in a designated academic department or in the Department of Psychology) 3cr

An interdisciplinary elective from the department's approved list 3cr

Total 18cr

(See "Notes" above for additional information about earning a minor in gerontology.)

## NEUROSCIENCE

The departments of Psychology and Biology co-sponsor courses designed to prepare students for graduate work in areas related to neuroscience. The courses emphasize interdisciplinary studies and actual research experience. Interested students are advised to contact the chairperson of the Psychology or Biology Departments as early as possible in their academic careers.

## FIELD EXPERIENCE

Academic credit may be earned through relevant work at field centers such as: psychiatric hospitals, correctional facilities, drop-in centers, schools, and businesses. The work may involve counseling, outreach, tutoring, or research. This program serves to integrate theoretical concepts with practical experience. Training is jointly supervised by a field experience supervisor on site and a faculty member on campus. Information about an undergraduate field experience may be obtained from the program advisor in the psychology department.

## GRADUATE PROGRAM

### Master of Arts In Gerontology

The master's degree program in gerontology has two purposes. Through required courses it provides students with a broad conceptual foundation for further study and research in the field of gerontology. Through elective courses in gerontology as well as graduate courses in other departments, it encourages students to develop expertise either in direct service to older people or administration and policy analysis. The program also prepares students for advanced studies leading to the Ph.D.,

By design, the program is part-time, with courses offered in the evening. A student may graduate in 3 years by enrolling in two courses (6cr) fall and spring semesters.

### Requirements for Admission to the Program:

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

Applicants must have obtained a bachelor's degree from an accredited institution. They must have completed 15 undergraduate hours in the social sciences (psychology, sociology, anthropology, etc.). Of these 15 hours, at least 3 hours must be in gerontology. Applicants with at least 6 months of direct work experience with the elderly may petition to substitute this experience for the 3 hours of prerequisite credit in gerontology. In addition, applicants must have completed one course in research methods or statistics. Finally, all applicants must submit a 2-3 page essay outlining their interests and objectives in the field of gerontology. No specific entrance examinations are required.

### Requirements for the Degree:

To obtain a master's degree in gerontology, a student must complete 36 credit hours of work. This will include 21 required and 15 elected hours. No more than 3 of the elective courses may be taken at the 300 level. A student is required to write a master's thesis. Required and elective courses are taken according to whether a student writes a research paper or thesis, and an internship will be prescribed for students who lack formal experience in working directly with the elderly.

### Required Courses:

PSYC-AGED-401	Gerontology: An Overview	3cr
PSYC-AGED-402	Developmental Processes and Aging	3cr
PSYC-AGED-408	Research Methods	3cr

ESCR-422	Physiology of Aging	3cr
MNGT-370	Principles of Management	3cr
PSYC-AGED-422	Thesis Seminar	6cr
Total		21cr

Elective Courses: Select 15 credit hours.

(See catalog for course descriptions in other departments.)

PSYC-AGED-406	Aging and the Family	3cr
PSYC-AGED-410	Administration of Social Service	3cr
PSYC-AGED-412	Psychodynamics of Aging	3cr
PSYC-AGED-416	Internship	3cr
PSYC-AGED-418	Public Policy and Aging	3cr
PSYC-AGED-455	Advanced Topics in Aging	3cr
ANTH-317	Health, Illness, and Culture	3cr
COUN-473	Introduction to Family Counseling	3cr
COUN-474	Advanced Family Counseling	3cr,
COUN-476	Grief Counseling	3cr
EDFN-418	Seminar in Development and Learning .	3cr
HRD-401	The Adult Learner	3cr
MNGT-371	Behavior	3cr
MNGT-374	Human Resource Planning	3cr
PSCI-AMER-311	Public Policy	3cr
PSYC-304E	Proseminar: Family Studies	3cr
PSYC-340	Abnormal Psychology	3cr
PSYC-345	Theories and Methods of Individual Therapy	3cr
PSYC-346	Theories and Methods of Group Therapy	3cr
SOC-302	Sociology of Aging	3cr
SOC-312	Sociology of Health Care	3cr
SOC-338	Sociology and Social Policy	3cr
SPCH-COMM-316	Family Communication	3cr,
Total Elective Hours		15cr

<b>Program</b>	<b>Total</b>	<b>36cr</b>
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### COURSE OFFERINGS

#### **PSYC-100# Introduction to Psychology, 3cr**

An introduction to the study of psychology as a dynamic and changing system of interrelated and interacting areas. (Formerly PSYC-102)

#### **PSYC-110# Life Span Development, 3cr**

An introductory class on human development across the life span, from conception to death. Explores the description, explanation, and function of different aspects of development: physical, psychological, and social. Designed as a general education course for non-majors, the main purpose of the course is to present the general underlying structures and mechanisms of development. Some of the major theories and research findings will also be covered.

#### **PSYC-115# Parenting, 3cr**

A practical course for parents and parents-to-be emphasizing psychological principles for encouraging appropriate and eliminating inappropriate behavior in children. (Formerly PSYC-112)

#### **PSYC-200 General Psychology, 4cr**

General introduction to the study of psychology as a science. A personalized system of instruction permits flexible scheduling and different rates for fulfilling requirements. The text covers approximately 25-30 units of material. Tutoring and instructional aides are available. (Formerly PSYC-201 )

#### **PSYC-202 Statistics and Research Methods I, 3cr**

The first half of a sequence that is intended to prepare students to be consumers/producers of research. In this course students will learn basic descriptive statistics, correlation and regression, basic elements of research design and APA style. Students will be required to design a project and write the introduction and method. (Formerly PSYC-317)

**PSYC-215 Child Psychology, 3cr**

Basic theories, concepts, principles, and research data concerning the physical, intellectual, emotional, and social aspects of development in children. (Formerly PSYC-212)

**PSYC-241 Introduction to Modern Psychology: The Control Theory View, 4cr**

Presentation of the feedback-control theory as an alternative to the usual introductory course in General Psychology. Survey of traditional fields of psychology--physiological, developmental, learning, perception, personality, social and clinical--in terms of a basic unified concept of feedback-governed environment control.

**PSYC-302 Statistics and Research Methods II, 3 cr.**

This course is the second half of a sequence that is intended to prepare students to be consumers/producers of research. In this course students will learn parametric and nonparametric inferential statistics through three-way analysis of variance, elements of complex experimental and quasi-experimental design, and research elements of APA format. Students will be required to collect data, analyze and discuss results, and write a formal results and discussion section. (Formerly PSYC-318)

**PSYC-303 Advanced Statistics, 3cr**

An extension of concepts covered in the introductory statistics course (PSYC-302): advanced correlation techniques, analysis of variance, and sampling statistics. (Formerly PSYC-321 )

**PSYC-304 Pro-Seminar in Psychology, 3cr**

Special and timely topics in psychology. Discussion, reading, and/or library research. Consult the Schedule of Classes for specific topics.

**PSYC-307 Psychological Tests and Measurements, 3cr**

Principles and methods of measurement and evaluation: elementary statistical concepts, reliability and validity, interpretation of test results, standards for psychological and educational tests, principles of test construction, and use of psychological and educational tests. (Formerly PSYC-331)

**PSYC-308 Laboratory Research Methods in Psychology: Tests and Measurements, 3cr**

Development, construction, scoring, standardization, determination of reliability and validity of simple tests in psychology. (Formerly PSYC-363)

**PSYC-310 Developmental Psychology, 3cr**

Longitudinal study of the development of behavior throughout the life span, including physiological factors and their bearing on the psychosocial adjustment of the individual in childhood, adolescence, adulthood, and later maturity. (Formerly PSYC-301 )

**PSYC-311 Psychosexual Development, 3cr**

Study of the development of sex differences, from the acquisition of sex role identity in childhood through sex differences in adult personality, cognition, and role behavior. (Formerly PSYC-320)

**PSYC-312 Psychological Development in Women, 3cr**

Psychological development and identity formation in women with emphasis on personality, psychosexual, and cognitive development. (Formerly PSYC-315)

**PSYC-315 Advanced Child Psychology, 3cr**

Growth of the child's emotional life and personality and basic development principles. Psychological difficulties in children will be studied insofar as this study sheds light on the course of normal development. (Formerly PSYC-328)

**PSYC-316 Laboratory, Research Methods in Psychology: Child Development, 3cr**

Examination and application of research techniques and methods used in child and developmental psychology. Students will collect, analyze, interpret, and present research data. (Formerly PSYC-325A)

**PSYC-318 Psychopathology of Childhood, 3cr**

Study of the dynamics of pre-adolescent neurotic disturbances. (Formerly PSYC-397)

**PSYC-319 Child Development in-Cross-Cultural Perspective, 3cr**

Comparative studies of child rearing practices in varying cultural and sub-cultural milieus, including those in the United States; effects of such differences on subsequent adult personality in the cultures under consideration; problems of "normal" and "abnormal" behavior. (Formerly PSYC-334)

**PSYC-320 Adolescent Psychology, 3cr**

Nature of adolescent development and adjustment: physical, intellectual, emotional, and social aspects. (Formerly PSYC-329)

**PSYC-322 Emotional Disturbances of Adolescence, 3cr,**

Study of the psychological dynamics and of the problems and conflicts which the adolescent may experience during this distinct phase of his/her life.  
(Formerly PSYC-310)

**PSYC-330 Psychology of Personality, 3cr**

Contemporary theories of personality development and personality dynamics, and definitions of the healthy personality. (Formerly PSYC-311)

**PSYC-331 Laboratory, Research Methods in Psychology: Personality, 3cr**

Research methods used in the study of "personality." Collection, analysis and interpretation of research data, and reporting results. (Formerly PSYC-325B)

**PSYC-333 Humanistic Theories of Personality, 3cr**

Approaches of the third force psychologists to the study of personality development. (Formerly PSYC-337)

**PSYC-334 Psychoanalytic Theories of Personality, 3cr**

Systematic comparison of the central concepts of Freudian and neo-Freudian analytic psychology, with special emphasis upon the contributions of ego psychology, implications for learning and for normal and abnormal personality development. (Formerly PSYC-340) q.:

**PSYC-340 Abnormal Psychology, 3cr**

Overview of psychopathology; similarities and differences between "normal" and "abnormal groups." (Formerly PSYC-312) PSYC-345 Theory and Methods of Individual Therapy, 3cr  
Overview of various approaches to psychotherapy. (Formerly PSYC-332)

**PSYC-346 Introduction to Group Psychotherapy, 3cr**

Study and application of the underlying principles of several approaches to group processes; e.g., T-groups, growth (Rogertan) groups, rational-emotive groups, Gestalt groups, T.A. groups.  
(Formerly PSYC-350)

**PSYC-350 Physiological Psychology, 3cr**

Lectures on physiological research techniques; ablation, lessening, electro-physiology, and neurochemistry. The neuron, synaptic, electrical and chemical events, sensory physiology, psychopharmacology, memory mechanisms, emotions, and vegetative functions are covered.  
(Formerly PSYC-316)

**PSYC-351 Physiological Psychology Lab, 3cr**

Techniques employed in the investigation of brain functions including surgical and testing procedures such as ablation, electrolytic lesions, implants of permanent electrodes, operant conditioning techniques, pharmacological experiments and demonstrations. (Formerly PSYC-354)  
Prereq.:

**PSYC-352 Introduction to Neuropsychopharmacology, 3cr**

Discussion of neuronal synapse and neurotransmitter action, and of the physiology and basic chemistry of the better known putative neurotransmitters; overview of the major and minor tranquilizers, the antidepressants, and the hallucinogens; examination of the better known relationships between neurochemistry, psychopharmacology, and behavior. (Formerly PSYC-381 )

**PSYC-353 Physiological Bases of Mental Disorders, 3cr**

Physiological and genetic aspects of mental disorders: major theories and current research models with emphasis on current literature and primary sources. (Formerly PSYC-382)

**PSYC-354 Seminar in Drug Abuse, 3cr**

Lectures, discussion, and selected readings concerning the psychological, sociological, and physiological aspects of drug abuse. (Formerly PSYC-345)

**PSYC-360 Social Psychology, 3cr**

Basic principles and research techniques in social perception, attitude formation, group dynamics, interpersonal attraction, and social influence. (Formerly PSYC-313)

**PSYC-361 Laboratory in Social Psychology, 3cr**

Application of techniques learned in Statistics and Research Methods to actual research topics in social psychology. Through lecture and laboratory, in which students actually collect and analyze data.

**PSYC-362 Introduction to Group Dynamics 3cr**

Study of the structures and interpersonal dynamics of small groups. (Formerly PSYC-352)

**PSYC-363 Advanced Group Dynamics, 3 or.**

Advanced study of the various methods and theories of group interaction and their application. (Formerly PSYC-353)

**PSYC-365 Industrial Psychology, 3cr**

An introductory survey of the diverse field of industrial psychology. Personnel selection, business organizations, marketing and advertising, human factors and human engineering, worker-supervisor relations, and executive behavior. (Formerly PSYC-314)

**PSYC-370 Theories of Learning, 3cr**

Psychological study of the processes of learning, problem-solving, and memory. Major historical theories of learning; demonstration of some basic research techniques. (Formerly PSYC-327)

**PSYC-372 Operant Conditioning Lab, 3cr**

Introduction to quantitative and experimental techniques in psychology as a natural science. Course work will cover experimental design, data collection and interpretation centered around operant conditioning techniques with the rat. (Formerly PSYC-306)

**PSYC-373 Human Perception, 3cr**

Study of how our perceiving and performing systems convert information from the environment and the self to action in everyday life. (Formerly PSYC-323)

**PSYC-374 Laboratory Research Methods in Psychology: Perception and Cognition, 3cr**

Research techniques and experiments in perception, cognition and learning. (Formerly PSYC-362)

**PSYC-381 Independent Study in Psychology, 1cr**

Special study projects in psychology specifically and individually contracted with the instructor. Arrangements should be made in the term prior to registration. (Formerly PSYC-357)

**PSYC-382 Independent Study in Psychology, 2cr**

(See PSYC-381 for description.)

**PSYC-383 Independent Study in Psychology, 3cr**

(See PSYC-381 for description.)



**PSYC-391 Field Experience in Psychology I, 3cr**

Experiential learning in psychology-related settings (such as psychiatric hospitals and schools) integrating both academic work and on-the-job experience. Arrangements should be made in the term prior to registration. (Formerly PSYC-379)

**PSYC-392 Field Experience in Psychology II, 3cr**

Advanced and specialized work. (See PSYC-391 for description). Arrangements should be made in the term prior to registration. (Formerly PSYC-380)

**PSYC-393 Seminar in the Teaching of Introductory Psychology, 3cr**

Introduces students to the theories and methods of post-secondary teaching as relevant to the field of psychology. Students participate with faculty in active teaching activities of an undergraduate psychology course. (Formerly PSYC-339)

**PSYC-395 History of Psychology, 3cr**

Psychology as a science from Wundt to present day. The course examines systems and describes and evaluates theories. (Formerly PSYC-335)

**PSYC-396 Senior Seminar in Psychology, 3cr**

Research and preparation of papers; provides for individual work by the student, and guidance through criticism by fellow students and faculty. (Formerly PSYC-351 )

**Aging****PSYC-AGED-221 Introduction to Gerontology, 3cr**

Introductory review of the nature of the aging population: characteristics, psychosocial aspects of aging. Overview of ideas and interests in gerontology.

**PSYC-AGED-384 Counseling and Psychotherapy for the Aging, 3cr**

Principles of therapeutic intervention for persons 50 years and older using strategies appropriate for this age group.

**PSYC-AGED-385 Psychosocial Development and Aging, 3cr**

Exploration of behavioral development and of the influence of social and environmental factors on the psychosocial development throughout the life span.

**PSYC-AGED-386 Seminar in Aging, 3cr**

Integrated and critical evaluation of problems and issues related to aging; assessment of research and of its application to the establishment of programs for the aged.

**PSYC-AGED-401 Gerontology: An Overview, 3cr**

An overview of gerontology, with emphasis on the demographic, economic, social and psychological characteristics of older people. This course will also examine social policy responses to this growing segment of the population.

**PSYC-AGED-402 Developmental Processes in Later Life, 3cr**

A life-span perspective focusing on individual aging processes in later life. Aging in adulthood and maturity will be approached from both psychological and sociological literature.

**PSYC-AGED-406 Aging and the Family, 3cr**

The role of the family in providing physical, emotional, and financial support over the life-span in a society that has increasing numbers of 3, 4, and 5 generation families.

**PSYC-AGED-408 Research Methods, 3cr**

An introduction to experimental and quasi-experimental research methods relevant to the field of gerontology. Focus will be on designing, conducting, analyzing, and interpreting research.

**PSYC-AGED-412 Psychopathology and Aging, 3cr**

An exploration of the literature on developmental and psychological processes in later life from the perspective of mental health.



**PSYC-AGED-416 Internship in Gerontology, 3cr**

An opportunity to acquire practical experience and apply knowledge in settings involving older people. The internship is required for students who have not had experience working with this age group. Students who wish to acquire new professional experiences may also elect an internship.

**PSYC-AGED-418 Public Policy and Aging, 3cr**

Major health care and economic policies affecting the elderly are examined to assess and understand their impact on lifestyle and social conditions.

**PSYC-AGED-420 Research Seminar, 3cr**

The integration of theoretical knowledge, practical application and research skills preparing the student to write a research paper on an interdisciplinary topic in aging.

**PSYC-AGED-422 Thesis Seminar, 6cr**

Focus on conceptualization and development of research that will fulfill requirements for a master's thesis in gerontology.

**PSYC-AGED-455 Advanced Topics In Aging, 3cr**

Social and psychological theories and concepts will be used to understand the aging person. Constructive intervention techniques for optimal aging will be discussed in topics such as health, sex roles, personality adjustments, and the family. Analysis of research on aging from a multidisciplinary approach.

## SOCIAL WORK

Bernard Headley, Ph.D., Professor, Chair  
 Wanda Bracy, M.S.W., Associate Professor  
 O. Evalyn Vigil de McCoy, M.A., Professor, Program Director  
 Jane Peller, M.A., Associate Professor

The Social Work program offers a Bachelors of Arts Degree in Social Work (BASW) accredited by the Council on Social Work Education. The curriculum is designed to prepare beginning level generalist social work practitioners who are committed to the values and ethics of the profession and the provision of quality services to diverse clients. Coursework and field experiences expose students to a variety of social work settings and clients who represent diverse socio-cultural backgrounds.

### UNDERGRADUATE PROGRAMS

#### Major in Social Work for the Bachelor of Arts Degree

Liberal Arts Requirements:		19cr
ANTH-212	Cultural Anthropology	3cr
BIOL-100	Introduction to Biology	3cr
ECON-215	Principles of Macroeconomics	3cr
PSCI-AMER-216	American National Government	3cr,
PSYC-201	General Psychology or	
PSYC-241	Introduction to Modern Psychology: The Control Theory View	4cr
SOC-100	Introduction to Sociology	3cr
<b>Required Courses in Social Work:</b>		42cr
SWK * 200	Introduction to Social Work	3cr
SWK-206	Human Behavior and the Social Environment I	3cr
SWK-207	Social Welfare Programs and Services	3cr
SWK-304	Social Work Practice I	3cr
SWK-305	Social Work Practice II	3cr
SWK-306	Human Behavior and the Social Environment II	3cr
SWK-309	Research and Quantitative Applications in Social Work	3cr
SWK-310	Research Practicum I	3cr
SWK-311	Research Practicum II	3cr
SWK-353	Field Seminar I	3cr
SWK-354	Field Seminar It	3cr
SWK-355	Field Practicum I	3cr
SWK-356	Field Practicum II	3cr
SWK-357	Analysis of Social Welfare Policies Services	3cr
Electives in Social Work		6cr
Total		67cr

Liberal Arts Requirements are prerequisite to the courses for the social work major.

Students interested in the major in social work must submit an application for admissions to the major and be approved by the program's Admissions Committee. Application forms are available in the program office.

Students should seek advisement from a program advisor right away to assure compliance with prerequisites and required sequencing of courses.

#### Minor in Social Work Required Courses:

SWK-200	Introduction to Social Work	3cr
SWK-207	Social Welfare Programs and Services	3cr
Electives		12cr

Total 18cr

The electives for the minor must be 200-level courses unless approved by the faculty advisor in the Social Work program office.

### **COURSE OFFERINGS**

#### **SWK-200 Introduction to Social Work, 3cr**

Overview of the social work field, its philosophical basis, historical development and future growth; introduction to the concept of generalist practice.

#### **SWK-202 Community Analysis, 3cr**

Methods of conducting research on local communities and racial/ethnic groups in the Chicago Metropolitan area; exposure to gathering, interpreting, and presenting information about a local community.

#### **SWK-203 Analysis of Cross-Cultural Interaction, 3cr**

Development of sensitivity when interacting with persons of diverse racial/ethnic backgrounds. Role of culture in human behavior and how one's culture interfaces with other cultures.

#### **SWK-206 Human Behavior and the Social Environment I, 3cr**

Introduction to the ecological perspective to understand behavior of individuals, groups, families, institutions and communities.

#### **SWK-207 Social Welfare Programs and Services, 3cr**

Covers content on the history of social welfare, current social welfare programs and the societal values that underlie these provisions.

#### **SWK-208 Human Sexuality and Social Work, 3cr**

Knowledge of sexuality as it is expressed in a variety of lifestyles and the application of social work values and ethics when working with sensitive issues in sexuality,

#### **SWK-250 Issues in Social Service Delivery, 3cr**

Covers major problems and issues in the field of social work. Topics Vary.

#### **SWK-302 Social Work Practice in Community Settings, 3cr**

Structure and functions of communities and models of community organizing; development of community organizing skills,

#### **SWK-304 Social Work Practice I, 3cr**

Parameters of professional social work relationship; skills in interviewing and data collection strategies, problem identification and client system assessment necessary for generalist practice, and

#### **SWK-305 Social Work Practice II, 3cr**

Skills in intervention planning, implementation, and evaluation of practice with different size systems and loci of intervention,

#### **SWK-306 Human Behavior and the Social Environment II, 3cr**

Examination of individual development over the life span from a generalist perspective; focus on how various systems impinge on behavior within each life stage and for different cultural groups. Prereq,:

#### **SWK-308 Administration and Planning in Social Work, 3cr**

Structure and function of formal organizations and administrative and planning tasks in social work agencies.

#### **SWK-309 Research and Quantitative Applications In Social Work, 3cr**

Content on basic and applied research concepts and methodology; assessment of empirical research published in professional social work literature; interpretation of statistical analyses,

**SWK-310 Research Practicum I, 3cr**

Taken concurrently with SWK-355. Focus is on the development of self-assessment skills; attention given to problem formulation and intervention monitoring.

**SWK-311 Research Practicum II, 3cr**

Taken concurrently with SWK-356. Continuation of SWK-310. Focus on evaluation of practice effectiveness; attention given to design and implementation of single system evaluation.

**SWK-325 Elective Practicum in Social Work, 3cr**

Internship in social service agency in which students are exposed to various experiences. Open to SWK majors only.

**SWK-327 Social Work Practice with Families, 3cr**

Overview of the field of family therapy; various approaches, differences in their underlying assumptions and their application in social work family assessments and interventions. 304,

**SWK-353 Field Seminar I, 3cr**

Taken concurrently with SWK-355. Integration of knowledge, values and skills with experience in the field practicum.

**SWK-354 Field Seminar II, 3cr**

Taken concurrently with SWK-356. Continuation of SWK-353.

**SWK-355 Field Practicum I, 3cr**

Taken concurrently with SWK-353. Beginning field experience; students are placed in a social work agency providing the opportunity to develop, test and reinforce social work knowledge, values and skills.

**SWK-356 Field practicum II, 3cr**

Taken concurrently with SWK-354. Continuation of SWK-355.

**SWK-357 Analysis of Social Welfare Policies and Services, 3cr**

critical analysis of social welfare policies and programs; focus on the impact of policy on direct practice.

## SOCIOLOGY

Bernard Headley, Ph.D., Professor, Chair  
 Samuel Betances, Ed.D., Professor  
 Ira Carruthers, Ph.D., Professor  
 Ronald Glick, D.Crim., Professor  
 Mary Ann Schwartz, Ph.D., Professor  
 Barbara M. Scott, Ph.D., Associate Professor  
 Susan Stall, Ph.D., Assistant Professor  
 Daniel Stern, Ph.D., Professor  
 Martha Thompson, Ph.D., Professor

The Sociology program offers courses leading to a Bachelor of Arts degree in sociology.

the systematic study of human societies, their patterns and arrangements, their of development and change. Course offerings theories, research methods, women's studies, race and ethnicity, social institutions, social and social change.

A major in sociology can provide a useful orientation for students who plan to attend graduate school or seek careers in such fields as education, criminal justice, urban planning, law, community organizing, social welfare, or research in government and private organizations.

### UNDERGRADUATE PROGRAMS

#### Major in Sociology for the Bachelor of Arts Degree

##### Required Courses:

SOC-100	Introduction to Sociology	3cr
SOC-335	Sociological Theory	3cr
SOC-337	Methods of Sociological Inquiry	3cr
SOC-346	Social Stratification	3cr
Electives in Sociology		24cr
Total		36cr

#### Minor in Sociology

##### Required Courses:

SOC-100	Introduction to Sociology	3cr
SOC-335	Sociological Theory	3cr
SOC-337	Methods of Sociological Inquiry	3cr
Electives in Sociology		9cr
Total		18cr

Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and certification requirements.

### COURSE OFFERINGS

#### SOC-100 Introduction to Sociology, 3cr

Fundamental concepts involved in understanding human societies. Socialization, culture, social interaction, social institutions, social stratification, and social change are discussed.

#### SOC-103 Social in equality ,3cr

Overview of the major historical, economic and sociological forces which have combined to shape the patterns and kinds of social inequality in the United States. Topics include class inequality, racial and ethnic inequality, sexism, ageism and handicappism. Systems of inequality in other societies are also examined.

#### SOC-105 Woman, Men, end Social Change, 3cr

This course will examine the roots of gender expectations and gender divisions; and historical and cultural variations in how gender has and is perceived. The course will raise questions about the consequences of the social organization of gender relations and the possibilities for change in the positions of men and women in society.

**SOC-204 Individuals, Groups and Society, 3cr**

A study of the individual and group relationships in society in terms of the various types of social collectives; primary and secondary groups, crowds and publics, collective behavior and social movements with emphasis on the symbolic nature of social interaction.

**SOC-205 Contemporary Social Issues, 3cr**

Analysis and interpretation of major contemporary social issues, such as war and peace, poverty, racism, sexism, power structures; critical evaluation of present and suggested programs to meet current problems.

**SOC-206 Sociology of Drug Abuse, 3cr**

Review of literature and current research on drug abuse. Examination of leading social explanations of drug abuse and consideration of drug treatment and prevention approaches.

**SOC-210 Revolution and Conflict, 3cr**

An analysis of selected major revolutions and/or revolutionary movements in developing and industrialized nations.

**SOC-214 Sociology of Marriage and the Family, 3cr**

The major issues involved in the criticisms of family systems with a view to predicting how current forms are likely to mesh with changing trends to form marriage and family patterns in the future. Areas of study include family history, changing demographic patterns, family structures, gender roles, sexuality, reproductive technology, marital interaction and power, marital dissolution, and reconstituted families.

**SOC-216 Contemporary American Institutions, 3cr**

An extensive examination of selected contemporary American institutions and their interrelationships.

**SOC-221 Sociology of Work, 3cr**

Examines work as both a social and economic phenomenon; focuses on the role of work in people's lives and on the nature of occupational roles as an element of social structure. Areas of study include the impact of technology on the meaning and organization of work, the global economy, reward structures, unemployment, and the changing composition of the labor force of the future. Prereq.: SOC- 100.

**SOC-250 Sociology of Deviance, 3cr**

Overview of the sociological works, both past and present, in the area of social deviance. In addition, traditional and alternative definitions and explanations of deviant behavior will be explored.

**SOC-270 Sociology of the Latina, 3cr**

Study of the role played by the Latina, and the social, economic and political issues that affect her life. The relationship between class and gender, and the impact of modernization on women's roles and status will also be examined.

**SOC-302 Sociology of Aging, 3cr**

The aging process, examined from both an individual and societal perspective; problems, potentials, and realities of aging. Topics of study include the nature and quality of relations among members of different generations, age norms, age constraints, and adult socialization as well as historical and cross-cultural comparisons of aging.

**SOC-306 American Women: The Changing Imago, 3cr**

Analyzes women's varying roles, statuses and life opportunities; covers the feminist movement, past and present with special emphasis on the intersection of gender, race, and social class.

**SOC-308 Sociology of the Syndicate, 3cr**

A systematic analysis of organized crime covering its history, present structure and activities, and its relationship to the U.S. ruling class and law enforcement agencies.

**SOC-309 Sociology of Racism, 3cr**

Survey of the sociological and historical development of the theories of race and racism and the impact these theories have had on the implementation of social policy. Black experience in America is highlighted and special attention is given to institutional expressions of racism in the Western world.

**SOC-312 Sociology of Health and Illness, 3cr**

Survey of theory and research concerning social and cultural factors in determining health and illness and description of health care organization and practice. Societal responses to health care problems.

**SOC-313 Population and Demography, 3cr**

Population characteristics and population dynamics in a variety of cultural settings; political, economic, and sociological implications of population trends, resources and approaches in demographic analysis

**SOC-314 Urban Sociology, 3cr**

Population characteristics, social structure, social change, and social policy associated with urbanization and community development. Focus on problems of the inner city.

**SOC-316 Race and Ethnic Relations, 3cr**

Across- cultural study of the patterns of interaction between racial and ethnic groups, analysis of the sources of prejudice and discrimination; examination of the relationships between race and ethnic relations and patterns of stratification.

**SOC-317 Sociology of Religion, 3cr**

Study of the social aspects of religious beliefs, practices and participation. The Church as a social institution and its relationship to social class, social control. Religion as a form of expressive behavior. The function of religion for the individual and for different social groups.

**SOC-318 Socialization Processes, 3cr**

Examination of socialization processes. Consideration of various theories from a symbolic-interactionist perspective, in which the individual is studied as a participant in groups, with special emphasis on sex role socialization.

**SOC-319 Topics in Race and Ethnicity, 3cr**

Exploration at an advanced level of selected issues in race and ethnicity. Consult the Schedule of Classes for specific topics.

**SOC-320 Topics in Sex and Gender, 3cr**

Exploration at an advanced level of current issues and concerns in the sociology of sex and gender. Consult the Schedule of Classes for specific topics.

**SOC-321 Topics in Medical Sociology, 3cr**

Exploration at an advanced level of selected issues in sociology of health and illness with emphasis on the assumptions and practices of the American Medical establishment. Consult the Schedule of Classes for specific topics.

**SOC-324 Political Sociology, 3cr**

An examination of the historical and contemporary dynamics of American political institutions considered as forces determining "who gets what, when, where, and how" in American society.

**SOC-325 Sociology of Mental Health, 3cr**



An overview of current knowledge of the causes, cures, or symptoms of mental disorders provided from a variety of perspectives. The significant relationship between mental illness and social conditions will be examined with particular emphasis on societal reaction to mentally ill people and to the mechanisms of social control.

**SOC-328 Extreme Right Groups, 3cr**

Various groups in the U.S. have traditionally used racism, sexism, and anti-semitism to justify political and physical attacks against people of color, feminists, and Jewish people. More recently, lesbians, gays, and people with A.I.D.S. have been the targets of their attacks. This course examines the Klan/Nazi/neo-Nazi movements in the U.S. and Western Europe, and focuses on key groups for intensive study.

**SOC-329 Sociology of Violence, 3cr**

cross cultural study and focus on social and psychological explanations of violence in American society.

**SOC-330 Upper Strata Crime in America, 3cr**

Examination of patterns in white collar crime, corporate infractions and government crime.

**SOC-331 Military Sociology, 3cr**

Focus on the question of U.S. military response to problems in Third World countries. In non-technical language, the issues of political-military responses to insurgencies and revolutions are discussed within the framework of the new military doctrine of low intensity warfare and mid-intensity warfare.

**SOC-332 Education As a Social Institution, 3cr**

Analysis of education as a cultural universal; the mutual influences of other social institutions and education; factors involved in the socialization of student personality; the urgent search for relevant values and standards for liberal arts education in a period of rapid and fundamental social change.

**SOC-335 Sociological Theory, 3cr**

History of social thought, the various interpretations of societal patterns; the theoretical orientations of classical sociological figures including Marx, Durkheim, and Weber and more recent orientations including conflict theory, symbolic interaction, and structural functionalism.

**SOC-337 Methods of Sociological Inquiry, 3cr,**

Emphasis on increasing students' abilities to communicate their understanding of social science research. Focus on learning social science research vocabulary, developing an understanding of issues in the philosophy of the social sciences, learning steps and procedures in sociological research, and using writing skills relevant to social science research.

**SOC-338 Topics in Social Policy and Social Change, 3cr**

Exploration at an advanced level of a social issue and the social policies that have been developed to deal with it. Consult the Schedule of Classes for specific topics.

**SOC-340 Sociology of Sexuality, 3cr**

critical discussion and reading of current research and literature on human sexuality; the continuous psycho-sexual development of children, adolescents and adults; heterosexuality, homosexuality and bisexuality; the use of sex by the media; pornography; prostitution; sex and the law; institutional sexuality; population control; marital sex; the effects of class background on sexual practices.

**SOC-341 Independent Study in Sociology, 3cr**

Research study in an area of special interest to the student involving research methodology and field studies.

**SOC-344 sociology of Black Women, 3cr**

Examination of Black women's collective experience, contemporary and historical; myths and realities of Black women's lives, including the combined effects of racism, sexism, and class oppression.

**SOC-345 Topics in Social Movements, 3cr**

Exploration of a particular social movement at an advanced and in-depth level. Consult the Schedule of Classes for specific topics.

**SOC-346 Social Stratification, 3cr**

Consideration of the role of social differentiation and stratification in the formation and maintenance of social organization; focus on the nature and consequences of various systems of economic stratification and inequality.

**SOC-347 Sociology of Media, 3cr**

Focus on advertising and other forms of mass media; functions and effects of mass media and the social context in which they are created with special attention throughout the course on the presentation of women and minorities in the media.

**SOC-351 Senior Seminar, 3cr**

Discussion, critical review and integration of students' work with current research. Preparation of a research paper with ongoing feedback from the instructor.

**SOC-356 Field Methods in Sociology, 3cr**

A presentation of the various methods used in field research with emphasis on observation, intensive interviews, and archival research. Students conduct supervised field research.

**SOC-357 Pro-Seminar in Sociology, 3cr**

Exploration at an advanced level of selected issues in sociology, Course topics vary and are generated by student demand, program need or faculty expertise. Consult the Schedule of Classes for specific topics.

**SOC-360 Sociology of Occupations and Professions, 3cr**

Exploration of the historical, theoretical and empirical literature on occupations and professions. issues to be explored include the relationship between occupations and the family, education, technology and the political environment.

**SOC-373 Community Field Studies, 3cr**

Chicago metropolitan field investigation of community conditions, local institutions and action programs, field investigations of community conditions, local institutions and action programs. Field investigations may be broad or concentrate on a particular school or community.

**SOC-375 Government Intelligence Agencies, 3cr**

A study of the various government agencies which collect intelligence within the U.S. and in foreign countries with emphasis on the kinds of intelligence gathered and the political uses to which it is put. The work of the CIA and the FBI are critically examined.

**SOC-376 Sociology of Working Women, 3cr**

An examination of the paid and unpaid work which typically falls to women in American society, the social characteristics of that work and the ways in which women are both led to choose and prevented from leaving that work. Covers current and past changes in the nature of "women's work? Investigates sex discrimination in various sectors of the labor force and current efforts to combat it.

**SOC-403 Independent Study in Sociology, 3cr**

Under the direction of an instructor, a student prepares a resource bibliography, reads relevant sources, and discusses the materials. A research paper is required.

**SOC-404 Seminar in Sociology, 3cr**

Analysis of major topic areas in sociology with special emphasis on resources and techniques for research, investigation, and problem- solving. Consult the Schedule of Classes for specific topics.

## SPEECH AND PERFORMING ARTS

David F. Unumb, Ph.D., Professor, Chair  
 Anna Antaramian, M.F.A., Assistant Professor  
 James W. Barushok, Ph.D., Professor  
 Bernard J. Brommel, Ph.D., Professor  
 Richard Hesler, M.A., Professor  
 Harold Hild, Ph.D., Professor  
 Ann House, Ph.D., Assistant Professor  
 David G. Jordan, Ph.D., Associate Professor  
 Maria Moraites, M.A., Professor  
 William R. Stewart, M.A., Assistant Professor

The Department of Speech and Performing Arts offers courses leading to the degrees of Bachelor of Arts and Master of Arts.

Speech and performing arts are inextricably linked with the fundamental process of communications. Students majoring in this field will learn to become more effective communicators while developing an appreciation of differing values and perceptions of their own lives and the world in which they live.

### UNDERGRADUATE PROGRAMS

The Department of Speech and Performing Arts offers a major program of study in liberal arts, leading to a bachelor of arts degree. Students may elect to create an informal program track by selecting their elective courses in speech communications, media or theatre.

A major may be declared by obtaining the appropriate form in the department office, C-618. At the time of declaring a major in Speech and Performing Arts, the student will be assigned an Academic Advisor from the department faculty.

#### Major in Speech for the Bachelor of Arts Degree

##### Required Courses:

SPCH-COMM-101	Foundations of Communication	3cr
SPCH-COMM-202	Voice and Diction	3cr

Two selected from the following: 2cr

SPCH-COMM-205	Debate Laboratory	1cr
SPCH-COMM-206	Individual Events Laboratory	1cr
SPCH-MASS-208	Media Laboratory	1cr
SPCH-PERF-139	Theatre Practicum	1Cr
SPCH-PERF-207	Interpreters Laboratory	1Cr

Two courses selected from the following: 6cr

SPCH-COMM-201	Introduction to Semantics	3cr
SPCH-COMM-215	Group Discussion	3cr
SPCH-MASS-260	Basic Television Production	3cr
SPCH-PERF-130	Introduction to Theatre	3cr
SPCH-PERF-255	Oral Interpretation of Literature	3cr

Electives: (including at least 12 credit hours at the 300 level) 18cr

Total 32cr  
(18cr hrs.)

#### Minor in Speech

##### Required Courses:

SPCH-COMM-101	Foundations of Communication	3cr
SPCH-COMM-202	Voice and Diction	3cr

Two courses selected from the following: 6cr

SPCH-COMM-201	Introduction to Semantics	3cr
SPCH-COMM-215	Group Discussion	3cr
SPCH-MASS-260	Basic Television Production	3cr
SPCH-PERF-130	Introduction to Theatre	3cr
SPCH-PERF-255	Oral Interpretation of Literature	3cr

Electives in speech or performing arts 6cr

Total 18cr

The Department of Speech and Performing Arts is in the process of revising the departmental minor. Students interested in a Speech and Performing Arts minor should consult with the Department Chairperson.

## GRADUATE PROGRAM

### Master of Arts in Speech

An in-depth study of speech research and the principles and practice of speech and the performing arts, this program is designed for teachers of speech at the secondary level, elementary school teachers, candidates for teaching positions in higher education, students interested in positions in business and industry, and as a preparation for further graduate study.

#### Requirements for Admission to the Program:

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

Applicants are required to have completed 15 undergraduate credit hours in speech and/or performing art courses at an accredited institution of higher education. Students who do not meet this requirement may be admitted to the program conditionally. Such students must satisfy this requirement prior to being admitted to degree candidacy.

#### Requirements for the Degree:

30 credit hours planned in consultation with a faculty advisor. A maximum of six hours in cognate areas may be included in the program with the approval of the graduate faculty committee of the Department of Speech and Performing Arts.

#### Required Courses:

SPCH-COMM-401	Introduction to Graduate Study in Speech	3cr,
One course from the following		3cr,
SPCH-COMM-404	Communication Theory	3cr
SPCH-PERF-430	Dramatic Theory	3cr
Electives selected from 400-level courses in Speech and Performing Arts		12cr
Electives selected from courses in Speech and Performing Arts at either the 400 or 300-level		12cr
Total		30cr

Students choose either the thesis or the non-thesis option. Students who do not write a thesis must place in the departmental library three finished term papers researched in 400-level courses as evidence of scholarly writing ability.

Theses must meet with the approval of the appropriate graduate committee. Students should enroll in SPCH-499, Thesis Seminar: Speech (6cr) while they write their thesis. The course counts towards the requirement of 400-level electives. Students may enroll one time only.

All degree candidates must pass a comprehensive written examination and, at the discretion of the graduate committee, an oral examination covering their areas of specialization. Students who choose to write a thesis must pass an oral examination on topics included in their thesis.

For further information, contact the departmental advisor for graduate study.

## COURSE OFFERINGS

### SPCH-499 Thesis Seminar: Speech, 6cr

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Speech and the Performing Arts.

### **Communications**

#### **SPCH-COMM-100 Introduction to Communication, 3cr**

The study of human communication with emphasis on how we communicate, the factors that influence the success of our communication interactions, and the areas in which communication takes place.

#### **SPCH-COMM-101 Foundations of Communication, 3cr**

The development of skills common to all forms of oral communication with emphasis on public speaking. Students will study organization, delivery, sources of materials, and language usage. Some attention to interviewing and interpersonal communication skills.

#### **SPCH-COMM-201 Introduction to Semantics, 3cr**

The study of words and symbols and the way people respond to them, A pragmatic examination of the way in which language, thought, and behavior interrelate.

#### **SPCH-COMM-202 Voice and Diction, 3cr**

Emphasis on improving voice quality, volume, projection, rate, articulation, and pronunciation.

#### **SPCH-COMM-203 Articulation and Pronunciation, 3cr**

An advanced diction course dealing with the precise production of oral American English in everyday and formal speech with emphasis on a high accuracy in general enunciation,

#### **SPCH-COMM-205 Debate Laboratory, 1cr**

Investigation and analysis of the current intercollegiate debate proposition. Instruction in basic techniques of public policy analysis. This course may be repeated once for laboratory credit towards graduation requirements by Speech and Performing Arts majors only.

#### **SPCH-COMM-206 Individual Events Laboratory, 1cr**

Open to all students who wish to participate in intercollegiate forensic events including public speaking, interpretation, and model United Nations experiences. This course may be repeated once for laboratory credit towards graduation requirements by Speech and Performing Arts majors only.

#### **SPCH-COMM-2f0 Public Speaking, 3cr**

Continuation of SPCH-COMM-101 with additional experiences in various types of public speaking. Students will videotape selected talks. Instruction in speech criticism.

#### **SPCH-COMM-211 Argument Theory and Practice, 3cr**

Study of the structure of argument, facilities of reasoning, and evidence. Practice in argumentation in small group, interpersonal, and public settings.

#### **SPCH-COMM-213 Interpersonal Communication, 3cr**

Study of how humans interact through the use of verbal and non-verbal symbols. Through participation and involvement, students explore communication as a process and examine messages, meanings, feedback, non-verbal elements, attention, listening, barriers and breakdowns as they affect communication.

#### **SPCH-COMM-214 Business and Professional Communication, 3cr**

Development of oral communication skills necessary for students entering organizations and businesses. Small group problem-solving and information-sharing discussion techniques; listening; superior-subordinate communication; interview skills; informative briefing skills; persuasive proposal skills.

#### **SPCH-COMM-215 Group Discussion, 3cr**

In-depth study of discussion as a tool of group problem-solving. Extensive participation in small-group experience.

**SPCH-COMM-301 Experiences in Non-Verbal Communication, 3cr**

Experiencing, analyzing, and evaluating non-verbal messages in experimental communication situations.

**SPCH-COMM-306 Studies In Speech, 3cr**

Group study of a selected topic in the field of speech under the guidance of a staff member who specializes in the topic. Consult the Schedule of Classes for specific topics.

**SPCH-COMM-308 Independent Study in Speech, 3cr**

Individual investigation into a topic of the student's choice. prereq.:

**SPCH-COMM-310 Persuasion, 3cr**

Contemporary theories and practices of persuasion; practice in preparing and judging persuasive messages. Analyses and evaluation of persuasive messages in society from the used car lot to the presidential campaign.

**SPCH-COMM-313 Sex Differences in Communication, 3cr**

Investigation of the effects of sex roles on communication behaviors, such as naming behavior, language acquisition, professional orientation, conflict management, self-image, dress and social roles.

**SPCH-COMM-314 organizational Communication, 3cr**

Evaluation of organizational communication climate and information flow-network analysis. Implementation of field research methodology to assess the communication practices of an organization.

**SPCH-COMM-315 Group Leadership, 3cr**

Theory and practice of the social-emotional and task-related aspects of small group leadership. Reading of standard works from the field of group dynamics.

**SPCH-COMM-316 Family Communication, 3cr**

Study of the family as a system with an examination of the role played by communication; the function of family roles, rules and power and how they operate to increase or decrease communication effectiveness in this system.

**SPCH-COMM-318 Communication Consulting, 3cr**

Examination of requirements, procedures, communication topic areas and levels of expertise needed for communication consulting with businesses, professional associations and governmental agencies.

**SPCH-COMM-322 Modern Rhetoric, 3cr**

Rhetorical theories from the modern era with attention to principal figures.

**SPCH-COMM-323 Controversy and Reaction in the British Tradition, 3cr**

Study of major intellectual and moral trends in British public and parliamentary debate from the mid-nineteenth century to the present day concentrating on imperialism, parliamentary reform, economic and social change, and religious and political liberty.

**SPCH-COMM-324 Rebels and Reformers in American Thought, 3cr**

Study of the speakers who through public communication had an impact on the course of American history from the colonial period to the present, such as Jonathan Edwards, Patrick Henry, Wendell Phillips, Robert Ingersoll, Angelina Grimke, William Lloyd Garrison, Carry Nation, Eugene V. Debs, Harry Truman, and Martin Luther King.

**SPCH-COMM-383 Professional Internship I, 3cr**

Professional activities in a selected field of communication, media or theatre, performed and supervised at public or private facilities, corporate communication sites, businesses, agencies,



theatres, etc. Application must be made to the department chair in advance in order to facilitate the preparation of the resume, site visits, and interviews necessary for satisfactory placement.

**SPCH-COMM-384 Professional Internship II, 6cr**

(See SPCH-COMM-383 for description.)

**SPCH-COMM-385 Professional Internship III, 9cr**

(See SPCH-COMM-383 for description.)

**SPCH-COMM-401 Introduction to Graduate Study in Speech, 3cr**

Problems, methods and resources involved in graduate study and research in all areas of speech.

**SPCH-COMM-404 Communication Theory, 3cr**

An analysis of communication theories and models to determine the nature and role of communication as a behavioral process in interpersonal relations, in groups, and in mass media.

**SPCH-COMM-414 Organizational Communication Theory, 3cr**

This course will provide an advanced look at the major elements of organizational theory which apply to organizational communication. This field, in a modern sense, began in the 1950's and since then has grown to be one of the biggest forces in speech communication today. We will examine what theories direct the reality of organizations and how much of that reality is managed for the purposes of controlling individuals, whether overtly or symbolically.

**SPCH-COMM-418 Seminar--Research Problems in Group Communication, 3cr**

Review of research scholarship in group communication; completion of an original research study.

**SPCH-COMM-428 Seminar--Research Problems in the Psychology of Communication, 3cr**

Review of research scholarship in the psychology of communication including a study of the nature of attention, emotion, motivation, and psycholinguistics; completion of an original research study.

**SPCH-COMM-434 Independent Study in Communication, 3cr**

individual investigation into selected topics in theory and practice of speech communication.

**Mass Media**

**SPCH-MASS-160 The Art of Film and Video, 3cr**

Introduction to the creative foundations of film and video art by analyzing the way sight, sound, and motion are used to communicate ideas and emotions; lecture, demonstration, screening, discussion.

**SPCH-MASS-165 The Business of Broadcast Media, 3cr**

Introduction to the business and creative processes, structure and function of American television and radio emphasizing the production, distribution and reception of news and information programming.

**SPCH-MASS-208 Media Laboratory, 1Cr**

Participation in various phases of production and management for either on-campus or off-campus radio, television, or film activities. This course may be repeated once for laboratory credit towards graduation requirements by Speech and Performing Arts majors only.

**SPCH-MASS-260 Basic Television Production, 3cr**

Analysis of the media, modes, materials, and techniques used for various program types, with special consideration of their utilization and artistry. Study tours, demonstrations and studio portable television production.

**SPCH-MASS-265 Mass Media and Society, 3cr**

Development and problems of the mass media; the history, regulation, and social and economic implications of the public arts; American systems and their relation to the media's cultural content and function.



**SPCH-MASS-360 Advanced Television Production, 3cr**

Conception and execution of a variety of TV programs; closed and open circuit; technical production of documentary, instructional, and dramatic programs.

**SPCH-MASS-363 Documentary Film, 3cr**

Historical survey of the international non-fiction film, including creative films, anthropological films, and television journalistic documentaries.

**SPCH-MASS-365 Contemporary Issues in Mass Media, 3cr**

Advanced study of the socio-psychological impact of the mass media upon contemporary society.

**SPCH-MASS-366 Creative Writing for Mass Media, 3cr**

Study of writing for the various media with practice in the creation of original works; experience in writing forms and content typical of the various media and criteria for evaluating written work; discussion of career opportunities.

**Performance****SPCH-PERF-130 Introduction to Theatre, 3cr**

Survey of the components of the theatrical experience and the function of the various contributors to the theatrical production. Attendance at selected theatrical productions is required.

**SPCH-PERF-131 Improvisational Drama, 3cr**

Emphasis on personal growth and development in the area of creative imagination and peer interaction in improvisational situations. A tool/technique for personal growth and for the potential performer in theatre arts.

**SPCH-PERF-139 Theatre Practicum I, 1cr**

Open to all students who participate in a departmental stage offering. This course may be repeated once for laboratory credit towards graduation requirements by Speech and Performing Arts majors only. Prereq.:

**SPCH-PERF-207 Interpreters' Laboratory, 1cr**

Participation in oral interpretation activities at local, regional, or national levels. This course may be repeated once for laboratory credit towards graduation requirements by Speech and Performing Arts majors only.

**SPCH-PERF-236 American Musical Theatre, 3cr**

Survey of the development of the American musical theatre with consideration of the problems inherent in the production of musicals.

**SPCH-PERF-239 Theatre Practicum II, 2cr**

Open to all students who participate in departmental stage offerings, Prereq.:

**SPCH-PERF-240 Technical Production A, 3cr**

An introduction to the geography of the stage, its machinery and materials, concepts of planning, organization and management for theatrical production.

**SPCH-PERF-241 Technical Production B, 3cr**

An introduction to the geography of the stage, its machinery and materials, concepts of planning, organization and management for theatrical production.

**SPCH-PERF-245 Acting I, 3cr**

The basic skills of acting including the actor's internal preparation for playing a role and the development of his/her external technique for projecting the role to the audience.

**SPCH-PERF-246 Acting II, 3cr**

Refinement of skills developed in Acting I with emphasis on the use of improvisation to develop and project characters from standard plays.

**SPCH-PERF-249 Make-up, 3cr**

Fundamentals of stage and television make-up for straight and character roles; emphasis on the application of make-up, historical periods and uses of masks are also considered.

**SPCH-PERF-255 Oral Interpretation of Literature, 3cr**

Development of intellectual and emotional responsiveness to prose, poetry and drama, and the ability to communicate effectively in performance.

**SPCH-PERF-309 Independent Study In Theatre Arts, 3cr**

Individual investigation into a topic of the student's choice. Prereq.:

**SPCH-PERF-330 Frontier Theatre, 3cr**

The history and development of the American Theatre from its beginning through 1905 with emphasis on the actors and actresses, the native American plays, the theatres of the era, the social customs that produced the theatrical environment and consideration of the related forms of American entertainment: showboats, minstrel shows, the traveling tent circus, and vaudeville.

**SPCH-PERF-331 History of Theatre to 1600, 3cr**

Chronological survey of the development of theatre and drama of the Western World from the early Greek festivals to the Elizabethan Theatre.

**SPCH-PERF-332 History of Theatre: 1600-1900, 3cr**

Chronological survey of the development of theatre and drama of the Western World from the Renaissance to the Twentieth Century.

**SPCH-PERF-333 Contemporary Theatre, 3cr**

Survey of theatre and drama of the Twentieth Century.

**SPCH-PERF-334 Drama, 3cr**

In-depth study of the major works of a single dramatist or movement, the relationship of those works to the period in which they were produced, and their place in history of dramatic literature. Consult the schedule of classes for specific topics.

**SPCH-PERF-339 Theatre Practicum III, 3cr**

Open to all students who participate in departmental stage offerings.

**SPCH-PERF-340 Stenographic Design I, 3cr**

Comprehensive, two trimester course in aesthetics and principles of scene design, costume design and stage lighting. Theory and practical application. Prereq.:

**SPCH-PERF-341 Stenographic Design II, 3cr**

(See SPCH-PERF-340 for description.)

**SPCH-PERF-345 Directing, 3cr**

Principles and techniques of the director's art.

**SPCH-PERF-347 Playwriting, 3cr**

Study of dramatic art with practice in the writing of plays for dramatic production. An attempt will be made to provide laboratory productions of outstanding student works.

**SPCH-PERF-348 Children's Theatre Workshop, 3cr**

Survey of theatre for children from creative dramatics to theatre in the secondary schools. All significant facets of play production are covered.

**SPCH-PERF-349 Summer Theatre, 3cr**

A laboratory class covering phases of musical theatre production in conjunction with the production of a musical. Includes acting, directing, set and costume design, choreography, lighting, props, publicity, theatre management as related to musical theatre.

**SPCH-PERF-352 Interpretation of Poetry, 3cr**

Literary analysis and oral performance of lyric, narrative, dramatic poetry, and other presentational forms.

**SPCH-PERF-353 Interpretation of Prose, 3cr**

Literary analysis and oral performance of both fiction and non-fiction, including novels, short stories, essays, letters, diaries, travel literature, and biographies.

**SPCH-PERF-354 Interpretation of Drama, 3cr**

Literary analysis and performance of plays, emphasizing the solo reader performing a variety of roles.

**SPCH-PERF-355 Advanced Oral Interpretation, 3cr**

Literary analysis of poetry and prose; presentation of individual and multiple performers.

**SPCH-PERF-357 Oral Interpretation of Shakespeare, 3cr**

Selected comedies, tragedies and histories, tracing the development of the dramatist; emphasis on special performance techniques to illuminate a thorough study of the plays. Prereq.:

**SPCH-PERF-359 Ensemble Interpretation, 3cr**

Theory and practice of oral interpretation by groups including choric readings, reader's theatre, and chamber theatre.

**SPCH-PERF-393 Creative Dramatics, 3cr**

Development of leadership in conducting creative dramatic programs to serve the needs of children from grades one through twelve.

**SPCH-PER F-423 Independent Study in Performing Arts, 3cr**

Individual investigation into selected topics in methods and materials for dramatic activities.

**SPCH-PERF-430 Dramatic Theory, 3cr**

Analysis of major theories of dramatic writing and dramatic production from Aristotle to Antonin Art and their influence upon theatre and drama.

**SPCH-PERF-431 Comparative Performing Arts, 3cr**

Comparison and contrast of the various performing arts such as ballet, opera, drama, film and television as they present specific works. Attendance at performances required.

**SPCH-PERF-432 Aesthetics of Theatre Production, 1cr**

A consideration of the production elements of acting, directing and design as they illuminate the script. Emphasis will be on criticism of productions of new scripts.

**SPCH-PERF-438 Seminar--Research Problems in Performing Arts, 3cr**

Review of recent scholarship in the performing arts; completion of an original research study.

**SPCH-PERF-446 Theatre Management, 3cr**

Managerial policies and practices in educational and community theatres with emphasis upon common problems and their solution. Prereq.:

**SPCH-PERF-458 Seminar--Research in Interpretative Arts, 3cr**

Review of research scholarship in the interpretative arts; completion of an original study.

## WOMEN'S STUDIES PROGRAM

The Women's Studies Program (WSP) is an interdisciplinary program concerned with critically re-examining the traditional body of knowledge about women and their various roles in society from a feminist perspective. The Women's Studies Program at Northeastern Illinois University began in 1971, and the official interdisciplinary Women's Studies Minor (described below) was approved in 1977. Originally a part of the Center for Program Development, it is presently under the College of Arts and Sciences. There is currently no major offered in Women's Studies, but it is possible for an undergraduate to design a major in Women's Studies through the University Without Walls program. Some graduate courses in Women's Studies are offered through several departments including English, History, Political Science, and Sociology.

The Women's Studies Program operates a Resource Center, located in A-108, which is staffed by volunteers and a student aide. The Center houses a Women's Studies library of books, periodicals, and recent clippings and articles. It is a drop-in Center where students, faculty, and staff can gather in a more informal setting. Call 583-4050, extension 3308, for current hours. WSP sponsors speakers, films, and a variety of events of interest to women. Women's Studies also publishes a monthly bulletin, "Women's Word", and a newsletter, listing cross-referenced courses every semester.

### **Minor in Women's Studies (21cr hrs.)**

The Women's Studies minor requires completion of 21 credit hours of women's studies courses from at least two academic departments. The courses must include (1) either "Women's Perspectives and Values," offered by WSP each fall and spring term, or "American Women, The Changing Image," a regularly offered sociology course, and (2) "Seminar in Women's Studies," offered by WSP each spring. The program coordinator serves as advisor for students choosing the Women's Studies minor.

## **COURSE OFFERINGS**

### **Women's Studies Program**

#### **WSP-101 Women's Perspectives and Values, 3cr**

This course examines the philosophical basis of patriarchy and analyzes the impact of gender on the lives of women. Emphasis is placed on the effect that ethnicity, race, class, and sexual orientation have in determining the status of women in our society. Feminist theory and creative writing are studied; women's voices, perspectives and values are discussed. (This is a General Education course in the area of Humanities.)

#### **WSP-283 Assertiveness Training for Women, 3cr**

The purpose of the course is to assist women in finding effective alternatives for the solutions of many familiar problems. It is designed to teach women how to handle themselves and their situations in an assertive manner. Women who have difficulty expressing both their positive and negative feelings, or who experience anxiety when asserting their rights can benefit from this course.

**WSP-321 Internship in Women's Studies, 1 or.** Placement in a university or community office that provides concrete services to women. This will be an opportunity to test classroom concepts in a field setting.

#### **WSP-322 Internship in Women's Studies, 2cr**

(See description for WSP-321 .)

#### **WSP-323 Internship in Women's Studies, 3cr**

(See description for WSP-321 .)

#### **WSP-331 Independent Study in Women's Studies, 1cr**

An intensive investigation of a special area of women's studies.

#### **WSP-332 Independent Study in Women's Studies, 2cr**

(See description for WSP-331 .)

**WSP-333 Independent Study in Women's Studies, 3cr**

(See description for WSP-331 .)

**WSP-350 Seminar in Women's Studies, 3cr**

This interdisciplinary seminar builds on knowledge gained in other Women's Studies classes. Research will focus on a different topic each year. Topics may include women and health, feminist research and theory, international women's movements, Latin American feminism, and others. Consent of the instructor is necessary. This course is a requirement for students completing the Women's Studies Minor and is eligible for graduate credit as well.

**cross-Listed Courses****Art**

ART-302F Studies in Art History: Women Artists  
ART-303 Images of Woman in Art

**Business and Management**

MNGT-378 Women in Management

**criminal Justice**

CRJU-311 Women, Crime, and the criminal Justice System  
CRJU-315A Proseminar: Women, Resistance, and World War II  
CRJU-315B Women, Poverty and Justice  
CRJU-315K Women, Justice, and the Law  
CRJU-315Q Women's Ethics, Patriarchal Justice  
CRJU-321 Women's Advocacy: Rape and Women abuse  
CRJU-324 Women as Political Prisoners  
CRJU-325 Women and Revolution: Theories of Justice

**English**

ENGL-302 Love in Western Literature  
ENGL-318Z Readings in American Literature: Women's Poetry, Women's Lives  
ENGL-358A Readings in British Literature: Women Writers  
ENGL-371 Studies in Women's Literature  
ENGL-444G Seminar in Romantic Literature: Jane Austen

**Health, Physical Education, Recreation, and Athletics**

HPER-PEMT-342B Pro-Seminar in HPER: Women and Health Care  
HPER-PEMT-342J Pro \* Seminar in HPER: Women in Sports

**History**

HIST-315 Women in Medieval Society  
HIST-338 Women in American History  
HIST-349 Women in Popular Culture  
HIST-410 Readings in Medieval Women's History  
HIST-436 Readings in Women's History of the U.S.  
HIST-446 Seminar in Women's History of the U.S.

**Philosophy**

PHIL-105 Feminist Philosophy  
PHIL-291 Philosophical Foundations of Oppression  
PHIL-351 Sexism and the Philosophy of Language  
PHIL-353 Feminism and the Philosophy of Science  
PHIL-373 Advanced Feminist Philosophy

**Political Science**

PSCI-AMER-3213 Pro-Seminar in American Political Process: Poverty, Racism and Sexism in Urban Areas  
PSCI-AMER-321W Impact of Public Policy on Women

PSCI-COMP-340A The Politics of Puerto Rican Women  
 PSCI-COMP-390 Gender and Politics  
 PSCI-THRY-379 Law and Social Change  
 PSCI-THRY-416A Seminar in Selected Problems: Feminist Political Thought

**Psychology**

PSYC-312 Psychological Development in Women  
 PSYC-311 Psychosexual Development

**Sociology**

SOC-105# Women, Men, and Social Change  
 SOC-214 Sociology of Marriage and the Family  
 SOC-270 Sociology of the Latina  
 SOC-306 American Women: The Changing Image  
 SOC-318 Socialization Processes  
 SOC-320A Topics in Sex and Gender: Issues in Reproduction  
 SOC-320B Topics: Dual-Career Marriage  
 SOC-321D Topics in Medical Sociology: Women and Health  
 SOC-329 Sociology of Violence  
 SOC-338B Topics in Social Policy and Social Change: Work and Family  
 SOC-340 Sociology of Sexuality  
 SOC-344 Sociology of Black Women  
 SOC-347 Sociology of Media  
 SOC-376 Sociology of Working Women  
 SOC-404B Seminar: Sex, Race and Class  
 SOC-404L Seminar: Feminist Sociology

**Speech and Performing Arts**

SPCH-COMM-316

**Family Communication Women's Studies Core Faculty**

Shelley A. Bannister, M.A., J.D., Associate Professor, criminal Justice and Women's Studies  
 Debra Bruce-Kinnebrew, M.F.A., M.A., Associate Professor,  
 English and Women's Studies Vicki Byard, Ph.D., Assistant Professor, English and  
 Women's Studies  
 Netiva Caftori, D.A., Assistant Professor, Computer Science and Women's Studies  
 Ellen Cannon, Ph.D., Professor, Political Science and Women's Studies  
 Irene Campos Carr, Ed.D., Coordinator, Women's Studies  
 Program and Women's Studies Faculty.  
 Shirley Castelnovo, Ph.D., Professor, Political Science and Women's Studies  
 Renny Golden, D.Min., Associate Professor, criminal Justice and Women's Studies  
 Nancy Green, Ph.D., Professor, Educational Foundations and Women's Studies  
 Jacqueline Harper, M.A., Director of Women's Services and Re-Entry Programs, and Women's  
 Studies Faculty  
 Sarah Hoagland, Ph.D., Professor, Philosophy and Women's  
 Studies Dorothy Rigby, Ph.D., Professor, Psychology and  
 Women's Studies Mary Ann Schwartz, Ph.D., Professor, Sociology and Women's Studies  
 Barbara M. Scott, Ph.D., Assistant Professor, Sociology and Women's Studies  
 Valerie Simms, Ph.D., Professor, Political Science and Women's Studies  
 June Sochen, Ph.D., Professor, History and Women's Studies  
 Susan Stall, Ph.D., Assistant Professor, Sociology and Women's Studies  
 Sandra Styer, Ph.D., Professor, Curriculum and Instruction and Women's Studies  
 Martha Thompson, Ph.D., Professor, Sociology and Women's Studies



## COLLEGE OF BUSINESS AND MANAGEMENT

Chades F. Falk, Ed.D., Professor of Marketing, Dean

Kathleen A. Carlson, Ph.D., Associate Professor of Management, Associate Dean

### COLLEGE OVERVIEW

The College of Business and Management offers instructional programs which combine a liberal arts education with professional career preparation in Accounting, Finance, Management, Marketing, and General Business Administration. The five undergraduate degree programs prepare students for business careers and for additional study in graduate schools of business and management. Students intending to major or minor in the College of Business and Management must also fulfill the University General Education program requirements by enrolling in mathematics, English, economics, fine arts, computer science, natural science, humanities and other courses which stress written and oral communication skills.

### GOALS

The overall goal of the College of Business and Management is to offer high quality instruction suited to student needs and interests, job market trends, and available resources. The College of Business and Management subscribes to the quality standards established by the American Assembly of Collegiate Schools of Business (AACSB). Specific objectives are:

To provide a well-rounded undergraduate education for students pursuing careers in various fields of business, governmental, or non-profit organizations. Inherent in this objective is the successful completion of the University's General Education program and careful attention to the selection of elective courses.

To maintain curricula which are current, comprehensive and cognizant of students educational needs relative to employment opportunities.

### DEGREES OFFERED

Five separate undergraduate degrees are offered by the College of Business and Management:

B.S. in Accounting

B.S. in Finance

B.S. in General Business Administration

B.S. in Marketing

B.S. in Management

### EVENING AND PART-TIME STUDENTS

The College of Business and Management welcomes evening and part-time students into its degree programs. However, even over a period of time not every course offered typically during the day can be made available to students who can only attend evening or Saturday classes. Students who primarily plan to attend the University in the evening or on Saturday are advised that it may not be possible to secure the courses needed for each of these majors in this time frame. For this reason, evening students who seek to earn a B.S. degree are advised to select accounting or general business as a major. Courses for these majors are offered frequently enough in the evening or on Saturday so that all degree requirements can be met. Students are advised to seek information about evening and Saturday class sequencing from the College's Office of Program Advisement. Access to upper division or graduate courses (300 and 400-level) is not permitted unless students have prior course and/or other course prerequisites are met.

### GRADUATE PROGRAM

The College also sponsors a graduate-level business program leading to the award of the Master of Business Administration (MBA) degree. This program is described elsewhere in this section.

### BUSINESS AS A SECOND MAJOR



For students who are completing a B.A. or a B.S. degree in a non-business field, the College of Business and Management also offers the opportunity to complete a second major program in General Business Administration.

### **BUSINESS MINORS**

In addition to the above, six minors are available which provide students with explorations into a second career and/or a concentration of courses which support and expand their major. The six minors are:

Accounting

Business Law Finance

Management Marketing International Business

### **COLLEGE ORGANIZATION**

The College of Business and Management is organized into two departments each headed by a chairperson:

Department of Accounting, Business Law and Finance

Department of Management and Marketing

### **STRUCTURE OF THE BUSINESS CURRICULUM Pre-Business Majors**

The structure of the four-year programs leading to the B.S. degree in business follows the professional school curriculum model. Under this model, students are first admitted to the University but not to the College of Business and Management. When first enrolled, students are considered "pre-business" majors. As a pre-business major, students will take courses during their first two years (or approximately sixty credit hours) of work including both general education courses and "foundation courses" which, together prepare students for advanced undergraduate study in business.

### **MATRICULATION AND CONTINUING MATRICULATION ISSUES**

Effective in Fall 1993 term, all students entering the University for the first time, or returning to the University after an absence of one-year or more will be held to the policies stated below.

Additionally, students who may have left the university with one or more graduation requirements unmet and who do not complete such requirements within one calendar year thereafter will be held to degree requirements in effect at the time they renew their interest in degree completion.

Students who are currently enrolled will have until Fall 1994 to conform to these policies. Students who do not conform to these policies by Fall 1994, will be denied access to 300-level Business and Management courses unless they receive special permission to enroll from the Office of the Dean of the College of Business and Management.

### **ADMISSION TO THE COLLEGE OF BUSINESS AND MANAGEMENT**

#### **Declaring a Major and/or Minor**

Students who intend to major and/or minor in undergraduate business programs must first meet the following admissions requirements for the College of Business and Management in order to declare a business major or minor and be eligible to enroll in 300-level upper division business courses.

- a. complete the seven College of Business and Management Foundation Courses, with a grade point average of 2.50 or better. Students must earn a "C" or better in these seven courses as well as all courses applied to the business major or minor. All course taking are factored in when calculating the GPA in the foundation courses.
- b. complete at least sixty credit hours (including the Foundation Courses) of course work and have accumulative grade point average of 2.00 or better for these hours. (For business minors, a 2.00 cumulative GPA in at least 45 credit hours is required).
- c. apply for and be approved for admission to the College of Business and Management (this means admission to upper-division business courses). This is equivalent to declaring a business major/minor.

When a student satisfactorily completes (or nears completion of) the pre-business curriculum he/she may apply for admission to the College of Business and Management. Application takes the

form of filing and obtaining approval for a "Declaration of Major Form" from officials in the College of Business and Management's Office of Program Advisement (Classroom Building, Room 0006).

### **BUSINESS MAJORS**

Once a student is admitted to upper division study in business and management he/she must take the following steps.

1. Complete any remaining University general education requirements or elective choices;
2. Complete the business and management core curriculum;
3. Complete the specific business courses required for the major selected by the student. Students who major in business are not required to complete a minor.
4. Maintain the appropriate grade point average for all course work as noted elsewhere in this section.
5. Students from other departments in the University who wish to change their major to business must comply with admission and curriculum requirements in effect at the time they make their decision to declare business as a major.
6. Apply for graduation in a timely manner.
7. Meet residency requirements described elsewhere.

### **PROFESSIONAL SCHOOL MODEL**

As noted above, the professional school model stresses preparation for advanced study in business during the early years of the four-year program and concentrates advanced study in business subjects in the last two years of a four year program.

### **FIVE TYPES OF COURSES**

#### **A. General Education Courses**

Those courses in the arts, humanities, and sciences, which are intended to provide a well-rounded education for all graduates. The requirements are indicated elsewhere in this catalog.

#### **B. Foundation Courses**

Under the Professional Model, four of the present core courses, along with several courses in Arts and Sciences, constitute Foundation Courses.

Those courses which students must complete to be admitted to upper-division study in business.

They include:

ENGL 101 Writing I	3cr
MATH 110 Finite Mathematics for Business and the Social Sciences	4cr
MATH 111 Business Calculus I	4cr
ABF-ACTG-201 Accounting I	3cr
ABF-ACTG-202 Accounting II	3cr,
ABF-BLAW-285 Legal Environment of Business .	3cr
ECON-217 Principles of Microeconomics	3cr

#### **C. Upper Division and Other Core Courses**

Those courses which all business majors must take. In addition to the Foundation Courses above, the following comprise the Core Courses for the College of Business and Management:

ECON-215	Principles of Macroeconomics	3cr
ABF-350	Management Information Systems	3cr
ABF-FINA-360	Principles of Financial Management I	3cr
MKTG-350	Principles of Marketing	3cr
MNGT-370	Principles of Management	3cr
MNGT-377	Production Management	3cr
MNGT-379	Operations Research	3cr
MNGT-368	Business Statistics	

(or Econ 220 Business and Economic Statistics I)

3cr

**D. Major Requirements**

Those courses which departments require for the specialized majors which they sponsor. The specific requirements for each major is listed under the departmental headings listed below.

requirements for each major is listed under the departmental headings listed below.

**E. Electives**

Those courses which students may choose to take because of their special interests and/or abilities.

**RECOMMENDED SEQUENCE FOR THE PROFESSIONAL SCHOOL CURRICULUM MODEL**

A simplified version of the model follows. The courses noted should be taken at the intervals specified below.

**Start Program By Taking Lower Level Foundation Courses**

* ENGL 101	* MATH 110
* BLAW 285	* MATH 111
* ECON 217	* ACTG 201
ECON 215	* ACTG 202

If a student places out of English 101, only the remaining six foundation courses will be required. Foundation course GPA calculations will be based upon the remaining six courses.

Apply for admission to upper division study in business.

**Continue Through Gateway Courses**

MNGT 368  
MNGT 370  
MKTG 350  
FINA 360

**Begin Upper-Level Core Courses**

MNGT 379  
MNGT 377  
ABF 350

**Take Major Courses**

(See Major Requirements)

**Finish Last Semester**

MNGT 393 Capstone course and remaining courses

\* Represents Foundation Courses; all others (except MNGT 393) are core courses.

Please note: MATH 111 and ACTG 201 can be taken concurrently.

**THE OFFICE OF PROGRAM ADVISEMENT**

The College of Business and Management operates an Office of Program Advisement (Room 0006), staffed by professional advisors, to provide guidance to students with advice, registration assistance, and problem resolution. These staff members will also arrange for students to meet with appropriate faculty members to discuss course choices, career opportunities, job placement, internships and similar matters. This office also makes academic flowcharts available to students to provide them with additional details about course selection planning for the students' major/minor sequences. In addition, a computer-based training program is available in the office. This is designed to familiarize students with admission, curriculum and retention requirements. A video tape on the college is also available through the university library.

**PREREQUISITES**

The curriculum in the College of Business and Management is highly structured and carefully integrated. The content and methodology utilized in upper division (junior and senior level) courses assume that students participating in them have matriculated through a specific series of lower-division (freshman and sophomore level) courses which provide students with competencies needed for successful participation in upper division College of Business and Management courses.

**Who Can Enroll in 300-level Business and Management courses:**

Students who may take 300-level Business and Management courses include the following.

- A. Students who have earned sixty credit hours of course work (including the Foundation Courses), and who have been admitted to the College of Business and Management, and who have met the requirements for upper-division study in business.
- B. Students pursuing a business minor, and when 300-level courses are required or permitted by that minor (assuming that all Business Foundation prerequisites have been fulfilled).
- C. Students who are majoring in programs sponsored by other departments within the University if and when specific 300-level business and management courses are specifically identified in the printed description of that major in the University Catalogue.
- D. Other students with appropriate backgrounds who obtain approval to enroll in 300-level business courses.

Students who believe there is something in their background and experience which may justify the waiver of the foundation or individual course prerequisites may file a request for consideration on an appropriate form with the College of Business and Management's Office of Program Advisement (Room 0006). If not filed in a timely manner, these requests may not be considered in time to permit changes in course registration based upon the disposition of the request.

**A ONE-TERM TRANSITION TO CONCURRENTLY ENROLL IN 200-LEVEL AND 300-LEVEL BUSINESS COURSES,**

Students who have not completed their Foundation Courses but who wish to begin work on the Core and Major or Minor course work, may take 300-level Business courses in the same term as Foundation Courses under the following conditions. Prior to realizing their admission to upper division study in business, students may register during the second semester of the sophomore year (or its equivalent) to take upper division business courses if the student is registered to complete all remaining Foundation Courses during the term in which the student is permitted to register for 300-level Business courses, and registered for course work to include their sixtieth semester hour of credit.

Students may register simultaneously for Foundation and 300-level courses no more than once. (i.e., in one semester only). If the student does not completely fulfill requirements for admission to a bachelor's level program in business at the beginning of a term for which the student has registered for upper division courses, he/she will be required to withdraw, or will be administratively withdrawn, from upper division business courses. Further registration for such courses will not be permitted until all program admission requirements have been met. Students are advised that a delay in completing the Foundation Courses will cause a delay or an interruption in a student's progress toward a bachelor's degree program in business.

All 400-level Business and Management courses are at the graduate level, and special admissions and registration policies apply to them. See the provisions of this section which pertain to the graduate program.

**Limits on Admission**

In the event that demand for business courses exceeds the spaces available, the College may not be able to admit each and every pre-business student who meets the minimum admission requirements. In this case, additional aspects of student records will be factored into admission decisions, including the date of admission application and the frequency of course withdrawals and

course repeats. Students with higher GPA's may be given preference over students with lower GPA's.

### REGISTRATION INFORMATION

Before using the Touch-tone Telephone Registration System (TTRS), undeclared business majors must get authorization to register for business courses from the Office of Program Advisement in Cls. 0006. Authorization is necessary in order to determine if a student is eligible to register for a course. An authorization period is set up each semester approximately two to three weeks prior to the actual advance registration period.

Students must follow this schedule in seeking approval from the advisor for courses before the advance registration period begins. They can then use the TTRS without being told that the course is closed. Notification of the actual authorization dates for each semester will be announced and will appear in every Schedule of Classes. Students must fill out an Authorization Form available in the Office of Program Advisement. Course requests will be checked for fulfillment of prerequisites. Transfer students and undeclared majors must bring a copy of their transfer evaluation and/or Northeastern transcript to the program advisor to verify that all course prerequisites have been met. Eligibility is dependent upon having met all course prerequisites and the number of seats available in the class. If students are eligible, the program advisor will authorize them on the system. Students will be given a copy of the authorization form after a determination has been made. Students must then call TTRS (according to the time frame listed in each Schedule of Classes) in order to officially register for the course.

If a student is authorized for business courses, it is under the assumption that the student has fulfilled all course prerequisites. Pre-enrolled students falling to meet a prerequisite via satisfactory completion of courses in-progress at the time of registration, will be expected to drop the affected course(s) or will be administratively withdrawn from the affected course(s) without notice. (This includes receiving "D" grades in courses required for the College of Business and Management). It will be necessary to repeat the prerequisites course(s) in order to be eligible to register for the upper-level courses in question.

**INCOMPLETES:** Effective Spring 1994, all courses with incomplete grades are noted as "courses in progress" and students will not be allowed to re-register for courses where an incomplete grade is on the record. If an incomplete has reverted to an "F" that is another matter. In such cases, a student would be repeating a course which has been failed. A course with an incomplete grade cannot be used to satisfy course prerequisites.

### GRADUATION REQUIREMENTS

Students who matriculate on or after September 1, 1989 are required to have a minimum cumulative grade point average of 2.50 (on a 4.00 scale) as well as a 2.50 grade point average in the major, in order to graduate in the College of Business and Management. Effective Fall 1994, a minimum 2.50 GPA in all courses applied to the minor will be required.

**PLEASE NOTE:** (Math 111 ) Business Calculus is a requirement for graduation (with a grade of "C" or better) for Business and Management Majors who matriculated after 9/1/88, Math 110 is a prerequisite for Math 111 and cannot be taken concurrently. If a student has taken (Math 106) Pre-calculus Math before Fall 1990, that class will be used to fulfill the Business Calculus requirement.

For transfer students, the equivalent course (effective Fall 1990) will be calculus (or a higher level calculus course) with a grade of "C" or better. Please see the Program Advisor for the determination of equivalency. In 1987, the business core curriculum was revised to include BLAW 285, ABF 350 and MNGT 377.

### OTHER ACADEMIC REGULATIONS

1. Non-business majors must have the approval of the program advisors to register for all Business and Management courses,
2. All students are expected to attend the first class session. In accordance with university policy, "R" grades may be given for an unexcused absence from the first class session.

3. Students who stop attending classes after receiving some evaluation from the instructor (e.g. , exams, quizzes ,), are expected to withdraw from the course through established procedures, A grade of "F" will be given if the student does not officially drop the course.
4. Students are expected to have fulfilled all published course prerequisites. Requirements will be strictly enforced, and students may be asked to show evidence of compliance during registration or at any time during the semester. Students who fail to meet admission and/or prerequisite requirements and who have not received special permission to enroll in courses without them and who do so enroll will be administratively withdrawn from applicable courses.
5. Academic Honesty  
Cheating, plagiarism, and other acts of academic misconduct as defined in the Student Handbook, will be dealt with severely by the College of Business and Management. Violations may result in a grade of "F" and will be reported to the Office of the Dean of Students.
6. "D" and "P" Grades  
Courses with "D" and "P" grades taken in residency or accepted in transfer may not be applied toward any major or minor in Business and Management. If a student receives a grade of "D" for any prerequisite course, he/she may not register for the course requiring the prerequisite. If a student is already registered for such a course, he/she must withdraw or will be administratively withdrawn,
7. Courses Applied to More than One Major  
Students enrolled in the College of Business and Management may use credit earned in Economics 215 and 217 for their Business and Management major or minor, and count the credit from Economics 215 and 217 toward General Education requirements. However, the course credit is counted only once toward graduation.

NOTE: Students majoring in one area of business (Accounting, Finance, Marketing or Management) and minoring in another, or majoring in more than one area, may not count the same course credit toward fulfilling major requirements in both programs. In cases where the course is required by both programs, the student must select a substitute course in the College of Business and Management with the approval of the chairperson of the major or minor department. This applies to all Business degrees.

NOTE: Business and Management majors who wish to complete a double major in the College of Business and Management must take 30 additional credits beyond the course work required in the first major to be distributed as follows: 21 credits in a second major discipline and 9 elective credits in courses offered by the College of Business and Management.

8. Aging Course Work  
Students who either remain in or return to the university during or after the passage of extended time periods shall be subject to having their course work evaluated for currency. This review may result in the rejection of some course work for applicability toward a major or minor for reasons of datedness.

## **OTHER BUSINESS AND MANAGEMENT POLICIES**

### **Transfer credits From Other Institutions:**

Northeastern Illinois University will generally accept courses from accredited institutions. The maximum number of transfer credits in business from accredited colleges and universities which can be applied toward majors in the Business and Management programs are:

### **Credit Toward a Major**

B.S. degree programs in Accounting, Finance, Marketing and Management: 24 transfer credits (8 courses)

B.S. in General Business Administration for Second Majors: 15 transfer credits (5 courses) B.S. in General Business Administration: 36 transfer credits ( 12 courses)



All transfer students who major in the college of Business and Management must take a minimum of ten Business and Management courses at Northeastern.

**Credit Toward a Minor**

Minors: The College will accept a maximum of 9 transfer credit hours (3 courses) toward a minor.

Transfer students must see the Program Advisor to apply for admission to upper division study in business which will result in a verification of which courses taken at other institutions will be accepted toward a Business and Management major and/ or minor. To facilitate the evaluation of transfer course work it may be necessary for the student to provide course descriptions as listed in other college catalogs or course syllabi. When visiting the Program Advisor it is advisable to bring the transfer evaluation form provided by Northeastern's Office of Admissions and Records.

Acceptance by Northeastern of transfer course work does not guarantee that the transferred courses will meet Business and Management program requirements. In general, advanced courses taken at accredited four-year colleges and universities are accepted toward the major in accordance with the College of Business and Management policies.

**VALIDATION EXAMINATIONS**

The College of Business and Management considers lower division credits transferred to the University as lower division, even if Northeastern offers what appears to be a comparable course at the upper division level. However, the Dean of the College of Business and Management may accept individual courses for application to bachelor's degree programs at Northeastern if the courses are validated using acceptable validation techniques. Specifically, Principles of Marketing, Principles of Management, Principles of Finance, Cost Accounting, Intermediate Accounting I, Federal Income Taxes, Advertising, Auditing, Statistics, (and some other upper division courses) taken at a community college level must be validated by examination in order to apply that course to the major. All other upper division courses taken at a community college may only be transferred as general elective credit. Accounting I and II, Business Law I and II, and Legal Environment of Business from a community college, IF EQUIVALENT, are counted toward the core program.

Validation examinations are offered four times per term. Students must produce evidence of having earned a grade of "C" or better in course(s) to be validated. Validation examinations may not be repeated before a period of six (6) months has elapsed. A student may take a validation examination for one subject three (3) times. If a student fails the validation examination for a subject three (3) times he/she must repeat the course. Students will receive a PASS or FAIL grade. Passing these exams demonstrates upper division competency. See the Office of Program Advisement to arrange testing dates.

**FILING FOR GRADUATION**

To apply for graduation, the student must see the Program Advisor during the first two weeks of the appropriate term as indicated below:

**GRADUATION GOAL**

May  
August  
December

**DEADLINE FOR FILING**

Previous September 15th  
Previous January 15th  
Previous May 15th

When filing for graduation, students must bring grade reports or transcripts showing completion of appropriate required course work in business. Major and minor graduation forms are valid for a one-year period from the date on the form. If the student has not graduated within that period, a new form must be completed by the advisor and forwarded to the graduation evaluators.

**GRADUATE PROGRAM****Overview**

The College of Business and Management sponsors a graduate program in business leading to the Master of Business Administration (MBA) degree. One's undergraduate degree need not be in a business subject in order to pursue the MBA degree. Students who have majored in business as



undergraduates may be waived from some MBA course requirements (as many as four courses). Non-business undergraduate majors, however, have to meet all course requirements.

The MBA program provides individuals with a knowledge base in the area of business and management which will prepare them for mid-level positions in both the private and public sectors of the community. The MBA program offers challenging and practical orientation to the complexities of modern business management and the Tools necessary for business decision-making.

Within the overall MBA program, a student can choose a concentration area from one of four disciplines.

The primary objective of the Accounting concentration is to provide strong theoretical backgrounds in Financial and Managerial Accounting as well as Corporate and Personal Income Taxes. The Finance concentration provides a background in banking, options and futures trading as well as a solid knowledge of financial management and financial markets. The objective of the Management concentration is to develop advanced skills and background in the strategic planning, project management, and direction for human resources in organizations. The concentration is designed to develop skills for planning, organizing, motivating, evaluating, controlling, and decision making, which are essential for success in today's business environment. The main objective of the Marketing concentration is to develop advanced skills in marketing planning, research, promotion, distribution, global marketing and understanding of buyer behavior. The MBA program will prepare students to meet the increasing demand for marketing personnel in the manufacturing, service, financial, institutional, and government fields,

### **Admission to the Graduate Program Full Admission**

The Admissions Committee of the College of Business and Management considers the admission of students into the M BA program. The Committee evaluates applications on the basis of: transcripts of all course work completed at accredited four-year institutions that led to the award of a Bachelor's or other earned credits or degrees; performance on the Graduate Management Admissions Test ( GMAT); a one-page typewritten Statement of Career Goals and Objectives; letters of recommendation; and any other evidence that the committee may need to determine that an applicant is qualified for program admission.

To be considered for full admission to the MBA Program, an applicant must have a minimum GMAT score of 450, and an undergraduate cumulative GPA of 2.75 (on a system where 4.0 is an "A") or better. International students must have a score of 550 or better on the Test of English as a Foreign Language (TOEFL).

### **Conditional Admission**

A limited number of students who do not meet these minimum requirements may be admitted on a conditional basis after a careful scrutiny of their application materials. At the discretion of the Admissions Committee, students granted conditional admission to the MBA program may be subjected to academic load limitations, restricted access to course registration opportunities, and to other requirements stipulated at the time conditional admission is offered.

### **Deficiencies**

Students may be advised to enroll in certain undergraduate courses before seeking admission to the M BA Program if there are inadequacies in their academic background, particularly in mathematics and writing. Any courses taken at the undergraduate level to correct deficiencies will not count toward the graduate degree. For example, Finite Math and Business Calculus or their equivalencies, are required for all MBA applicants.

### **At-Large Students**

Students not admitted to the MBA program may not enroll in graduate business courses. Exceptions to this policy are infrequent.

### **Graduate College Role**

All potential graduate business students must first be admitted to the Graduate College before they can be considered for admission to the MBA Program. All application materials are to be sent

directly to the Graduate College. Once a potential MBA student's file is complete, it will be forwarded to the College of Business and Management for consideration,

### **MBA Curriculum**

Students with no prior education in business will be required to complete 48 credit hours: 33 hours from the core curriculum; 9 hours in an area of specialization; 6 hours of elective courses taught in the MBA Program. Students with prior formal education in business may petition the College to have up to twelve hours waived from the core curriculum requirement. Thus, students, with prior education in business will need anywhere from 21 hours to 33 hours from the core curriculum, depending upon the specific makeup of their undergraduate experiences, plus the required 9 hours of specialization and 6 hours of electives. Decisions regarding course waivers will be made by members of the MBA Admissions Committee at the time an admissions decision is reached.

### **CORE COURSES FOR THE MBA PROGRAM**

ABF-ACTG-401	Financial Accounting	
ABF-ACTG-402	Managerial Accounting	
ABF-450	Management Information Systems	
ABF-BLAW-485	Legal and Social Environment of Business and Management	
ECON-419	Economic Analysis for Managers	
ABF-FINA-460	Financial Management	
MKTG-450	Marketing Management	
MNGT-468	Quantitative Methods for Managerial Statistics	
MNGT-471	Management Organizational Behavior	
MNGT-477	Production and Operations Management	
MNGT-550	Business Policy	
Total		33cr

Students can select one of four areas of specialization: Accounting, Finance, Management or Marketing. It is advised that students declare their area of specialization by the end of the first semester in the Program. In order to change an area of specialization, the student must receive the approval of the College of Business and Management after submitting a written request.

### **Alternatives to Standard Courses**

Up to six credit hours may be earned through two types of supervised activities: an independent project whereby the student conducts a study on a topic related to his/her area of specialization under the close supervision of a faculty member. The student must register for a special project with explicit approval of the MBA Coordinator. A student may register for no more than one special project. A Master's thesis is the other alternative to standard course activities. A thesis is a scholarly endeavor equal to six credit hours of standard courses. For further details about either of these alternatives to courses, please contact the MBA Coordinator.

### **Advising**

The Coordinator of the MBA Program is the faculty advisor for all students seeking admission to graduate level business courses. All graduate students, irrespective of status, must secure official, written approval from the Coordinator of the MBA Program prior to registration in order to enroll in any graduate course offered by the College of Business and Management. Advising appointments where approvals can be obtained must be scheduled at least two working weeks prior to the term where course enrollment is sought,

### **Course Enrollment Guidelines**

Full time graduate business students are strongly advised to enroll for no more than twelve hours of graduate credit in a fall or spring term and for no more than six hours of graduate credit during a summer term. Part-time graduate business students are strongly advised to enroll for no more than six hours of graduate credit during a fall or spring term and for no more than three graduate credits during a summer term. Full time students who are graduate assistants may carry no more than nine hours of graduate credit during the term.

### **Course Scheduling**

Nearly all graduate business courses being offered are scheduled for evening (most often) or Saturday (less often) time periods. Few graduate business classes are scheduled for delivery

during traditional daytime hours. The College of Business and Management makes an effort to schedule graduate business courses by following a predictable pattern. Students are cautioned to make course choices carefully and well in advance so that program completion will not be delayed because a needed course is not available.

## ACCOUNTING, BUSINESS LAW AND FINANCE

Yass Alkafaji, D.B.A., C.P.A., Associate Professor of Accounting  
 Nauzer Balsara, Ph.D., Associate Professor of Finance  
 Andy Chen, Ph.D., C.P.A., Assistant Professor of Accounting  
 Chong-Tong Chen, Ph.D., C.P.A., C.M.A., Professor of Accounting, Chair  
 Ring Chen, Ph.D., C.P.A., Assistant Professor of Accounting  
 Kenneth Finkle, J.D., C.P.A., Associate Professor of Business Law  
 Donald Geren, M.B.A., C.P.A., Associate Professor of Accounting  
 Ruth Goran, M.S.A., C.P.A., Associate Professor of Accounting  
 Charas Kinkle, J.D., M.S.A., Associate Professor of Business Law and Accounting  
 Thomas Krissek, M.B.A., C.P.A., Assistant Professor of Accounting  
 Mostafa Maksy, Ph.D., C.P.A., Associate Professor of Accounting  
 Phillip Neal, J.D., M.S.A., C.P.A., Assistant Professor of Accounting and Business Law  
 Emmanuel Nyadroh, Ph.D., Assistant Professor of Accounting  
 Narendar Rao, Ph.D., Assistant Professor of Finance  
 Rasoul Rezvani, Ph.D., Assistant Professor of Finance  
 Myung-Ho Yoon, Ph.D., Assistant Professor of Accounting

Accounting is the language of business, and employees of small and large organizations must understand basic accounting principles. The knowledge of debits and credits, financial statements, and accounting information systems is basic for all business activities. Accounting majors must, of course, be well grounded in accounting theory and practice. Many accounting majors sit for the Uniformed Certified Public Accountant (C, P.A.) Examination and embark on meaningful careers in the public accounting field, and some seek to take the Certified Management Accountant (C.M.A.) Examination

Finance is the study of value. Using basic principles from the fields of accounting, economics, and statistics, finance involves analysis of financial institutions, financial markets, and financial concepts. Finance majors can emphasize the study of markets or the study of financial management practices. The financial services field has exploded with new kinds of products and services, creating a need for individuals to sell new financial and investment instruments and services and to manage the entities which provide them. Banking, stock brokerage, commodities/futures/options trading, and financial planning and analysis are traditional areas where finance majors find employment. Frequently finance majors are sought for entry level positions in the allied fields of real estate and insurance.

It is important to understand the legal implications of key business decisions, as business law constitutes the protocols for managerial action. Business law courses offered at Northeastern are not a pre-law program and are not intended to be preparation for law school.

### UNDERGRADUATE PROGRAMS

#### Major in Accounting for the Bachelor of Science Degree

##### Required Courses:

Business and Management Core Courses	36cr
* ABF-ACTG-301 Cost Accounting I	3cr
ABF-ACTG-307 Auditing Theory and Problems	3cr
* ABF-ACTG-310 Federal Income Tax (Individual)	3cr
ABF-ACTG-321 Intermediate Financial Accounting I	3cr
* ABF-ACTG-322 Intermediate Financial Accounting II	3cr
* ABF-ACTG-324 Advanced Financial Accounting	3cr
* ABF-ACTG-325 Contemporary Financial Accounting Issues	3cr
ABF-BLAW-280 Business Law I	3cr
ABF-BLAW-281 Business Law II	3cr
MNGT-393 Business Policy	3cr
Total	66cr

\* These courses include an international component.

### **Recommended Professional Courses for Certification as a CPA, CMA, and CIA**

ABF-ACTG-306	Accounting for Non-Profit Organizations
ABF-ACTG-311	Federal Income Tax (Corporate)
ABF-ACTG-312	Cost Accounting II

### **Major in Finance for the Bachelor of Science Degree**

#### **Required Courses:**

Business and Management Core Courses	36cr
ABF-FINA-361 Principles of Financial Management II	3cr
ABF-FINA-362 Investment	3cr
ABF-FINA-366 Financial Institutions and Markets	3cr
ABF-FINA-371 International Financial Management	3cr
ABU-FINA-373 Intermediate Financial Management	3cr
MNGT-393 Business Policy	3cr
Two Courses from the following list:	6cr
ABF-FINA-363 Security Analysis	3cr
ABF-FINA-364 Problems in Business Finance	3cr
ABF-FINA-367 Short-Term Financial Management	3cr
ABF-FINA-368 Financial Management of Financial Institutions	3cr
ABF-FINA-369 Speculative Markets	3cr
ABF-FINA-370 Option Pricing: Theory and Strategy Applications	3cr
ABF-FINA-372 Portfolio Management	3cr
ABF-FINA-374 Future Trading Strategy	3cr
ABF-FINA-375 Debt Markets and Portfolio Strategy	3cr
ABF-FINA-376 Technical Analysis of Future Markets	3cr
ABF-ACTG.-310 Federal Income Tax (Individual)	3cr
ABF-ACTG.-311 Federal Income Tax (Corporate) ..	3cr
Total	60cr

### **Minor in Accounting**

This minor provides the background for professional entry level positions in accounting.

#### **Required Courses:**

ABF-ACTG.-201	Accounting I	3cr
ABF-ACTG.-202	Accounting II	3cr
ABF-ACTG-301	Cost Accounting I	3cr
ABF-ACTG-307	Auditing Theory and Problems	3cr
ABF-ACTG-310	Federal Income Tax (Individual)	3cr
ABF-ACTG-321	Intermediate Financial Accounting I	3cr
ABF-ACTG-322	Intermediate Financial Accounting II ..	3cr
Total		21cr

With the addition of six credit hours of business law, the completion of this minor should meet the minimum eligibility requirements for taking the CPA examination in most states.

### **Minor in Business Law**

This minor provides a background for students seeking semiprofessional paralegal careers and for students interested in the impact of law on business. However, this minor is not a pre-law program.

#### **Required Courses:**

ABF-ACTG-201	Accounting I	3cr
ABF-ACTG-202	Accounting II	3cr
ABF-BLAW-280	Business Law I	3cr
ABF-BLAW-281	Business Law II	3cr
ABF-BLAW-285	The Legal Environment of Business	3cr

ABF-BLAW-382 Business Law III	3cr
One course from the following:	3cr
ABF-ACTG-310 Federal Income Tax (Individual)	3cr
ABF-RNA-362 Investment	3cr
MNGT-392 Business, Technology and Society	3cr
Total	21cr

**Minor in Finance**

This minor provides an introduction to finance for students interested in the financial aspects of organizations.

**Required Courses:**

ABF-FINA-360 Principles of Financial Management I ..	3cr
ABF-FINA-362 Investment	3cr
ABF-FINA-363 Security Analysis	3cr
ABF-RNA-366 Financial Institutions and Markets	3cr
ABF-FINA-373 Intermediate Financial Management	3cr

Two courses from the following:	6cr
ABF-FINA-361 Principles of Financial Management II	3cr
ABF-FINA-364 Problems in Business Finance	3cr
ABF-FINA-367 Short-term Financial Management. 3cr	
ABF-RNA-369 Speculative Markets	3cr
ABF-FINA-370 Option Pricing: Theory and Strategic Applications	3cr
ABF-FINA-371 International Financial Management	<b>3cr</b>
ABF-FINA-372 Portfolio Management	3cr
ABF-FINA-374 Futures Trading Strategies	3cr
ABF-FINA-375 Debt Markets and Portfolio Strategies	3cr
ABF-FINA-376 Technical Analysis of the Futures Markets	3cr
Total	21cr

**COURSE OFFERINGS****ABF-350 Management Information Systems, 3cr**

This course centers on the use of information systems (especially computer based) to provide information on which business decisions are made. Particular emphasis is placed on the system user's role in project development, implementation and success. Prereq.:

**ACCOUNTING****ABF-ACTG-201 Accounting I, 3cr**

Accounting is a process for measurement of business activity. This course introduces the underlying assumptions of accounting as they pertain to sole-proprietorship: recording and reporting of transactions, preparation and interpretation of financial statements.

**ABF-ACTG-202 Accounting II, 3cr**

This course focuses on managerial accounting. It emphasizes the use of accounting information for management planning and control decisions. ABF-ACTG-301 Cost Accounting I, 3cr The course expands upon the study of accounting information used to value products for inventory, needed by management to plan and control operations. Topics include job order and process cost accounting systems, standard costs and variance analysis, flexible budgeting, direct costing and break-even analysis.

**ABF-ACTG-306 Accounting for Non-Profit Organizations, 3cr**

A study of the special techniques employed in recording and reporting financial data of non-profit governmental units and private non-profit organizations.

**ABF-ACTG-307 Auditing Theory and Problems, 3cr**

Auditing contributes to the reliability of financial and other data. This course, comprised of theory and philosophy of auditing, makes it an essential part of an accountant's knowledge. Topics include standards-general, field work and reporting, evidential matter, review of internal control, auditing techniques, practices, problem-solving, and a study of A. I. C. P.A. industry audit guides.

**ABF-ACTG-308 Advanced Auditing, 3cr**

This course enhances the students understanding of auditing principles. Included is a detailed study of statements of auditing standard, evidential matter, techniques, problem solving, and a study of AICPA industry audit guidelines.

**ABF-ACTG-310 Federal Income Tax (Individual), 3cr**

Fundamentals of tax accounting and reporting with emphasis on individuals. Topics include gross income and exclusions, deductions to arrive at and deductions from gross income, gain or loss recognition, basis, capital gains and losses, credits and administration.

**ABF-ACTG-311 Federal Income Tax (Corporate), 3cr**

Advanced development of topics discussed in the first tax course. Additional topics include matters specifically applicable to partnerships, corporations, and basic introductions to estate and gift taxes. Tax research techniques are also developed in the subject.

**ABF-ACTG-312 Cost Accounting II, 3cr**

This course is a logical continuation of the prerequisite course with even greater emphasis on accounting information used for management planning and control. Topics include division performance measurement, transfer pricing, and application of quantitative techniques to cost accounting.

**ABF-ACTG-313 Internal Auditing and Management Control, 3cr**

Internal auditing is an independent appraisal activity within an organization for the review of operations aimed at promoting its efficiency and effectiveness. This course explores the concepts and standards of internal auditing and their applications. Topics include the discussion of the nature and environment of internal auditing, disciplines related to internal auditing, internal auditing process and the organization and administration of an internal auditing department.

**ABF-ACTG-321 Intermediate Financial Accounting I, 3cr**

This course begins the three-course professional financial accounting sequence. This is a comprehensive study of the theory and practice of public accounting and the pronouncements of the Financial Accounting Standards Board. This course emphasizes theory, working capital and long term assets. Prereq.:

**ABF-ACTG-322 Intermediate Financial Accounting II, 3cr**

This is the second course in the professional financial accounting sequence. This course emphasizes long-term liabilities, equity, revenue recognition and the statement of changes.

**ABF-ACTG-324 Advanced Financial Accounting, 3cr**

This is the third course in the professional financial accounting sequence. This course emphasizes multi-national and domestic consolidations.

**ABF-ACTG 325 Contemporary Financial Accounting Issues, 3cr**

The course covers an in-depth investigation of contemporary accounting issues and problems, including analysis and evaluation of most recent accounting pronouncements and articles in major accounting journals.

**ABF-ACTG-380 International Accounting, 3cr**

This course is concerned with an examination of the environmental factors affecting accounting concepts and standards. Differences in the cultural, social, political, legal and economic environment are the determining factors in the selection of accounting concepts and standards. Coverage will include country and regional studies and accounting problems related to multinational businesses such as foreign currency translation.

**ABF-ACTG-382 Internship in Accounting, 3-6cr**



**ABF-ACTG-386 Independent Study in Accounting, 1- 3cr****ABF-ACTG-401 Financial Accounting, 3cr**

This course explores the concept of financial accounting. Development and applications as related to financial statements, liabilities, owner's equity and measurement of income.

**ABF-ACTG-402 Managerial Accounting, 3cr**

This course focuses on accounting methods applicable to the accumulation and analysis of financial data relevant to managerial decision making problems. Topics include cost behavior, budgeting, cost allocation, cost accounting systems and capital budgeting.

**ABF-ACTG-410 Seminar in Tax Planning, 3cr**

This course focuses on a managerial approach to taxation through emphasis on major provisions of the income tax law and related administrative and judicial rulings as they affect business transactions. This course also includes consideration for the tax structure and its role as a tool for business planning.

**ABF-ACTG-412 Accounting for Planning and Control, 3cr**

This course provides for systematic and in-depth discussion and analysis of various accounting models which are useful to organizational planning and control, including the role of accounting systems in developing and refining data necessary for cost and managerial planning.

**ABF-ACTG-421 Current Topics in Financial Accounting, 3cr**

This course provides a conceptual framework for current issues in financial accounting measurement and reporting, and valuation of assets, liabilities and income determination and other necessary disclosures of financial information.

**ABF-ACTG-450 Management Information Systems, 3cr**

This course focuses on the areas of computer-based systems and technology as a means of addressing human and organizational information needs. Consideration is given to methods of management decision making, conflicting demands imposed on a management information system, and human limitations in the ability to absorb and apply information. Procedures for creating, storing and retrieving computer based information are discussed in terms of both organizational requirements and resource limitations.

**ABF-ACTG-500 Master's Project, 3cr**

Approval of major advisor is necessary.

**ABF-ACTG-501 Master's Thesis, 6cr**

Approval of major advisor is necessary.

**BUSINESS LAW****ABF-BLAW-280 Business Law I, 3cr**

The study of the law of contracts, including mutual assent, consideration, legality, capacity, statute of frauds, third parties, performance, breach, discharge, and remedies; UCC sales, including transfer of title, risk of loss, bulk sales, product liability and strict liability.

**ABF-BLAW-281 Business Law II, 3cr**

Continuation of BLAW 280 and covers: Agency, partnerships, corporations and UCC commercial paper. The rights and liabilities of corporate and partnership forms of business organization are covered, Negotiation, warranties, holder in due course, bank items are covered as part of UCC commercial paper.

**ABF-BLAW-285 The Legal Environment of Business, 3cr**

A study of governmental regulation of the conduct of business. Topics include sources of authority, the Constitution and Bill of Rights, administrative agencies, litigation, and arbitration as means of resolving disputes, anti-trust laws, mergers and acquisitions, securities regulations, employment and labor management regulations, environmental regulations, product liability, consumer protection, torts and ethics.

**ABF-BLAW-382 Business Law III, 3cr**

Study of bailments, personal and real property, trust and wills, insurance, debtor and creditor relations, regulation of business, including: antitrust, securities regulations and accountants' legal liability.

**ABF-BLAW-485 Legal and Social Environment of Business and Management, 3cr**

This course introduces the American legal system as one sphere of influence in the business operation. Topics include anti-trust laws, mergers and acquisitions, securities regulations, equal employment, and labor management regulations, product liability, and consumer protection. Litigation and arbitration as methods for resolving disputes are also covered. The social responsibilities, ethical concerns and dilemmas of the manager are stressed as part of the practical decision making environment.

**FINANCE****ABF-FINA-360 Principles of Financial Management I, 3cr**

This course is a study of the effect of the theory of valuation on decision making within the firm. Topics include capital budgeting, leverage, dividend theory, and present value.

**ABF-FINA-361 Principles of Financial Management II., 3cr**

This is a second course in basic corporate finance required for all finance majors. The course concentrates on those areas of corporate finance not covered in Principles of Finance.

**ABF-FINA-362 Investment, 3cr**

An introduction to financial markets. Particular emphasis is placed on valuation and the characteristics of different financial assets.

**ABF-FINA-363 Security Analysis, 3cr**

This course analyzes the factors affecting the market valuation of securities utilizing fundamental analysis and modern portfolio theory.

**ABF-FINA-364 Problems in Business Finance, 3cr**

This course, employing the case method, is designed to help the student through problem-solving as well as learning skills for making financial decisions for corporations.

**ABF-FINA-366 Financial Institutions and Markets, 3cr**

This course provides an integrated view of the concepts and principles of financial flows in the economy. The role of intermediation and interest rates is stressed.

**ABF-FINA-367 Short-term Financial Management, 3cr**

The subject matter of the course includes a detailed study of the short-term assets and liabilities on a corporate balance sheet. It also develops skills useful to a bank loan officer, a credit analyst, a cash manager, or personnel on the corporate treasurer's staff.

**ABF-FINA-369 Speculative Markets, 3cr**

This course reviews the principles and mechanics of the major speculative financial instruments: commodities, financial futures and options. Particular emphasis is placed on pricing theories and trading strategies. The role of risk transfer as an economic good is discussed. The student is expected to complete a project involving simulated trading.

**ABF-FINA-370 Option Pricing: Theory and Strategic Applications, 3cr**

The course is designed to familiarize students with the theoretical foundations of options pricing. This knowledge is then used to design strategies for profiting from mispriced options. Mathematical complexity will be kept to a minimum. The use of personal computers as decision-making aids will be strongly emphasized.

**ABF-FINA-371 International Financial Management, 3cr**

The course focuses on the international aspects of finance management. Particular emphasis is placed on the control of exchange rate risk and financing multinational corporations.

**ABF-FINA-372 Portfolio Management, 3cr**

The course covers the theory and the techniques of portfolio management. Particular emphasis is placed on definition of objectives for and the construction of portfolios. This course prepares the student for the first CFA exam.

**ABF-FINA-373 Intermediate Financial Management, 3cr**

This course is an extension of FINA-360. It covers capital structure, dividend policy, mergers, and leasing. Its goal is to develop an analytical and rigorous approach to solving financial management problems. By the end of the course the student should be familiar with the use of spreadsheet programs to manipulate data.

**AB F-FINA-374 Futures Trading Strategies, 3cr**

The course is designed to emphasize the practical, rather than the theoretical aspects of futures markets. Students will be exposed to both technical and fundamental approaches to trading, and to disciplined money management techniques. Prereq.: 360.

**ABF-FINA-375 Debt Markets and Portfolio Strategies, 3cr**

The first part of the course is designed to introduce students to some of the very recent innovations in the fixed-income securities market, as for example, zero coupon bonds, floating rate notes and convertible issues. The next segment familiarizes students with portfolio management considerations unique to debt instruments. Mathematical complexity, though inevitable, will be kept to a minimum.

**ABF-FINA-376 Technical Analysis of the Futures Markets, 3cr**

This course will enable students to read and interpret futures price charts. Technical analysis (as opposed to fundamental analysis) stresses the information content of part and price data and is based on the premise that prices do not always move randomly. Students believing in this underlying philosophy ought to benefit from this course.

**ABF-FINA-382 Internship in Finance, 3-6cr****ABF-FINA-395 Independent Study in Finance, 1-3cr**

prereq.:

**ABF-FINA-460 Financial Management, 3cr**

This course explores investment and financial decisions faced by the financial officer in the management offered in the business firm. It includes capital expenditure studies, portfolio analysis, financial markets, capital structures, international finance and financial planning and analysis.

**ABF-FINA-461 Issues in Corporate Finance, 3cr**

This case course attempts to apply finance theory to real-world contemporary issues. Students will be expected to read theoretical articles and then apply this knowledge to the solution of the case situations.

**ABF-FINA-462 Investment Strategies, 3cr**

This course focuses on the practical use of the techniques of modern finance in managing pension/endowment funds. Students will be exposed to the foundations of modern portfolio theory and will be required to develop a plan for inventing a significant amount of pension fund assets.

**ABF-FINA-470 Corporate Financial Strategy, 3cr**

Corporate financial strategy in practice is emphasized in this course. Topics to be discussed include: (a) financial planning, (b) strategies for raising capital, (c) strategies for allocating capital among different uses, and (d) strategies for working capital management.

**ABF-FINA-471 International Financial Management, 3cr**

This course emphasizes the theoretical concepts of international banking and finance together with their practical ramifications. Case-studies will be used to reinforce concepts discussed in the textbook.

**ABF-FINA-474 Seminar on Futures and Options Markets, 3cr**

This seminar provides a rigorous treatment of the commodity financial and options markets. Emphasis is placed on the theory underlying futures/options in instruments. However, the course is a practical, problem-solving approach to market-generated challenges, and will concentrate primarily on advanced trading and hedging techniques.

**ABF-FINA-475 Management of Financial Institutions, 3cr**

This course focuses on the application of traditional finance concepts to the management of commercial banks and other depository intermediaries, which are part of the Financial Services Industry, operating in domestic and international markets.

**ABF-FINA-500 Master's Project, 3cr**

Approval of major advisor is necessary.

**ABF-FINA-501 Master's Thesis, 6cr**

Approval of major advisor is necessary.

## GENERAL BUSINESS ADMINISTRATION

### Bachelor of Science Degree in General Business Administration

In addition to specific degrees in accounting, finance, management, and marketing, the College of Business and Management offers a degree in General Business Administration. This degree offers students who may be unsure about which field of business in which to major the opportunity to obtain preparation as business generalists. General business majors study each facet of business, but they do not do so in as much depth as would one majoring in a specific facet. This program is especially helpful for those who may wish to start or work in a small or medium sized enterprise where employees and managers will be required to exhibit a broad range of business competencies. Students can qualify for a variety of jobs in many sectors of business because of their broad based preparation in general business. This preparation is especially suitable for those who want to be entrepreneurs, starting or managing small to medium-sized businesses. The General Business Administration degree has two options.

### Option I-Business Administration for Second Majors

This program is designed for students who wish to combine coursework in a non-business discipline with a solid foundation in business administration. Students with an interest in International Business may use this option in conjunction with a major in the Foreign Languages Department. The Foreign Languages Department recommends that students with a background in Spanish who are interested in this option take FL-SPAN 324 and FL-SPAN-320. along with other courses approved for the Foreign Languages major. Other combinations of double majors with this option are possible, such as Computer Science, Anthropology, and Political Science. Students in this option must fulfill the complete College of Business Core Curriculum, along with twelve other credit hours in Business. An outline of this option is as follows:

#### Required Core Courses

ABF-ACTG-201	Accounting I	3cr
ABF-ACTG-202	Accounting II	3cr
ABF-BLAW-285	Legal Environment of Business	3cr
ABF-350	Management Information Systems	3cr
ABF-FINA-360	Principles of Financial Management I	3cr
MKTG-350	Principles of Marketing	3cr
MNGT-370	Principles of Management	3cr
MNGT-377	Production Management	3cr
MNGT-379	Operations Research	3cr
ECON-215	Principles of Macroeconomics	3cr
ECON-217	Principles of Microeconomics	3cr
MNGT-368	Business Statistics	3cr
Total		36cr

#### Required Courses

MNGT-393	Business Policy	3cr
Total		3cr

Choose one of the following		3cr
MKTG-358	International Marketing	3cr
MNGT-381	International Management	3cr
MNGT-398	International Business	3cr

Choose two courses from one area		6cr
Management, Marketing, Finance, Accounting		
Total credits for General Business Administration		48cr

First Major	30cr
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### Option 2 - General Business Administration

This option is provided for students who wish to sample all areas of business in lieu of concentrating upon a specific area or discipline. Students in this option take the basic Core Curriculum, and then take two or four courses in each of the specific disciplines of accounting, finance, marketing, and management. The outline of this option follows:

### Required Core Courses

ABF-ACTG-201	Accounting I	3cr
ABF-ACTG-202	Accounting II	3cr
ABF-BLAW-285	Legal Environment of Business	3cr
ABF-350	Management Information Systems	3cr
ABF-FINA-360	Principles of Financial Management I	3cr
MKTG-350	Principles of Marketing	3cr
MNGT-370	Principles of Management	3cr
MNGT-377	Production Management	3cr
MNGT-379	Operations Research	3cr
ECON-215	Principles of Macroeconomics	3cr
ECON-217	Principles of Microeconomics	3cr
MNGT-368	Business Statistics	3cr

Total 36cr

Two Accounting Courses 6cr

ABF-ACTG-301 Cost Accounting I 3cr

ABF-ACTG-321 Intermediate Financial Accounting I 3cr

ABF-ACTG-324 Advanced Financial Accounting 3cr

Two Finance Courses 6cr

ABF-FINA-361 Principles of Financial Management II 3cr

ABF-FINA-362 Investment 3cr

ABF-FINA-364 Problems in Business Finance 3cr

ABF-FINA-366 Financial Institutions 3cr

Two Marketing Courses 6cr

MKTG-351 Consumer Behavior 3cr

MKTG-352 Advertising 3cr

MKTG-353 Marketing Research 3cr

MKTG-358 International Marketing 3cr

MKTG-359 Marketing Management 3cr

Four Management Courses 12cr

MNGT-371 Organizational Behavior 3cr

MNGT-372 Organization Theory 3cr

MNGT-381 International Management 3cr

MNGT-393 Business Policy 3cr

Total credits for General Business Administration 66cr

## MANAGEMENT AND MARKETING

Rasoul Afifi, Ph.D., Associate Professor of Management, Chair  
 Hamid Akbari, Ph.D., Associate Professor of Management  
 Kathleen A. Carlson, Ph.D., Associate Professor of Management  
 Mei-Lung Chen, Ph.D., Assistant Professor of Management  
 Charles F. Falk, Ed.D., Professor of Marketing  
 James Hazelline, D.B.A., Assistant Professor of Marketing  
 Steven Dunphy, Ph.D., Assistant Professor of Management  
 H. Durward Hofler, Ph.D., Professor of Management  
 Dong Lee, Ph.D., Assistant Professor of Marketing  
 Anil Pandya, F.I.I.M., Assistant Professor of Marketing  
 Allen N. Shub, Ph.D., Associate Professor of Management  
 Peter W. Stonebraker, Ph.D., Associate Professor of Management

Management majors study the theory and practice of management. Organizational behavior and structure are also considered so students may understand what management techniques and practices give businesses and other organizations the best chances to meet their goals and objectives. Small, medium and large organizations including those in both the profit and non-profit sectors are considered. Management preparation can be applied in many areas; therefore, students majoring in this field may find jobs in a variety of industries and organizations. Examples include: human resource management specialists, production and inventory control specialists, quality assurance analysts, production planners, unit managers, and management trainees in a number of organizations.

Marketing is an essential function in any business; it deals with the strategic and tactical planning activities of organizations which develop, price, and distribute goods and services aimed at meeting the needs of customers through commercial exchanges. Service and non-profit marketing techniques are also considered. The marketing curriculum is designed to provide students with a foundation of marketing theory and with opportunities to develop applied marketing skills. Students majoring in marketing can choose from a variety of career areas. Examples include: personal selling, retail management, distribution planning, customer service, advertising/sales promotion, product/brand management, telemarketing, and franchise unit management.

### UNDERGRADUATE PROGRAMS

#### Major in Management for the Bachelor of Science Degree

##### Required Courses:

Business and Management Core Courses		36cr
MNGT-371	Organizational Behavior	3cr
MNGT-372	Organization Theory	3cr
MNGT-381	International Management	3cr
MNGT-393	Business Policy	3cr
Four electives from the following:		12cr
MNGT-353	Design and Control of Production Systems	3cr
MNGT-354	Logistics Management	3cr
MNGT-355	Materials Management	3cr
MNGT-356	Forecasting Methods of Management	3cr
MNGT-357	Purchasing Management	3cr
MNGT- 358	Quality Management	3cr
MNGT-359	Advances in Production/Operations Management	3cr
MNGT-360	Operations Strategy	3cr
MNGT-369	Advanced Quantitative Methods for Managerial Decision Making	3cr
MNGT-373	Personnel Administration	3cr
MNGT-374	Human Resource Planning	3cr
MNGT-375	Management and Organization Communications	3cr
MNGT-376	Small Business Management	3cr
MNGT-378	Women in Management	3cr
MNGT-380	Entrepreneurship	3cr



MNGT-389	Training: A Managerial Perspective	3cr
MNGT-390	Compensation Management and Performance Appraisal	3cr
MNGT-391	Business Simulation	3cr
MNGT-392	Business, Technology and Society	3cr
MNGT-394	Organization Development	3cr
MNGT-395	Business Modeling	3cr
MNGT-396	Industrial and Labor Relations and Collective Bargaining	3cr
MNGT-397	Career Management	3cr
MNGT-398	International Business	3cr
MNGT-399	Management of Change	3cr
Total		3cr

There are many ways that the various elective courses in management may be combined for a distinct career focus. For example, students interested in personnel administration should select courses in human resource management from the following:

MNGT-373	Personnel Administration	3cr
MNGT-374	Human Resource Planning	3cr
MNGT-389	Training: A Managerial Perspective	3cr
MNGT-390	Compensation Management and Performance Appraisal	3cr
MNGT-396	Industrial and Labor Relations and Collective Bargaining	3cr
MNGT-397	Career Management	3cr

Students interested in production management should select their electives from the following:

MNGT-354	Logistics Management	3cr
MNGT-355	Materials Management	3cr
MNGT-359	Advances in Production/Operations Management	3cr
MNGT-360	Operations Strategy	3cr
MNGT-375	Management and Organization Communications	3cr
MNGT-391	Business Simulation	3cr
MNGT-395	Business Modeling	3cr
MNGT-396	Industrial and Labor Relations and Collective Bargaining	3cr

The above two examples are illustrative. For career direction, the student should seek advice from the Chairperson of the Department or the Program Advisor.

### **Major in Marketing for the Bachelor of Science Degree**

#### **Required Courses:**

Business and Management Core Courses		36cr
MKTG-351	Consumer Behavior	3cr
MKTG-353	Marketing Research	3cr,
MKTG-358	International Marketing	3cr
MKTG-359	Marketing Management	3cr
MNGT-393	Business Policy	3cr

Two electives from the following: 6cr

MKTG-352	Advertising	3cr
MKTG-356	Retailing	3cr
MKTG-357	Sales Management	3cr
MKTG-360	Marketing Channels	3cr
MKTG-361	Product Planning	3cr
MKTG-365	Advanced Topics in Promotion	3cr
MKTG-366	Industrial Marketing	3cr
MKTG-367	Exporting	3cr
MNGT-378	Women in Management	3cr
MNGT-398	International Business	3cr
G&ES-350	Marketing Geography	3cr
SSCI-I/IS-310	Business in Pacific Basin Market Area	3cr

Total 57cr

**Minor in Management**

This minor is designed for students interested in entry-level management positions and/or general managerial careers in business organizations.

**Required Courses:**

MNGT-370	Principles of Management	3cr
MNGT-371	Organizational Behavior	3cr
MNGT-372	Organization Theory	3cr
MNGT-373	Personnel Administration	9cr
Three additional management electives		9cr
Total		21cr

**Minor in Marketing**

This program is for students interested in a marketing minor to complement a major discipline such as another field of business, psychology, foreign language, computer science, etc.

**Required Courses:**

MKTG-350	Principles of Marketing	3cr
MKTG-351	Consumer Behavior	3cr
MKTG-353	Marketing Research	3cr
MKTG-359	Marketing Management	3cr

One of the following:

	3cr	
MKTG-352	Advertising	3cr
MKTG-357	Sales Management	3cr

Two of the following:

	6cr	
G&ES-350	Marketing Geography	3cr
* MKTG-352	Advertising	3cr
MKTG-356	Retailing	3cr
* MKTG-357	Sales Management	3cr
MKTG-358	International Marketing	3cr
MKTG-360	Marketing Channels	3cr
MKTG-361	Product Planning	3cr
MKTG-365	Advanced Topics in Promotion	3cr
MKTG-366	Industrial Marketing	3cr
MKTG-367	Exporting	3cr

Total 21cr

\* Can only count once in Marketing minor.

**Minor in International Business**

The International Business Minor is intended for majors in business who are interested in working in organizations with international links. Non-business majors interested in studying international business are encouraged to pursue the International/Intercultural Studies Minor in the Center for Individualized Studies.

The International Business Minor can have a Marketing/ Management focus or an Accounting/Finance focus. The requirements for each are:

**International Business--Marketing/Management Focus**

MKTG-358	International Marketing	3cr
MKTG-367	Exporting	3cr
MNGT-381	International Management	3cr
MNGT-398	International Business	3cr

Three courses from the following:		9cr
ABF-ACTG-380	International Accounting	3cr,
ABF-FINA-371	International Financial Management	3cr
ECON-322	International Economics	3cr
ANTH-243	Culture and International Business	3cr
SSCI-1/IS-310	Business in Pacific Basin Market Area	3cr
G&ES-350	Marketing Geography	3cr
Total		21cr

**International Business--Accounting/Finance Focus**

ABF-ACTG-380	International Accounting	3cr
ABF-FINA-371	International Financial Management	3cr,
MNGT-398	International Business	3cr

Four courses from the following:		12cr
MKTG-358	International Marketing	3cr
MKTG-367	Exporting	3cr
MNGT-381	International Management	3cr
ANTH-243	Culture and International Business	3cr
SSCI-I/IS-310	Business in Pacific Basin Market Area	3cr
Total		21cr

**COURSE OFFERINGS****MANAGEMENT****MNGT-201 Business and the Free Enterprise System 3cr**

Insight into the role of the free enterprise system in society and economy. Functions and operations of business firms are analyzed for career opportunities in business and industry. Recommended for intended business majors. Does not fulfill major or minor elective.

**MNGT-353 Design and Control of Production Systems, 3cr**

An in-depth coverage of the function of production planning and control including such topics as forecasting, materials requirements, planning, capacity planning, master production scheduling, production activity planning, and control and project management. Application of advanced computer software for problem solving. Prereq.:

**MNGT-354 Logistics Management, 3cr**

Introduction to the business Logistics environment. Detailed coverage of the use of concepts and quantitative techniques in facility location, distribution, warehousing, scheduling, order processing, storage, material handling and other Logistics design and operating decisions.

**MNGT-355 Materials Management, 3cr**

This course develops the relationship of purchasing, materials and distribution management through design of a production process to build a simple product using Materials Requirement Planning software and a microcomputer. This hands-on production systems approach emphasizes topics such as aggregate planning, master scheduling, materials requirements planning, capacity planning, production activity control and inventory planning and control. Through direct production management activities and decisions, the student develops an appreciation of these vital and future directions of manufacturing management.

**MNGT-356 Forecasting Methods for Management, 3cr**

Analysis of time series data. Forecasts for use in business decisions. Forecasting methods and techniques will include smoothing, decomposition, multiple regression, Box-Jenkins, auto correlation, moving average, and autoregression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages for problem solving.

**MNGT-357 Purchasing Management, 3cr**

This course focuses on the industrial purchasing function. Topics such as the organization of the purchasing department, purchasing techniques, vendor selection, determination of "quality" value

analysis, quality control, inventory control, reciprocity will be covered. Cases are used to provide a better understanding of purchasing.

**MNGT-358 Quality Management, 3cr**

Management of the Quality Assurance function. Analysis of the planning, design, and organization of quality control systems; statistical aids, process control and quality verification techniques needed for effective operations.

**MNGT-359 Advances in Production Operations Management, 3cr**

Comparison of different production environments. Strategy for production. Detailed coverage of techniques for effective production systems: CAD/CAM, group technology, robotics, flexible.

**MNGT-360 Operations Strategy, 3cr**

This course offers an appreciation of the nature and limits of strategic tradeoffs in service & manufacturing organizations and an understanding of the interrelation between organization and operations strategy and impacts of operations strategy on other managerial areas. Emphasis is on the basic approaches of operations management and their strengths and weaknesses, on an integration of conceptual and analytical methodologies through assessment of case materials, and on development of recommendations for action

**MNGT-368 Business Statistics, 3cr**

Quantitative methods specifically applied to management, marketing, finance, and accounting problems. Topics covered include basic probability theory, measurement and scaling, descriptive statistics, correlation, estimation, testing hypotheses, confidence intervals for mean, and regression. The use of personal computers as decision making aids will be emphasized.

**MNGT-369 Advanced Quantitative Methods for Managerial Decision Making, 3cr**

This is course is a continuation of MNGT-368. Topics covered include regression, multiple regression, part and partial correlation, experimental design principles, analysis of variance, analysis of covariance, index numbers, time series design, advanced multivariate topics. principal components analysis, and path analysis. The use of personal computers as multivariate decision making aids will be emphasized.

**MNGT-370 Principles of Management, 3cr**

An introductory course in the management of organizations. This course attempts to develop a broad-scoped, integrated understanding of organizations and their management. Traditional and current theories of organizational management are examined. Special attention will be given to the planning, organizing, staffing, leading, and controlling functions of management. Topics also include career development; the external environment; business and society; and the international environment. While the focus is on management in business organizations, the concepts are applicable to other types of complex organizations, notably government agencies, hospitals, non-profit organizations, international business, etc. prereq.:

**MNGT-371 Organizational Behavior, 3cr**

A broad survey analyzing the contributions of behavioral science to management and administration. Topics stressed are scientific method in organizational research, individual and group dimensions of organizational behavior, decision making, barriers to communication, work motivation, intergroup conflict, leadership, organizational climate and development, and analysis of power in organizations. Role playing, simulations, class exercises, and case studies are used.

**MNGT-372 Organizational Theory, 3cr**

This course approaches the study of business organizations and their management from a macro perspective. The focus of organization theory is to study the structure and design of organizations. Students are presented with both the descriptive and prescriptive aspects of the discipline in order to provide insight into the planning and designing of organizations for effectiveness. Major topics include rational and social systems views of organizations; the social, technical, legal and economic environments of organizations; organizational characteristics such as size technology; structure, climate and administrative philosophy; elements of organizational structure and design (authority structure); specialization; degree of centralization, policies, communication channels, and reward systems; organizational processes including goal setting, strategic planning, decision making, coordinating and controlling, and organizational survival.

**MNGT-373 Personnel Administration, 3cr**

Organization and operation of the personnel department. Role of the personnel department in the organization. Topics include task/job development (job analysis, job design, job specification, job enlargement, job enrichment, performance standards, work rules, work conditions); staffing the organization (recruitment, selection, placement, promotion, demotion, interviewing, testing); performance appraisal; training and development; compensation (wage and salary administration, supplementary benefits, incentives); collective bargaining (unionization, negotiation, grievance and arbitration); legal and other environmental issues are stressed.

**MNGT-374 Human Resource Planning, 3cr**

This course focuses on planning for human resource needs from the perspectives of the organization, organizational units, and individual members of the organization. Special consideration is given to career planning and management, management succession and development. Within these major emphases, topics include forecasting human resource needs; position planning; models for human resource planning; linking human resource planning to organizational planning; line and staff roles in human resource planning and development; human resource planning and development as change processes.

**MNGT-375 Management and Organization Communications, 3cr**

Formal structures, channels, and mechanism for communication within the organization and its environment. Informal process of communication within the organization. Supervisory and management roles in organizational communication. Dynamics of communication in and between organization work units. Functional roles/perspectives affecting organizational communications. Class exercises and case studies will be used.

**MNGT-376 Small Business Management, 3cr**

Application of management concepts and techniques to the small firm. Special attention will be given to the particular nature, opportunities, needs, and problems of small manufacturing, wholesale, retail, and business service firms. Topics include comparison of similarities, differences, and relations between small and large firms, issues and methods in starting a small firm (including selecting the legal mode of organization, buying an existing firm, franchising); funding; risk and venture management for small firms; the role of local, state, and federal government. Case studies and field research may be included.

**MNGT-377 Production Management, 3cr**

This course covers subjects related to the design of production, inventory, and quality control systems. In the production systems design the following topics are covered: design of products and services, capacity planning, process design, work analysis and measurement, facility location, production scheduling. In the inventory control systems design the following issues will be discussed: relation of inventory system to the other functions of organizations, cost structure, deterministic and probabilistic control models. In the quality control design the following are covered: quality concept, statistical quality control methods such as control charts, sampling, etc.

**MNGT-378 Women in Management, 3cr**

The emerging role of women in business, and the special problems and opportunities created as a result. This is a course for both male and female students. The course presents and reviews the issues relevant to the emerging role of females in management and organizations, critical evaluation of the issues are practiced in class discussions.

**MNGT-379 Introduction to Operations Research and Management Science, 3cr**

A survey of applied scientific methods used in management problems. Among the topics considered are linear programming and related algorithms, dynamic programming, decision theory, Markov analysis, project evaluation, and review techniques.

**MNGT-380 Entrepreneurship, 3cr**

Examination of the entrepreneurial process and the role of entrepreneurship in new ventures and small businesses. Includes discussion on how to start a new venture; obtaining financing for new businesses; marketing, R & D, and production of new products and services. Evaluation of the entrepreneurs and ways to encourage the entrepreneurial spirit in organizations of all sizes. Students will be required to write a realistic business plan.

**MNGT-381 International Management, 3cr**

This course examines the issues that face the international manager. Environmental conditions affecting the international manager, especially culture, are examined. Major topics include management styles, communication, personnel issues, and organizational theory in-Cross cultural and multinational management settings. Prereq.:

**MNGT-382 Internship in Management, 3-6cr MNGT-386 Independent Study in Management, 1-3cr**

Prereq.:

**MNGT-389 Training: A Managerial Perspective, 3cr**

Organization and operation of the training "function" in business and industry. Topics include: job and task analysis, training needs assessment from individual and organizational perspectives, obtaining managerial support for training effort, arrangement of the training environment, linking training needs assessment to training program content, selecting instructional methods, retention and transfer of learning, training program evaluation, on-site and off-site training methods, techniques for management development, and the role of EEO in the training environment.

**MNGT-390 Compensation Management and Performance Appraisal, 3cr**

Views compensation primarily from the viewpoint of the employer. Focus on issues that revolve around the work ethic, the employer-employee exchange process, and the basic components of the compensation system to establish a work place environment that stimulates employee performance. Topics to include: work environment, government and union influence, identifying job contents, job evaluations, determining pay and comparable worth, compensation packages and administration, performance appraisal and feedback.

**MNGT-391 Business Stimulation, 3cr**

This advanced course involves the simulation of various aspects of a business enterprise. Students assume roles of managers in simulated firms and make operational decisions for their firms in a simulated and competitive marketplace. Decisions may include such aspects of the firm's operation as marketing, finance, personnel, and accounting.

**MNGT-392 Business, Technology and Society, 3cr,**

Course deals with the environment of business, The role of technology in modern business organizations is considered as well as social change and social pressure on the business community, Other topics to be covered are the social responsibility of business; "The Social Audit": its function in business organizations; managing modern business: changes and adaptability; technology transfer activities in modern business: the U.S. and developing countries' experiences. 372.

**MNGT-393 Business Policy, 3cr**

This advanced capstone course involves the study of the concepts and techniques of determining strategies and operational policies of business organizations. Primarily through the use of cases, students are exposed to theories of business policy, business environment, and the impact of different policy making scenario on selected functions of the business organization

**MNGT-394 Organization Development, 3cr**

This course examines the nature, principles, and strategies of organization development. Topics include theory, concepts, and principles of organization development; historical development, current state-of-the-art, and trends; problems and issues of organization development; the organization/system (goals and objectives, performance and performance appraisal, career development, organization climate, quality-of-life issues); organization-environment merit, organization-individual and intergroup interfaces; system change; planned change; internal/external organization development practitioners. Examination of organization development strategies and methods include team building, action research, confrontation meeting, third-party intervention, process consultation, laboratory training, collateral organization, etc.

**MNGT-395 Business Modeling, 3cr**



Basic framework of model building and its use in management problems is studied. The stages of model development such as abstraction, model selection and formulation, parameter estimation, and sensitivity analysis is examined in detail. Various modelling techniques are discussed in terms of their assumptions, limitations, and applicabilities. A survey of models with reference to special application areas such as finance, accounting, marketing production planning, manpower planning, etc. are studied. Students work on a project in which they apply the basic ideas in the course.

**MNGT-396 Industrial and Labor Relations and Collective Bargaining, 3cr**

This course focuses on the collective bargaining process between management and employees, especially in unionized organizations but also in non-union organizations. Major topics include: historical development and current issues of the American labor movement; the unionization process and its impacts on organization; the negotiation process; the grievance/arbitration process; labor laws.

**MNGT-397 Career Management: The Study of Careers in Organizations from Management's Perspective, 3cr**

Emphasis on organizational management, succession and replacement, job vacancy information, career paths, out-placement counseling, and retirement preparation. Additional topics include: individual self-analysis, assessment centers, assertiveness training, promotion and transfer, increasing mobility.

**MNGT-398 International Business, 3cr**

This course deals with problems of corporate strategy in an international setting as well as the effect of multinational companies on host countries. Specific topics include concepts of international trade; developing overseas business; the multinational companies relationship with the host government and its effects on the host country's economy; issues of marketing, supply, labor and personnel management, finance, and organization.

**MNGT-399 Management of Change, 3cr**

An advanced seminar course focusing on organizational change management by managers and employees who wish to initiate a change, are assigned responsibility to manage a change, or who are affected by change initiated by others. Major topics include: nature and dynamics of change and change management; dimensions of change; change management strategies; cycle theories; stability and change; resistance to change; the change manager as change agent or resister/defender.

**MNGT-468 Quantitative Methods and Managerial Statistics, 3cr**

This course assumes a working knowledge of statistics covered in undergraduate business courses, including basic probability theory, descriptive statistics, correlation, estimation and simple regression. Students build on this foundation through the application of correct statistical models to specific situations and the proper interpretation of results for decision-making. Advanced topics are addressed, including analysis of covariance, multivariate regression, path analysis, principal component analysis and time series decomposition, linear programming and elementary matrix theory. Students must also learn and utilize appropriate computer software packages.

**MNGT-471 Management Organizational Behavior, 3cr**

This course examines the contribution of behavioral science to management and administration. Topics include group formation, decision-making, employee participation, communication patterns, intra- and intergroup conflict, organizational culture, job satisfaction and productivity concerns in an employee oriented environment. Significant emphasis is placed on research methodology and review of the current literature.

**MNGT-474 Human Resources Policy and Decision Making, 3cr**

This course addresses personnel policy formulation and implementation. Consideration is given to human resources planning, staffing, development, and placement issues in the context of legal and collective bargaining constraints. A review of topical issues such as employment- at-will, drug testing, honesty in the workplace and other special topics is provided,

**MNGT-477 Production and Operations Management, 3cr**



This course provides general coverage of production/operations management in organizations. Emphasis is placed on the application of the P/P/OM concepts to both goods and service organizations. The information presented is beneficial to students majoring in all of the business administration functional areas. The course covers operations strategy, production scheduling, materials management, facilities planning and layout, material productivity and quality control. Forecasting, scheduling, inventory, and distribution modeling are discussed. Statistical process control is also presented.

**MNGT-480 Entrepreneurship, 3cr**

This course focuses on the initiation of new business ventures as contrasted with the management of on-going enterprises. Topics covered include the characteristics of successful entrepreneurs, methods of identifying market opportunities, appraising market potential, determining startup costs of acceptable purchase price, legal aspects of organization or acquisition, raising venture capital, initial capital structure, selection of the board of directors and key managers, allocation of control among involved parties, and method of rewarding entrepreneurs and key managers. Cases, reading, and some outside speakers will be used. The major emphasis, however, will be on the evaluation of prospective "real world" ventures.

**MNGT-481 International Management, 3cr**

This course examines the salient features of decision-making and management practices in multinational firms. Particular attention is given to organizational planning and control functions, and to problems encountered by managers as they interact with host governments and institutions. Linkages between certain cultural factors and features of the managerial climate are also examined.

**MNGT-487 Strategy and Organization, 3cr**

This course serves to integrate preceding courses through the study of strategy formulation and implementation functions and responsibilities of top-level management. The topics addressed include the concept of corporate strategy, the strategic planning and resource allocation processes, the design of formal organizational structure, management control systems, reward and sanction systems, the selection and training of key personnel, and the leadership role of the chief executive officer. Cases and readings are drawn from a variety of types of organizations.

**MNGT-488 Strategic Planning, 3cr**

This course provides an examination of various models and research findings in the area of strategic planning and of the theoretical and managerial issues raised by these models, findings, and evolving organizational practice. The topics covered include concepts of strategy, analytical informational and behavioral characteristics of the strategic planning process, the design and organization of strategic planning systems, and patterns of strategic behavior. Examples are drawn from a variety of institutions, although the major emphasis is on business.

**MNGT-489 Management of Organization Change, 3cr**

This course explores the concept of successful management of organizational and behavioral change, focusing on both "planned" and "unplanned" changes and emphasizing the development of change strategies and measurement of change effectiveness. Included will be group laboratory work using video tape systems. Attention will also be given in response to external (e.g., social) changes. Opportunities exist for field work in various institutional contexts.

**MNGT-4981 International Business 3cr**

This course examines the cultural, social, political and economic factors which underlie certain business practices in foreign countries. Depending upon the expertise and preference of the instructor, the course may focus upon a few primary geographical areas (e.g., Eastern Europe, Far East) intensively, or it may present a wide array of cultural environments in survey fashion.

**MNGT-500 Master Project, 3cr**

Approval of major advisor is necessary.

**MNGT-501 Master's Thesis, 6cr**

Approval of major advisor is necessary.

**MNGT-550 Business Policy, 3cr**

This course integrates the concepts and applications of business strategy formulation and organization. Primarily emphasizing a case approach, the course builds upon the common body of business knowledge developed in other components of the curriculum. The characteristics of business strategy are studied in an organizational framework ranging from small entrepreneurship to multinational corporations.

**MARKETING****MKTG-350 Principles of Marketing, 3cr**

This course provides a comprehensive overview of the marketing process by explaining its role in business and society. Major topics include market segmentation and research, purchasing behavior in the consumer and industrial markets, a careful analysis of the marketing mix (product, price, distribution and promotion) and the planning and evaluation of the overall marketing effort.

**MKTG-351 Consumer Behavior, 3cr**

This course examines: the buyer as a problem solver; buying decision processes; sociological and psychological factors affecting buyer behavior; and consumer behavior models. The course shows how consumer behavior concepts are used in the formulation of the firm's marketing strategy.

**MKTG-352 Advertising, 3cr**

This course examines the roles and management of advertising, sales promotion, public relations, and publicity in the company's promotional mix. Major topics include determining promotional objectives, budgeting, and planning, executing, evaluating and coordinating the promotional effort.

**MKTG-353 Marketing Research, 3cr**

An investigation of the research necessary for the formulation of marketing policies. Topics include research design; sampling; and statistical analysis.

**MKTG-356 Retailing, 3cr**

The various marketing activities involved in retailing are examined individually and as part of a total system. Emphasis is placed upon factors determining store location, organization, techniques of purchasing, merchandising, and the application of the marketing mix to the retailing function.

**MKTG-357 Sales Management, 3cr**

This course exposes students to the roles of professional sales people in the marketing system. It focuses on the development of essential selling skills and the management of sales people.

**MKTG-358 International Marketing, 3cr**

This course examines the special problems of marketing in an international setting. Reasons for international expansion, both historically and in the present, are discussed. The cultural, political, and legal environments for international marketing are examined. Problems of product, promotion, price, physical distribution, and organization on an international scale are also examined.

**MKTG-359 Marketing Management, 3cr**

A capstone course designed to stress the managerial aspects of marketing. Consideration of product, pricing, distribution, promotion, and organization design are related through student projects to the development of the firm's marketing strategy. Prereq.

**MKTG-360 Marketing Channels, 3cr**

This course is designed to prepare future managers to successfully handle the interrelationships among manufacturers, wholesalers, retailers, and consumers. Topics covered include analysis of marketing channel structures, development of channel strategy, and management of marketing channels. The course will emphasize how to plan, organize, and control the economic, political, and social relationships among institutions and agencies to make certain that products and service are available for use or consumption by industrial, commercial, and household consumers.

**MKTG-361 Product Planning, 3cr**

This course examines planning and management of the company's production. Major topics include organizing for new product development; product mix and line strategies and decision making; the process of new product planning, development, and introduction, positioning the

product, management of products through their life cycle; adoption and diffusion; style and fashion; branding and packaging.

**MKTG-365 Advanced Topics in Promotion, 3cr**

This course covers the concepts of unique selling proposition, brand imagery, and the accomplishment of marketing objectives through creative strategy in ads and commercials. Additional topics include retail, industrial trade and institutional advertising, public relations, publicity, sales promotion, and direct response promotions. Legal and ethical considerations and measurement of campaign effectiveness may be covered at the discretion of the instructor.

**MKTG-366 Industrial Marketing, 3cr**

An in-depth look at marketing in the industrial setting. Topics covered include the industrial buyer organization, planning, product and pricing policies, and sales techniques. Extensive use is made of up-to-date readings and cases. Students synthesize their learning in a study of major industrial firm or governmental branch.

**MKTG-367 Exporting, 3cr**

An introduction to the practical knowledge in exporting. Subjects covered include global issues in exporting, identifying export markets, export strategies, export documentation, traffic management, insurance and financing.

**MKTG-382 Internship in Marketing, 3cr**

Prereq.: senior standing, consent of instructor.

**MKTG-389 Independent Study in Marketing, 3cr****MKTG-450 Marketing Management, 3cr**

This course focuses on the techniques of management as applied to the functional areas of marketing.

**MKTG-451 Consumer Behavior and Marketing Action, 3cr**

This course focuses in analyzing demand, identifying market segments, and predicting customer response to alternative marketing strategies using concepts from the behavioral sciences.

**MKTG-452 Advertising Management, 3cr**

This course explores advertising from the viewpoint of business management, develops an understanding of the role of advertising under various conditions, and looks at the problems of integrating advertising strategies into the firm's total marketing program.

**MKTG-453 Marketing Research, 3cr**

This course explores different approaches to planning, collecting, analyzing, and communicating information from the marketplace, including techniques and applications for specific marketing areas. prereq.:

**MKTG-456 Channel Distribution and Retailing, 3cr**

This course provides for the study of retailing as an integral part of the economic system and examines retailing from both the manufacturer's perspective and consumer's perspective. it focuses on management and behavioral theories.

**MKTG-458 Global Marketing, 3cr**

This course focuses on identifying and analyzing worldwide marketing opportunities and generating strategies for overseas marketing, and explores the impact of environmental differences on marketing strategies and customer response.

**MKTG-468 Industrial Marketing, 3cr**

This course examines planning, organizing, and controlling industrial marketing activities, and studies industrial products and how they are marketed. Different marketing techniques are discussed according to the nature of industrial products and services.

**MKTG-500 Master's Project, 3cr**

Approval of major advisor is necessary.

**MKTG-501 Master's Thesis, 6cr**

Approval of major advisor is necessary

## COLLEGE OF EDUCATION

Michael E. Carl, Ph.D., Professor, Dean

Nan J. Giblin, Ph.D., Assistant Professor, Associate Dean

Jerry B. Olson, Ph.D., Professor, Associate Dean for School Relations

The faculty and staff of the College of Education of Northeastern Illinois University are dedicated to excellence and innovation in education. Serving the Chicago metropolitan area, we seek to make our teaching, research, and service efforts responsive to the needs and aspirations of a diverse student body and community. The College of Education, as a fundamental component of a comprehensive public urban university, dedicates itself to becoming nationally recognized:

1. In developing professionals who will teach, train, consult, and counsel; in becoming leaders who facilitate learning, scholarship and creativity throughout life;
2. In developing, applying and disseminating research that results in new knowledge, improved practice and greater levels of achievement by instructors, learners, families, communities and organizations; and
3. By strengthening a commitment to serve schools, communities, business, industry and the professions.

To accomplish our mission, we pursue collaborative and systematic strategies which will continue to improve our teaching, learning, research, and service. We seek to utilize our location in the Chicago metropolitan area as a base upon which we will build and support teams and alliances within the university, and in all appropriate areas outside the university.

The College of Education takes an all-university approach, requiring its students to have a well-rounded general education in the liberal arts, thorough training in professional education courses, and extensive school- community clinical experiences. Students completing teacher certification programs receive entitlement to certification from the Illinois State Teacher Certification Board. Occasionally, State requirements for various certifications may change. Consult the departmental advisor regarding certification requirements.

Students with degrees may complete an approved teacher certification program. Information for degreed candidates is available in the Office of the Dean, College of Education.

### COURSES OF STUDY

The College offers courses of study in:

Bilingual/Bicultural Education

Counselor Education

Early Childhood Education

Educational Administration

Educational Foundations

Elementary Education

Exercise Science and Cardiac Rehabilitation

Health, Physical Education, Recreation and Athletics Human Resource Development

Inner City Studies Education

Language Arts

Reading

Secondary Education

Special Education

### ACCREDITATION AND APPROVAL

In 1985, the National Council for Accreditation of Teacher Education (NCATE) conducted a thorough on-site evaluation of the College of Education and awarded full accreditation to all teacher education programs in the College of Education.

In 1981, the State Teacher Certification Board, after extensive evaluation of all College of Education certification programs as part of the State Board's Tenth Year Review, found Northeastern Illinois University in compliance with all standards and program criteria. As a result, Northeastern has full approval for all of its undergraduate and graduate certification programs for teachers, administrators, and school service personnel. In 1993, this approval was reaffirmed by the State Teacher Certification Board's full approval of Northeastern's Fifth Year Report. These certification programs are:

**Early Childhood Education (Birth - Grade 3)****Educational Administration**

(Graduate level only)

Chief School Business Official General Administrative

**Elementary (K-9)****Secondary (6-12)**

Art

Biology

English

History Mathematics

Music

Physical Education

Spanish

**Reading (K-12) \***

(Graduate level only)

**Special Education (K-12)**

Learning Disabilities \*

Behavior Disorders \*

Educable Mentally Handicapped

Trainable Mentally Handicapped \* (Graduate level only)

\* Supervisory Endorsement Option available at Graduate level

**School Service Personnel**

(Graduate level only)

Guidance and counseling--Elementary Guidance and counseling--Secondary

**UNDERGRADUATE MAJORS**

Bilingual/Bicultural Education

Early Childhood Education

Elementary Education

Human Resource Development

Inner City Studies Education

Physical Education

Special Education

In order to graduate, majors not seeking certification must complete all the requirements for their academic programs and be admitted to the College of Education.

**UNDERGRADUATE MINORS**

The College of Education offers minor programs which supplement other academic programs offered at Northeastern. These minors include the following:

Early Childhood Education

Hospital Play Education

Preschool Education

Educational Foundations

Educational Psychology

Educational Studies

Multicultural Education

Health, Physical Education, Recreation, and Athletics

- Health Education
- Leisure Studies
- Physical Education

Inner City Studies Education

- Inner City Careers
- Mexican/Caribbean Studies

Instructional Media

Reading

### **GRADUATE PROGRAMS**

The College of Education offers the following graduate programs. Programs with an asterisk ( \* ) lead to both a master's degree and Illinois state teacher certification.

Master of Education in the Teaching of Language Arts

Master of Science in Exercise Science and Cardiac Rehabilitation

Master of Arts in Educational Administration \*

Master of Arts in Counseling

- Elementary School Level \*

- Secondary School Level \*

- Career Development

- Community and Family counseling

Master of Arts in Human Resource Development

Master of Arts in Inner City Studies

Master of Arts in Reading \*

Master of Arts in Gifted Education

Master of Arts in Special Education

- Early Childhood Special Education

- Educating Children with Behavior Disorders \*

- Teaching Children with Learning Disabilities \*

- Teaching Trainable Mentally Handicapped Children and Youth \*

### **ADVISEMENT**

The University Advisement Center advises freshmen and sophomores who are preparing for admission to teacher education but have not yet declared a major. Students with a declared major in the College of Education should seek academic advisement from the appropriate department.

### **ADMISSION-RETENTION POLICIES FOR UNDERGRADUATES**

Admission to Northeastern Illinois University does not automatically constitute admission to professional programs in the College of Education. Students who major in any of the programs offered in the College of Education must be admitted to the College of Education in order to graduate. For those majoring in certification programs, admission to the College of Education is a prerequisite to taking the 100-hour clinical experience and student teaching. The deadline for admission is the last week in May for those doing their 100-hour clinical experience or student teaching in the Fall, and the last week in August for those doing 100-hour clinical experience or student teaching in the Spring semester. For students majoring in non certification programs, the deadlines for admission to the College of Education are specified in the appropriate departmental sections of this catalog.

Admission to the College of Education should be requested after completion of 30 semester hours. Transfer students must have completed 12 of those hours at Northeastern. To apply for admission, students should contact the Office of the Dean, College of Education, room 4044 to initiate an application file. Students who have completed application files by the 15th of each month will have their applications reviewed by the Admissions, Retentions, and Appeals Committee of the College of Education at its next regularly scheduled meeting. All students, including transfer students, must meet the following minimum requirements for admission:



1. Completion of 30 semester hours at the time of application. Transfer students must have completed 12 of those hours at Northeastern.
2. A cumulative grade point average of 2.50 (on a 4.0 scale) or higher at the time of application. A 2.50 cumulative grade point average, as well as a grade point average of 2.75 in professional courses, must be maintained for retention.
3. Grade of "C" or higher in an approved speech course for certification students. (Same requirement or passing College of Education Speech Test for non-certification students.)
4. Competence in written English as evidenced by passing the writing section of the University English Competence Examination. This examination is also a graduation requirement for all students at Northeastern.
5. Grade of "C" or higher in each course meeting certification requirement of six semester hours of writing. (Effective January 1994)
6. Competence in reading as evidenced by passing the reading section of the University English Competence Examination.
7. Competence in mathematics as evidenced by an acceptable score on the mathematics test given by the College of Education.
8. A minimum grade of "C" in "professional education" and "major" courses is required for admission to or retention in the College of Education.
9. No required professional education course may be taken more than twice to achieve an acceptable grade.
10. A positive recommendation from the student's major department.

**An individual interview may be required with applicants requesting admission to the College of Education.**

**Students may be required to take examinations or submit other documentation specific to the particular teaching program and discipline in which they are enrolled.**

**Evidence of specific behavior indicating impairment of physical or mental health which would be likely to interfere with satisfactory performance as a teacher may be considered as constituting a basis for denying admission,**

University students who do not intend to major in programs offered by the College of Education but who are interested in taking education courses as electives are invited to do so without applying for admission to the College.

A minimum cumulative GPA of 2.50 (on a 4.00 scale) is required in all undergraduate work for second B.A. degree students.

Students enrolled in the BOG/BA program at Northeastern who wish to pursue any of the programs within the College of Education must be admitted to the College of Education. These students must also complete all professional course requirements of their particular programs. A minimum cumulative GPA of 2.50 (on a 4.00 scale) is required in all undergraduate work for BOG/BA students to be admitted into the College of Education.

Students with degrees seeking certification under Illinois **House Bill 2207** must also be admitted to the College of Education.

For requirements and advisement, contact the Office of the Dean, College of Education.

**RETENTION AND ACADEMIC STANDING**

A student admitted to the College of Education must maintain a minimum cumulative grade point average of 2.50 (on a 4.0 scale) to remain in good standing. If the cumulative grade point average drops below 2.50 the student will be placed on academic probation in the College of Education. Students are allowed one term, while on probation, to raise their cumulative grade point average to 2.50. If the cumulative grade point average is not raised to 2.50 after one term on probation, the student will not be retained in the College of Education.

A grade of "C" or higher in courses in professional education and majors within the College of Education is required for retention. Students receiving a grade lower than "C" will be placed on academic probation and will not be permitted to student teach until a grade of "C" or higher is achieved.

A program/department recommendation will be required for admission to student teaching. All "Incompletes" in major/ professional courses must be changed to a regular letter grade prior to entering student teaching.

Students will not be permitted to student teach if they have not been admitted to the College of Education or if they are on academic probation within the College of Education.

**REINSTATEMENT AND READMISSION**

Students in good standing who have been admitted to the College of Education and then withdraw from the University will, upon readmission to the University, be automatically reinstated in the College of Education, if the period of withdrawal has not exceeded two years. Students who are readmitted to the University after a period of withdrawal which exceeds two years must apply for readmission to the College of Education.

A student who has withdrawn while on academic probation or who has not been retained in the College of Education due to an insufficient G.P.A. may be reinstated after the cumulative G.P.A. has been raised to at least 2.50 (on a 4.0 scale). A written appeal to the College of Education must be submitted. It is the responsibility of the student to notify the Office of the Dean, College of Education, of any intention to withdraw from the College.

**CLINICAL EXPERIENCES AND STUDENT TEACHING**

Students who are matriculating in certification programs are required to complete at least 100 hours of clinical experiences prior to student teaching and must also satisfactorily complete student teaching (and practice teaching in some programs). For more detailed and specific information, please refer to the section in the catalog on Clinical Experiences and Student Teaching.

**GRADUATION REQUIREMENTS**

To be eligible for graduation with a recommendation for entitlement for teacher certification through the College of Education, all students must be admitted to the College, maintain the admission standards, successfully complete the required courses in professional education and all requirements of their academic program, pass the United States and Illinois Constitution Examinations and meet all University graduation requirements. (Students may also satisfy the constitution requirements by completing an approved political science course. Contact the Political Science department for course information.)

In addition, students pursuing teacher education programs in early childhood education and elementary education are required to complete at least 71 hours of general education course work in addition to professional education requirements. Those pursuing teacher education programs in secondary education are required to complete at least 47 hours of general education course work. For further information concerning the general education requirements, students should consult with the respective College of Education departments offering teacher certification programs.

**Illinois Certification Testing**

All students seeking early childhood, elementary, special, high school, school service personnel, or administrative certificates in Illinois must pass: 1) a test of basic skills and 2) a test of subject-matter knowledge in each area in which certification is sought. This requirement is mandated by the Illinois Education Reform Act. The tests are administered regionally at four regularly scheduled times per year. The Illinois State Board of Education advises persons to take the tests as soon as

possible. Tests not passed may be retaken as often as necessary at any of the regularly scheduled times. Registration Bulletins and Study Guides for the tests are available in department offices.

### **THE CHICAGO TEACHERS' CENTER IMPROVING URBAN EDUCATION THROUGH COLLABORATION**

Since its founding in 1978, the College of Education's Chicago Teachers' Center has been an innovator in developing programs to improve urban education in Chicago schools through collaborative partnerships. The Center challenges the educational system to better serve diverse cultural and ethnic populations by creating, documenting, and disseminating model programs for teachers and students.

### **THE CENTER SITE IS A RICH RESOURCE FOR BUILDING SUCCESSFUL PROGRAMS**

Located at River West Plaza, 770 North Halsted, Fourth Floor, the Chicago Teachers' Center makes its wide array of resources available to teachers, university students, and to the general public. The drop-in center houses several thousand curriculum books, teacher-made instructional materials, Macintosh computers, supplies and equipment. Teachers are invited to share ideas, attend workshops, plan group visits, and consult staff on curriculum and instructional issues. The Conference Center functions as a meeting place for educators from throughout the Chicago and area. In this facility, educational reform groups, professional associations, and teachers from the school-based programs meet to discuss how schools can be improved.

### **PROFESSIONAL PROGRAMS IN SCHOOLS**

The Center's staff members and university faculty continue an exemplary record of service to Chicago schools by collaborating closely with Chicago teachers, administrators, parents, businesses, and community agencies. Together, we provide a wide range of professional development and instructional services at school sites, the Center, and the University. The Center offers professional development programs for teachers in such areas as science, reading, math, cooperative learning and the arts; dropout prevention and college bound programs for inner city youth; and workshops that involve parents in their children's education.

### **CLINICAL EXPERIENCES AND STUDENT TEACHING**

Janet Bercik, Ed.D., Associate Professor, Coordinator

#### **Clinical Experiences**

All students seeking Teacher Certification in the State of Illinois must complete **minimum of 100 clock hours** of clinical experiences working with children or young adults prior to student teaching, in an approved school under the supervision of a qualified cooperating teacher.

#### **Procedure:**

- a. Applications are available in the Office of Clinical Experiences and Student Teaching, CLS 4023.
- b. The forms must be typed and returned to CLS 4023.
- c. It is recommended that applications be made one year in advance.
- d. Current TB tests must be on file in this office prior to the experience.
- e. Check the information boards outside CLS 4023 for further program information.

#### **Student Teaching Information**

Prior to student teaching students must meet all college and program requirements and deadlines. College of Education information may be received by contacting the Dean's Office, CLS 4045. Student teaching information may be received by contacting the Clinical Experiences & Student Teaching Office, CLS 4023.

### **DEPARTMENTAL REQUIREMENTS**

1. Undergraduate students must have completed at least 90 hours of credit.

2. Degreed students (H.B. 2207) and undergraduate students must satisfy all course and program requirements established as prerequisites for student teaching.

### DEPARTMENT APPROVAL

Students must have department approval for student teaching. **A department recommendation for admission to the College of Education does not ensure department approval for student teaching.** A student who has exhibited (in major, professional courses or in clinical experiences) behavior judged inappropriate to a candidate for the teaching profession following admission to the College of Education may be denied approval by the department for admission to student teaching. All students must follow their departments' procedures concerning admission to student teaching.

### Grade Point Average

1. A cumulative grade point average of 2.50 (on a 4.0 scale) or higher, and a grade point average of 2.75 in professional sequence courses, must be maintained for eligibility to student teach.
2. The student must meet program/department requirements.

### Formal Application to Student Teach

Students must make formal application to the Student Teaching Office, CLS 4023. Student teaching orientation meetings are held one year prior to the semester of student teaching, with meeting dates posted and deadlines set. At the **mandatory** meeting, all prospective student teacher's will receive information relative to the formal application process.

### Student Teaching Semester

		Need	Deadline Date
FALL		Meeting date	First week of October [one year in advance]
		Application material	First week of November [one year in advance]
		College of Education Admission	Last week of May [prior to student teaching]
SPRING		Meeting date	First week of February [one year in advance]
		Application material	First week of March [one year in advance]
		College of Education Admission	Last week of August [prior to student teaching]

NOTE: For additional deadlines prior to student teaching, read the information boards outside CLS 4023.

### Placement and Supervisory Process

The student teacher coordinator will confer with respective department chairpersons, program coordinators, and/or university supervisors to determine placement of the prospective student teacher.

Placement requests for student teaching sites will be sent by the Student Teaching Office to the school district.

All student teachers will attend an orientation to student teaching meeting to receive formal confirmation of their placements, contingent upon meeting ALL department and college requirements. Notification of this meeting will be sent/ posted regarding date, time, and place by the coordinator, Attendance at this session is MANDATORY in order to student teach.

To receive credit for student teaching, the student must register for the appropriate student teaching course through Northeastern's formal registration procedures.

In addition to supervising the student teacher, the university supervisor conducts weekly seminars for all student teachers whom he/she supervises.

The University supervisor, with input from the cooperating teacher/s to whom the student teacher is assigned, is responsible for evaluation of the student and assignment of the final course grade. **To be entitled for certification, a student must earn a grade of "B" or better in student teaching.**

University supervisors record their evaluation of each student teacher with the Office of Career Development and Placement, Room B-117 in the B-Wing. The student teacher must provide the supervisor with the evaluation form included in the placement packet distributed by the Office of Career Development and Placement. This office maintains evaluation records for any student teacher who opens a credential file, and will make records available to prospective employers upon student request. Up-to-date information about school openings are also provided by this office.

#### **ENTITLEMENT AND CERTIFICATION PROCEDURES**

Once a student has successfully completed student teaching, he/she must follow entitlement procedures required for obtaining certification. All students can get this instruction sheet from the Office of Admissions and Records. This sheet specifies in detail the process of entitlement and certification.

## COUNSELOR EDUCATION

Linda Keel, Ph.D., Associate Professor, Chair  
Edward Brogly, Ph.D., Professor  
Jeffrey Edwards, Ed.D., Assistant Professor  
James Fruehling, Ph.D., Professor  
Nan Giblin, Ph.D., Associate Professor  
Jane Hawley, Ph.D., Professor  
Noah Inbody, Ed.D., Professor  
Alice Murata, Ph.D., Professor  
Charles Pistorio, Ph.D., Assistant Professor  
Francis Vogel, Ph.D., Professor

The mission of the Counselor Education Department is to prepare individuals to function as professionally competent counselors.

The Counselor Education program, which leads to a Master of Arts degree in Counseling, focuses on knowledge and skill competence in eight areas: professional orientation, human growth and development, social and cultural foundations, helping relationships, group approaches, career development, appraisal, and research skills. Didactic courses along with experiential, practicum and internship experiences contribute to the personal and professional development of prospective counselors.

All programs in the Counselor Education Department are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of CACREP accredited programs are allowed to sit for the NBCC exam immediately upon graduation instead of documenting two years of post-graduate supervision. In addition, the National Board for Certified Counselors has recognized the necessity for counselors to demonstrate proficiency in the CACREP core areas of study and utilizes the core as a basis for its national exam. It is imperative that students consult with their program advisors regarding course selection and sequencing,

### GRADUATE PROGRAM

#### Master of Arts in Counseling

The program leading to the Master of Arts degree in Counseling consists of the following four sequences:

1. Elementary School Counseling
2. Secondary School Counseling
3. Career Development
4. Community and Family Counseling

#### Admissions and Retention

Applicants to all four sequences must meet the admission requirements of the Graduate College. Applicants to the counseling sequences will also be required to meet the following additional requirements.

1. Attend an informational orientation meeting prior to applying for program admission;
2. Participate in an evaluative preadmission workshop after application materials have been submitted;
3. Submit a spontaneous writing sample to be completed during the preadmission workshop;
4. Submit recent scores for the general test of the Graduate Record Examination. Scores will be considered along with other aspects of the application.

To qualify for the master's degree, students must complete 48 credits of prescribed course work (including six credits of internship) and successfully complete the written departmental proficiency examination.

Once admitted, students must demonstrate satisfactory progress. Therefore, an ongoing evaluation, for the purpose of making retention decisions, is made of all admitted students in the areas of academic achievement, professional growth, and personal growth. Although evaluation will take place during every class, formal evaluation procedures are applied at candidacy, prior to practicum, prior to the internship, and on the annual date of one's admission to the program. (See admission & retention guidelines in The Student Handbook for specifics). Students may also be reviewed for retention at the request of individual faculty members.

Should a student be denied retention in the program by the faculty Admission and Retention Committee, the student's faculty advisor will communicate the reasons to the student in writing.

Further, depending upon the circumstances, the advisor may: -direct the student to seek a more appropriate field of study. -advise specific remedial steps that must be taken before continuation in the program is permitted. -inform the student of the procedure used to appeal the committee's decision.

<b>Prerequisites:</b>	Six credits of psychology as specified by each sequence
<b>Elementary:</b>	Educational Psychology Psychology of Exceptional Children
<b>Secondary:</b>	Educational Psychology Adolescent Psychology
<b>Career Development:</b>	Two psychology courses approved by the department
<b>Community:</b>	Two psychology courses, including Abnormal Psychology or equivalent

#### THE CURRICULUM:

##### Core Courses, Electives, and Clinical Experiences

##### Required Core Courses for Each Sequence

The program requires a minimum of 48 credit hours, or 16 courses. A core or common curriculum of 24 credit hours is required of all sequences. The core courses include:

COUN-401	The Counseling Profession	3cr
COUN-402	Developmental Counseling	3cr
COUN-403	Frameworks for Counseling	3cr
COUN-404	Evaluation Techniques	3cr
COUN-405	Individual Counseling Skills	3cr
COUN-406	Group Counseling	3cr
COUN-407	Community Counseling	3cr
COUN-408	Research Seminar	3cr
Total		24cr

Each sequence also requires its own course in Career Development. (3 credits)

COUN-411	Career Development: Elementary School
COUN-412	Career Development: Secondary School
COUN-413	Adult Career Development(Career Development and the Community and Family Sequence)

In addition, the Career Development Sequence requires

COUN-414	Advanced Career counseling	3cr
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and the Community and Family Sequence requires

COUN-420	Introduction to Family Counseling	3cr
COUN-427	Diagnostic Systems for Counseling	3cr

##### Elective Courses



The number of elective courses will vary for each sequence. The elective courses will be selected in consultation with an advisor. Courses most appropriate for that sequence and the student's career objectives, may be selected from the following:

COUN-414	Advanced Career Counseling	3cr
COUN-420	Introduction to Family Counseling	3cr
COUN-421	Advanced Marriage and Family Counseling	3cr
COUN-422	Grief Counseling	3cr
CON-423	Counseling for Business & Industry	3cr
CON-424	Stress Management	3cr
CON-425	Counseling for Alcoholism and Chemical Dependency	3cr
CON-426	Advanced Counseling for Chemical Dependency	3cr
CON-427	Diagnostic Systems for Counseling	3cr
CON-468	Seminar in Counseling (title varies)	3cr

A-Advanced Group Leadership  
 B-Advanced Counseling  
 C-Advanced Evaluation Techniques  
 G-Advanced Research  
 H-Student Personnel Work in Higher Education  
 K-Counseling the Gifted

Also available are a limited number of Independent Studies in which a student creates a course with a special topic of interest under the direction of a faculty member. Credits vary. Graduate level courses in other departments, such as Psychology (Gerontology) may be used as electives with the permission of the student's advisor.

Student assistants used as supervisors for the clinical and other courses will receive 3 credits which may be used for elective credit or for additional credit beyond the 48 hours.

Electives may be taken from appropriate courses in other departments, with the approval of the sequence advisor. No more than four courses other than practicum and internship taken with any one professor may be counted toward a degree.

**WHEN CHOOSING ELECTIVES, STUDENTS MUST BE AWARE THAT THE VARIOUS PRACTICUM AND INTERNSHIP SITES REQUIRE SPECIFIC COURSES AND COMPETENCIES BEFORE THEY WILL ACCEPT STUDENTS.**

In some situations, students may need to take courses beyond the 48 minimum credits. It is imperative that each student take responsibility for consulting with both the advisor and the faculty supervisor of clinical sites long before applying for the clinical courses. Failure to do so could delay completion of the program.

**CANDIDACY**

After completing 15 semester hours, including COUN 401, COUN 403, COUN 404, COUN 405, and COUN 406, students must apply for candidacy. To continue in the program a 3.0 average is required. In the clinical courses, COUN 405 and COUN 406, students must earn a grade of B or better to continue in the program.

**Additional Requirements:**

1. **Clinical Experience** - Practicum and Internship

**Practicum**

Practicum 100 hour, field---based experience which requires a minimum of 40 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship. Students earn three credits each for:

Practicum I - Group Supervision (in the appropriate sequence), and  
 Practicum II - Clinical Experiences (in the appropriate sequence).

NOTE: Practicum I and II are conducted concurrently.

**Internship**

Internship is a 600 hour, field-based experience which requires a minimum of 240 hours of clinical contact with clients. Students earn six credit hours for the Internship. Students are strongly encouraged to complete all coursework prior to beginning internship.

CONSULT THE STUDENT HANDBOOK AND THE PRACTICUM/INTERNSHIP HANDBOOK FOR DEVIATIONS IN CLINICAL EXPERIENCES FOR SPECIFIC SEQUENCES.

**2. Research**

A research paper is required, and students fulfill this requirement by completing COUN-408 the Research Seminar course. Consult your advisor.

**3. Departmental Proficiency Examination**

All candidates will be required to pass a comprehensive examination. Candidates may take the examination in the term following the one in which all course requirements have been completed. Students must apply to the department to take this examination.

**4. Notification of Student Recess**

Once having begun the Counselor Education program, if a student does not attend classes for more than 2 consecutive semesters (Fall, Spring, Summer), the student must notify the department of his/her intent to continue in the program. The department reserves the right to review the student's coursework upon reentry by the student and to require that certain courses be repeated if necessary. Each student is required to complete an average minimum of six to nine credit hours per academic year to finish the program within the prescribed time frame of six years.

**COURSE OFFERINGS****CON-401 The Counseling Profession, 3cr**

Orientation to the counseling profession and to understanding oneself as a counselor. The roles, objectives, and functions of professional Counselors as well as the history and evolution of the profession and current standards for ethical and legal behaviors, professional preparation, and credentialing will be studied. Students become familiar with the objectives, benefits, and services of professional counseling organizations and journals. Prereq

**COUN-402 Developmental Counseling, 3cr**

Course focuses on the concept of developmentally oriented counseling. It is based upon lifespan theory which makes the assumption that there is developmental logic to behavior. Counselors learn to assess and understand the client's developmental processes and provide appropriate helping strategies for clients working through developmental blocks. Students study developmental theories, concepts, and principles including: psychosocial, cognitive, moral, emotional, family, career, self, and cultural development.

**COUN-403 Frameworks for Counseling, 3cr**

Focuses on various theories of counseling and their associated techniques. Students study a range of theories and their applications in various professional settings and are required to synthesize their own approach. This course contributes to the theoretical foundations of the helping relationships component of the program and is required of all students. (Formerly COUN-464 )

**COUN -404 Evaluation Techniques, 3cr**

Principles of test construction, basic statistical concepts, study of commonly used standardized tests, and other evaluative procedures. Interpretations of test data are an integral part of this course.(Formerly COUN-421 )

**COUN -405 Individual Counseling Skills, 3cr**

A laboratory course providing competency-building experiences to prepare counselors for helping relationships. Supervised counseling of fellow students and outside clients is required. Both a knowledge base and a skill base are developed. In all aspects of this course, confidentiality and ethical-behavior are stressed. The course contributes to the helping relationships component of the program and is required of all students. (Formerly

**COUN-406 Group Counseling, 3cr**

Course focuses on groups and group leadership. Knowledge base includes theory, group processes, group dynamics, interventions, roles of members and leaders, facilitative and debilitative behaviors, characteristics of developmental stages, ethics, and therapeutic ingredients of group work. Experiential group activities develop self-awareness, interpersonal skills, and leadership ability. Confidentiality and ethical behavior are stressed. Course contributes to the helping relationships and group work components of the program and is required of all students. (Formerly COUN-413)

**COUN-407 Community Counseling, 3cr**

Presents a theoretical framework focusing on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention and community based interventions are presented. Specific skills in target population, identification, need assessment, goal formulation, intervention design and program evaluation are developed. Course contributes to both the appraisal and research components of the program and is required of all students. (Formerly COUN-

**COUN-408 Research Seminar, 3cr**

Students conduct social scientific research, with particular reference to the research methods and statistical treatments that are appropriate to the study of problems related to counseling. Students demonstrate their critical understanding by designing, conducting, and reporting on a research project. Course contributes to the research and evaluation component of the program and is required of all students. (Formerly

**COUN-461 COUN-411 Career Development, Elementary School, 3cr**

Focuses on knowledge, competencies and skills required of the school counselor in the design, implementation, and evaluation of career development programs. A whole life perspective facilitates the personal, social and career development component of the program. Course contributes to the lifestyle and career development component of the program and is required of all students in the elementary school sequence. (Formerly

**COUN-412 Career Development, Secondary School, 3cr**

Focuses on knowledge, competencies and skills required of the school counselor in the design, implementation, and evaluation of career development programs. A whole life perspective facilitates the personal, social, and career development of secondary school students. This course contributes to the lifestyle and career development component of the program and is required of all students in the secondary school sequence. (Formerly

**COUN-413 Adult Career Development, 3cr**

Students learn competencies in the area of career development. Focus is on career development theories; occupational and educational information; career and leisure counseling; lifestyle and career decision making; and program planning and evaluation. A whole life perspective facilitates the personal, social and career development of adults. Contributes to the lifestyle and career development component of the program. Required of all students in the career development and community and family sequences. (Formerly COUN-467) Prereq:

**COUN-414 Advanced Career Counseling, 3cr**

Advanced Career counseling provides students with an in-depth laboratory experience in career counseling which will require them to integrate their knowledge of career and counseling theories, individual counseling skills, evaluation techniques, and skills related to the job search process. Students will be required to formulate, present, and write an in-depth client case study. This course is required of all students in the career development sequence.

**COUN-420 Introduction to Family Counseling, 3cr**

Course focuses on major theories and techniques of family counseling. Lectures, student research, and role playing are utilized as

**COUN-421 Advanced Marriage and Family Counseling, 3cr**

An advanced experience in Marriage and Family counseling. Focuses on developing a personal model of counseling and experiencing the total therapeutic process. Diagnostic skills, case analysis, and relationship strategies are emphasized (e.g.

#### **COUN-422 Grief Counseling, 3cr**

An overview of contemporary attitudes regarding loss and death and their implications for the counselor's personal reaction to death related events. Students gain expertise with the grieving process and the physical and emotional consequences associated with real adaptive grief. Specific issues raised by different types of loss will also be discussed. Crisis intervention skills, counseling techniques, and community mutual aid efforts to facilitate a healthy grieving process are presented. (Formerly

#### **COUN-423 Counseling for Business & Industry, 3cr**

This course is designed for students in the Career Development Sequence. Focuses on the counseling needs in business and industry. The course builds on the work done in COUN-467 Adult Vocational Development, with the emphasis on the career counseling needs of the adult worker. Course is of value to students seeking careers in the business world, community colleges, and vocational agencies. (Formerly COUN-

#### **COUN-424 Stress Management, 3cr**

Course is for counselors serving clients in a variety of settings. Its holistic focus is on stress and burnout from proactive and reactive perspectives. Student learning activities are didactic and experiential. Each student will design, implement and evaluate a personal stress management program appropriate to his/her own needs and resources. Students participate in research, laboratory and support group activities dealing with aspects of stress management. (Formerly COUN-481

#### **COUN-425 Counseling for Alcoholism and Chemical Dependency, 3cr**

The knowledge base required for certification in alcohol and/or drug counseling in Illinois is covered. The approach to addictions is through the alcoholism model and includes such areas as medical complications, symptoms, assessment, definitions, denial, relapse, special populations, treatment, education, and counseling attitudes and skills unique to addiction counseling. Major drug categories are reviewed from the standpoint of physiological effects, and treatment. (Formerly

#### **COUN-426 Advanced Counseling for Chemical Dependency , 3cr**

Participation in various aspects of a treatment program, including admission interviews, evaluation of patients, short and long range planning with patients, dealing with denial and relapse through counseling. Students will create a fictional patient to role play during the semester. A needs assessment among class members will determine part of this course. (Formerly

#### **COUN-484) COUN-427 Diagnostic Systems for Counseling, 3cr**

This course acquaints counselors with descriptive, research-based, and clinical knowledge that contributes to the diagnosis and treatment of mental disorders, including disorders of behavior and impulse control, mood, and anxiety as well as the various personality disorders and disorders involving loss of contact with reality. Students study the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Assn. and the ways the manual is used in clinical practice. (Formerly

#### **COUN-441 Practicum I: Group Supervision in Elementary School Counseling, 3cr**

Course focuses on: (1) the integration of counseling skills and conceptual frameworks in creating strategies to assist elementary school children in the areas of personal, social, educational and career/life development; (2) group supervision based on field placement activities including counseling sessions with individuals and groups. Course is taken concurrently with Practicum II, a school field placement. The course contributes to the clinical proficiency component of the program. Required of students enrolled in the elementary school

#### **COUN-442 Practicum I: Group Supervision in Secondary School Counseling, 3cr**

Course focuses on the integration of counseling skills and conceptual frameworks to create strategies to assist adolescents in the areas of personal, social, education and career development. Practicum I is taken concurrently with Practicum II: Clinical Experiences in Secondary School counseling, in which strategies are applied in supervised counseling sessions with individuals and groups. This

course contributes to the counseling proficiency component of the program. Required of all students enrolled in the secondary school sequence.

**COUN-443 Practicum I: Group Supervision in Adult Career Development, 3cr**

A weekly seminar taken concurrently with Practicum II: Clinical Experiences in Adult Career Development. Focuses on group supervision of clinical experiences as well as the integration of the conceptual frameworks and counseling skills necessary for successful career development, planning and intervention within the context of professional and ethical guidelines. Course contributes to the counseling proficiency component of the program. Required of all students enrolled in the career development sequence.

**COUN-444 Practicum I: Group Supervision in Community and Family Counseling, 3cr**

A weekly three-hour course taken concurrently with COUN-454. Focuses on group supervision of clinical experiences and diagnostic and planning procedures within the context of legal and ethical guidelines of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. Presentation of a professional disclosure statement and a clinical case study are required. Course contributes to the counseling proficiency component of the program. Required of students in the community and family sequence.

**COUN-451 Practicum II: Clinical Experience in Elementary School Counseling, 3cr**

Practicum II provides an opportunity for prospective counselors to perform supervised professional activities in counseling, on a limited basis, that a regularly employed elementary school counselor would be expected to perform. Practicum II is taken in conjunction with Practicum I: Group Supervision in Elementary School counseling.

**COUN-452 Practicum II: Clinical Experiences in Secondary School Counseling, 3cr**

Focuses on the use of individual and group strategies to assist adolescent clients with normal concerns in the areas of personal, social, educational, and career development. Practicum II requires 100 hours of supervised clinical field experiences in a school setting. This course is taken concurrently with Practicum I: Group Supervision in Secondary School Counseling. Contributes to the counseling proficiency component of the program. Required of all students enrolled in the secondary school sequence. Prereq. Master's degree

**COUN-453 Practicum II: Clinical Experiences In Adult Career Development, 3cr**

Practicum II: Clinical Experiences in adult career development consists of 100 clock hours of supervised clinical experiences in an appropriate setting. At least 40 of these hours are to be spent in indirect service to clients. Practicum II is to be taken concurrently with Practicum I: Group Supervision in Adult Career Development. This course contributes to the counseling proficiency component of the program and is required of all students in the career development sequence. Prereq:

**COUN-454 Practicum II: Clinical Experiences In Community and Family Counseling, base.**

Practicum II: Clinical Experiences in Community and Family counseling consists of 100 clock hours of supervised clinical experience in an appropriate setting. At least 40 of these hours are to be spent in direct service to clients. To be taken concurrently with Practicum I: Group Supervision in Community and Family Counseling. This course contributes to the counseling proficiency component of the program and is required of all students in the community and family sequence.

**COUN-461: Internship I: Elementary Counseling, 2cr**

First of three supervised internship courses required for the elementary school counseling sequence. Focus is on the implementation of the role of the school counselor in an elementary school setting. Interns work under the supervision of a site supervisor and a university staff person. The course requires interns to complete 200 hours of field-related activities and participate in an on-campus seminar every other week.

**COUN-462: Internship I: Secondary Counseling, 2cr**

First of three supervised internship courses required for the secondary school counseling sequence. Focus is on the implementation of the role of the school counselor in a secondary school setting. Interns work under the supervision of a site supervisor and a university faculty person. The course will require the intern to complete 200 hours of field related activities and participate in an on-campus seminar every other week.



**COUN 463: Internship I: Adult Career Development, 3cr**

First of two supervised internship courses required for the adult career development sequence. Focus is on the career development counselor in the employment and vocational services, colleges and universities or employee assistance settings. Interns will be working under the supervision of a site supervisor and a counselor education staff person. The course requires interns to complete 300 hours of field related activities, including participation in an on-campus seminar every other week.

**COUN 464: Internship I: Community and Family Counseling, 3cr**

First of two supervised internship courses required for the community and family counseling sequence that focuses on the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services setting. Supervision provided by a site supervisor and a counselor education staff person. Requires 300 hours of field-related activities, including participation in an on-campus seminar every other week. All courses required for the sequence, including COUN-444 and COUN-454, and approval of the department.

**COUN-466 Independent Study in Guidance and Personnel Work, 3cr**

Intensive guided study in selected area of guidance and personnel work. Consultation with instructor prior to registration is mandatory.

**COUN-468 Seminar in Counseling, 3cr**

See the subtitles in electives listing. As these subtitles indicate, these courses provide opportunities for detailed analysis of various topics focusing on current trends and/or issues. The varied interests of the students are considered in relation to the activities and assignments.

**COUN-469 Independent Study in Guidance and Personnel Work, 1cr**

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory.

**COUN-470 Independent Study in Guidance and Personnel Work, 2cr**

(See COUN-469 for description.)

**COUN-471: Internship II: Elementary Counseling, 2cr**

A continuation of COUN 461 which further involves the intern in the implementation of the role of the school counselor in an elementary school setting. Interns will be working under the supervision of a site supervisor and a university staff person. The course will require the intern to complete 200 hours of field-related activities and participate in an on-campus seminar every other week.

**COUN-472: Internship II: Secondary Counseling, 2cr**

Second of three supervised internship courses required for the secondary school counseling sequence. A continuation of COUN 462 focusing on the implementation of the role of the school counselor in a secondary school setting. Interns work under the supervision of a site supervisor and a counselor education staff person. The course requires the interns to complete 200 hours of field-related activities and participate in an on-campus seminar every other week.

**COUN-473: Internship II: Adult Career Development, 3cr**

This course is a continuation of COUN 463 and further involves the intern in the implementation of the role of the career development counselor in employment and vocational services, colleges and universities and employee assistance settings. Interns will be working under the supervision of a site supervisor and a counselor education staff person. The course requires the interns to complete 300 hours of field related activities, including participation in an on-campus seminar every other week.

**COUN-474: Internship II: Community and Family Counseling, 3cr**

A continuation of COUN 464 which further involves the intern in the implementation of the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services center, Supervision

provided by a site supervisor and a counselor education staff person. Requires 300 hours of field related activities, including participation in an on-campus seminar every other week.

**COUN-481 Internship III: Elementary Counseling, 2cr**

The third of three supervised internship courses required for the elementary school counseling sequence focusing on the implementation of the role of the school counselor in a junior high school or secondary school setting. Interns work under the supervision of a site supervisor and a counselor education staff person. The course will require the intern to complete 200 hours of field related activities and participate in an on-campus seminar every other week.

**COUN-482: Internship III: Secondary Counseling, 2cr**

A continuation of COUN 472 and further involves the intern in the implementation of the role of the school counselor in an elementary school setting. Interns will be working under the supervision of a site supervisor and a counselor education staff person. The course requires interns to complete 200 hours of field related activities including weekly participation in an on campus seminar.



## CURRICULUM AND INSTRUCTION

Michael J. Belica, Ed.D., Professor, Chair  
 Harvey B. Barrett, Ed.D., Associate Professor  
 Janet Bercik, Ed.D., Associate Professor  
 Mary Louise Burger, Ed. D., Professor  
 Murrell Duster, M.Ed., Assistant Professor  
 Frederick O. Flener, Ph.D., Professor  
 Jo Ann Karr, Ed.D., Assistant Professor  
 Maria Korkatsch-Groszko, Ph.D., Associate Professor  
 Elizabeth Landerholm, Ed.D., Associate Professor  
 Margaret Lindman, Ed.D., Professor  
 Edward Odisho, Ph.D., Associate Professor  
 Beverly Otto, Ph.D., Associate Professor  
 Edward A. Robinson, Ph.D., Professor  
 Ronald A. Sait, Ed.D., Professor  
 Sandra Styer, Ph.D., Professor  
 Christine C. Swarm, Ed.D., Professor  
 Vivian A. Walkosz, Ed.D., Professor

The Department of Curriculum and Instruction offers a variety of undergraduate and a graduate program for pre-service and in-service teachers. While some department programs are organized with an orientation to preparing teachers for specific age/grade levels, it is the departmental goal to develop programs with a broader and more integrated perspective which acknowledges the theoretical base common to teacher education programs for all age levels. To achieve this goal, the resources of all of the following programs in the Department of Curriculum and Instruction are being utilized:

Undergraduate Program in Bilingual/Bicultural Education  
 Undergraduate Program in Early Childhood Education  
 Undergraduate Program in Elementary Education  
 Undergraduate Program in Secondary Education Undergraduate Program in Instructional Media  
 Graduate Program in the Teaching of Language Arts

### PROGRAM IN BILINGUAL/BICULTURAL EDUCATION

A major in Bilingual/Bicultural Education leading to a Bachelor of Arts degree is offered by and housed in the Department of Curriculum and Instruction. Courses are available to reflect ethnic groups such as H Hispanic, Arabic, Asian and Greek, to be serviced by the bilingual teacher candidate,

Program goals are: to develop skills, insights, and attitudes crucial to effective communication in teaching the bilingual-bicultural child; to understand the psychological and sociological settings pertinent to bilingual-bicultural children and their cultural differences; to become aware of the ongoing multilingual education programs; to become conversant in both first and second languages in teaching subject matter areas; to realize the importance of the ethnic-cultural ties to the learning process; and to develop the necessary pedagogical competencies for the teaching profession through the bilingual-bicultural major.

Students completing the Bilingual/Bicultural Education major must also complete a major in Elementary Education. (See the Elementary Education section of this catalog.)

Individuals certified as elementary school teachers will need 18 credit hours in the approved bilingual sequence for endorsement as a bilingual teacher. (Consult with program coordinator,)

The Bilingual/Bicultural Education major consists of thirty (30)credit hours distributed as follows:

#### Required Courses:

BLBC 338	Bilingualism and Education	3cr
BLBC 340	Assessment in the Bilingual Classroom	3cr

BLBC 341	Methods and Materials for Teaching Limited English-Proficiency Students	3cr
BLBC 342	Methods of Teaching Language Diverse Students Title Varies	3cr
LING 340	Teaching English as a Second Language	3cr

Six (6)credits in Geography, to be chosen in consultation with the advisor from the following:

G&ES 104	World Geography	3cr
G&ES 105	Geography of Contemporary Issues	3cr
G&ES 150	Introduction to Environmental Studies	3cr
G&ES 213	Cultural Geography	3cr
G&ES 302	Regional Geography: Caribbean or Central America or South America	3cr
G&ES 305	Geography and Map Skills for Teachers	3cr
G&ES 311	Comparative World Cultures	3cr
G&ES 312	Economic Geography	3cr
G&ES 314	Political Geography	3cr
G&ES 317	Urban Geography	3cr
G&ES 346	Geography of Metropolitan Chicago	3cr

Nine (9)credits of electives to be chosen in consultation with the advisor from a list of designated courses (no more than 3 credit hours in History):

ANTH 212	Cultural Anthropology	3cr
ANTH 308	Peoples of Mexico, Central America, Caribbean	3cr
ECON 308	Comparative Economic Systems	3cr
PSCI-COMP 322	Politics and Government of South America	3cr
SOC 205	Contemporary Social Issues	3 or.
SOC 316	Race and Ethnic Relations	3cr
SOC 319	Topics in Race and Ethnicity	3cr
HIST 109	Introducing Latin America	3cr
HIST 205	Latin American History Since 1825	3cr
HIST 391	Contemporary Historical Problems	3cr

Total 30cr

## COURSE OFFERINGS

### **C&I-BLBC-338 Bilingualism and Education, base.**

Bilingualism and education in different parts of the world, its sudden importance in the United States as a method of teaching the Spanish-speaking child in the metropolitan areas to become self-directing in a culture different from his own. Emphasis will be placed upon the education problems of large ethnic groups in urban centers, such as Puerto Ricans, Mexicans, and Cubans. Prereq.: admission to Bilingual/Bicultural Education Program.

### **C&I-BLBC-340 Assessment in Bilingual Classrooms, 3cr**

Study of recent developments and trends in the assessment of language in the context of bilingual education. Analysis and evaluation of bilingual tests in current use. Review of relevant assessment procedures.

### **C&I-BLBC-341 Methods and Materials for Teaching Limited-English-Proficient Students, 3cr**

Presents strategies and theoretical models to develop teacher awareness in those areas that concern the specialized bilingual educator. There is an emphasis on the identification and location of relevant instructional materials which address bilingual education as a method of instruction for culturally and linguistically diverse children with limited English language skills. Participants are expected to apply curricular models and develop pedagogical skills in the areas of task analysis, instructional assessment, and critical evaluation of instructional materials to meet the needs of bilingual students.

**C&I-BLBC-342 Methods of Teaching Language Diverse Students, 3cr,** Presents detailed treatment of issues concerning the instruction of diverse language groups such as Hispanics, Asiatics, East Indian, Arabic, and Middle Easterners within the differentiated curriculum in

American schools. Focuses on contrastive and analytical techniques for studying language and culture related to improving instruction in the subject areas.

### PROGRAM IN EARLY CHILDHOOD EDUCATION

The Early Childhood Education Program offers courses of study leading to the Bachelor of Arts degree. The major in Early Childhood Education (43 credit hours) includes required courses (40 credit hours) plus 3 credit hours of electives selected from a block of specified courses. A minor in preschool education ( 18 credit hours) and a hospital play education ( 18 credit hours) minor are also offered by the department.

In completing the undergraduate major in Early Childhood Education, students will become knowledgeable of the diverse philosophies and models of early childhood curricula, identify the instructional needs of children in multicultural groups and of exceptional children mainstreamed into the regular classrooms; acquire skill in designing and implementing curricula in early childhood and primary programs in all subject matter areas; become knowledgeable of the role of informal and formal instruction in the child's acquisition and development of literacy skills; acquire skill in using diagnostic and assessment techniques for evaluation as a basis for curriculum planning; and develop competence in utilizing positive classroom management procedures.

### Major in Early Childhood Education for the Bachelor of Arts Degree

#### Required Courses:

EDFN-302	Philosophical and Historical Foundations of Early Childhood Education	3cr
EDFN-303	Early Childhood Development	3cr
ECED-301	Curriculum and Instruction in Early Childhood	4cr
ECED-313	Language Development and Acquisition	3cr
ECED-316	Child, Family, and Community	3cr
	(ECED-316 and ECED-328a must be taken concurrently)	
ECED-328a	Clinical Experiences/infant Toddler	1cr
	(ECED-316 and ECED-328a must be taken concurrently)	
ECED-338	Developmental Assessment of Young Children	3cr
ECED-352	Methods of Teaching Language Arts, Music and Art in Early Childhood	3cr
ECED-355	Methods of Teaching Mathematics, Science, and Social Studies in Early Childhood	3cr
	(ECED-355, ECED-306 and ECED-328b must be taken concurrently)	
ECED-306	Methods of Teaching Reading in Early Childhood	3cr
	(ECED-355, ECED-306 and ECED-328b must be taken concurrently)	
ECED-328b	Clinical Experiences/Preschool-Kindergarten and Primary	2cr
	(ECED-355, ECED-306 and ECED-328b must be taken concurrently; apply in advance)	
ECED-329	Student Teaching in Early Childhood	9cr
	(Permit required; apply in advance)	
Electives: 3 credit hours (Select One)		
ECED-314	Health and the Preschool Child	3cr
ECED-317	Modern Concepts of Play in the Learning Process	3cr
ECED-325	Literature For Young Children	3cr
ECED-334	Dealing with Children and Their Families Under Stress	3cr
Total		43cr

NOTE: To be entitled for certification a student must earn a grade of "B" or better in Student Teaching.

No required professional education courses may be taken more than twice to achieve an acceptable grade.

### MINOR AREA OF STUDY

From the listing of approved minors below, select a minor of at least 18 credit hours of which 9 must be at the upper division. Read the University Catalog description and consult with the respective department regarding minor requirements and advisement procedures.

Anthropology	English	Philosophy
Art (Studio)	French	Physics
Biology	Geography	Political
Chemistry	History	Science
Dance	Linguistics	Psychology
Earth Science	Mathematics	Sociology
Economics	Music	Spanish

In addition to the professional education courses outlined above, students must complete specific general education course work as described below.

**Fine Arts (6 credit hours)**

ART-180	Studio Survey	3cr
MUS-104	Music Concepts	3cr

**Humanities (9 credit hours)**

Choose from Limited List in: English, Foreign Language, Linguistics, Philosophy 9cr

**Behavioral and Social Science (12 credit hours)**

HIST-214 or 215	United States History	3cr
HIST-104 or 107 or 109 or ANTH-212	(Non-Western/Third World)	3cr
PSCI-AMER-216	American National Government	3cr

Elective (Chosen from Limited List) 3cr

**Biological & Physical Sciences (12 credit hours)**

Coursework must include Biological & Physical Science (include one lab course)

**General Education Requirements not on the Limited List:**

ENGL-101 and 102	Writing I and Writing II (must receive a grade of or higher)	6cr
SPCH-COMM-202	Voice and Diction (must receive a grade of "C" or higher)	3cr
HPER-HLED-107	Health for Effective Living	2cr
MATH-103	Mathematics for Elementary Teachers	3cr
MATH Elective	3cr	
Physical Education Elective		1cr

Elective from Language Arts \*\*, Science, Social Science, Humanities and/or Psychology 3cr

(\*\* Language Arts: Coursework in oral and written expression, grammar, spelling, handwriting, literature for children, and other literature as is commonly found in the course of study in the elementary schools, excluding professional education coursework. Consult your advisor prior to taking coursework to fulfill this elective requirement.)

NOTE: Students who are majors in Early Childhood Education may not select the Minor in Preschool Education or the Minor in Hospital Play Education to fulfill the University requirements for an area of study in addition to the major.

**Minor in Preschool Education**

**(18cr hrs.)**

The Preschool Minor consists of 15 credit hours of required coursework and 3 credit hours of elective coursework.

**Prerequisite:**

EDFN-303 Early Childhood Development or PSYC-212 Child Psychology.  
For availability of course offerings, please contact Early Childhood advisor.

**Core Courses:**

EDFN-352	Philosophical & Historical Foundations of Early Childhood Education	3cr
ECED-313	Language Development & Acquisition	3cr
ECED-316	Child, Family & Community .:	3cr
	(ECED-316 and ECED-320a must be taken concurrently)	
ECED-320a	Practicum in Early Childhood Alternative Settings: Preschool	2cr
	(ECED-316 and ECED-320a must be taken concurrently)	
ECED-301	Curriculum & Instruction in Early Childhood	4cr

**Electives:** (Select One)

ECED-352	Methods of Teaching Language Arts, Music and Art in Early Childhood	3cr
ECED-314	Health and the Preschool Child	3cr
ECED-317	Modern Concepts of Play in the Learning Process	3cr
EKED-325	Literature for Young Children	3cr
EKED-338	Developmental Assessment of Young Children	3cr

**Minor in Hospital Play Education****(18cr hrs.)**

Before starting professional preparation, students are expected to have completed one course in child psychology, three courses in child development and have had 100 hours of supervised field experience with normal children. The early childhood education required core and laboratory courses meet the last two requirements. The department will evaluate equivalent experience from other departments. For availability of course offerings, please contact Early Childhood advisor.

**Prerequisite:**

PSYC-212	Child Psychology
EDFN-303	Early Childhood Development

**Required Courses:**

C&I-ECED-317	Modern Concepts of Play in the Learning Process	3cr
C&I-ECED-334	Dealing with Children and Their Families Under Stress	3cr
C&I-ECED-320b	Practicum in Early Childhood Alternative Settings: Hospitals	3cr
C&I-ECED-340	Methods of Working with the Hospitalized Child	3cr
C&I-ECED-335b	Internship in Early Childhood Alternative Settings: Hospitals	6cr

Total 18cr

ECED-320b- Practicum in Early Childhood Alternative Settings: Hospitals and ECED-340 - Methods of Working With the Hospitalized Child must be taken concurrently.

Courses applied toward the Early Childhood Education Major may not be applied toward the minoring Hospital Play Education. Majors in Early Childhood Education should consult with their advisors to select the appropriate elective courses.

**COURSE OFFERINGS****C&I-ECED-301 Curriculum and Instruction in Early Childhood Education, 4cr**

Relationship of theory to practice is studied in a variety of early childhood curricula with respect to teaching-learning processes. Special attention is directed to activity/learning centers, individualization, educational play, classroom management, along with planning and preparation of curricular materials (including audio- visual) for multicultural settings for normal and mainstreamed exceptional children.

**C&I-ECED-306 Methods of Teaching Reading in Early Childhood, 3cr**

Methods, techniques, and materials for the early stages of the teaching of reading; the nature of the reading process; the place of reading in the total development of the normal child, and the child with special needs. The developmental reading program with emphasis on "reading to learn" refinement of techniques and enlargement of interests with attention to study skills and types of

non-verbal reading and comprehension skills. Includes work on identification of and methods of instruction for the exceptional child. prereq.:

**C&I-ECED-312 Teaching Strategies with Multi-Cultural Groups, 3cr**

Explores the variety of cultural values of American ethnic groups that children bring to the city classrooms and the teacher's role in enhancing each child's learning experiences. Observations and visitations to be arranged.

**C&I-ECED-313 Language Development and Acquisition, 3cr**

Focuses upon language growth and development of young children with particular emphasis upon programs and techniques designed to facilitate acquisition of language skills. Major language acquisition theories are studied. The relationship of language development to cognitive and social-emotional growth is explored. Basic language development inventories are reviewed.

**C&I-ECED-314 Health and the Preschool Child, 3cr**

A study of the effects and specific contributions that nutrition and health care, received in early childhood, have upon the growth factors and learning experiences of children. Early nutrition education as reflected in school programs, community resources, and other safety, first-aid, and immunization programs will be examined as well as state licensing.

**C&I-ECED-316 Child, Family, and Community, 3cr**

The study of family and community relations: working with parents; locating and using resources/programs in the community; ways of coordinating community, family, and school cooperation in a culturally diverse environment. Includes a focus upon the needs of young children, 0-3 years of age, Taken concurrently with ECED 328a, Clinical Experiences/Infant Toddler.

**C&I-ECED-317 Modern Concepts of Play in the Learning Process, 3cr**

An exploration of the importance of play in the learning process and the types of play activities which will most effectively promote the physical growth and development of young children. Provision is made for the study of play, space, materials and facilities found in a variety of school and non-school settings and for the study of the relationship between play and the emotional and social needs of the child.

**C&I-ECED-319 Practicum in Early Childhood Alternative Settings, 3cr**

Practical experiences with young children in a variety of community settings. Students will be assigned to observe children in settings such as social agencies, museums and libraries. Emphasis is upon gradual introduction into assuming responsibilities culminating in the development and ability to work with children in these settings. Guidance and supervision by university supervisors and community workers.

**C&I-ECED-320a Practicum in Early Childhood Alternative Settings: Preschool, 2cr**

Provides students with supervised experience working with young children in preschool settings. Students will be required to plan and teach pre-readiness activities under the direction of a qualified preschool teacher. A minimum of nine hours per week participation is required.

**C&I-ECED-320b Practicum in Early Childhood Alternative Settings: Hospitals, 3cr,**

Provides field experience for hospital play education students who, under direct supervision of play specialists, will provide services to children in clinics, hospital inpatient units, playrooms, and ambulatory facilities. A minimum of nine hours per week participation is required.

**C&I-ECED-325 Literature for Young Children, 3cr**

Preparation for effective teaching of literature in preschool, kindergarten and primary grades; wide readings of books for young children; guided practice in story selection and storytelling; classroom methods in the management of creative expression based on literary experience; guidance of individual reading; investigation of children's interests; classroom methods in the presentation of poems including choral reading; acquaintance with outstanding authors and illustrators of children's books; appropriate book lists and indexes.

**C&I-ECED-328a Clinical Experiences in Early Childhood Education/Infants Toddlers, 1cr**



Extended field and laboratory experiences in a variety of teaching/learning activities with infants/toddlers. The supervised guided experiences are integrated with studies in ECED-316-Child, Family, and Community, and fulfill a minimum of 40 clock hours of the 100 clock hours required by the State of Illinois for certification in Early Childhood Education. Supervision by and individual conferences with university instructor. Concurrent course:

**ECED-316. C&I-ECED-328b Clinical Experiences in Early Childhood Education/Preschool-Kindergarten and Primary Grades, 2cr**

Teaching/learning activities with preschool- kindergarten and primary children in private and public school classrooms. Eight weeks will be spent in a preschool- kindergarten setting and eight weeks will be spent in a primary classroom. The supervised guided experiences are integrated with studies in methods classes. Supervision by university faculty, student conferences, and biweekly seminars. Fulfills a minimum of 80 clock hours of the 100 clock hours required by the State of Illinois for certification in Early Childhood Education. Concurrent courses:

**ECED-305, ECED-306. C&I-ECED-329 Student Teaching in Early Childhood, 9cr**

Sixteen weeks of full-day student teaching under the supervision of a certified cooperating teacher. Students are required to take full responsibility for assigned classes of students. Weekly two-hour seminars. Regular visits and conferences with university Supervisor.

**C&I-ECED-334 Dealing with Children and Their Families Under Stress, 3cr**

Focuses upon the problems of the child and his family which interfere with normal development. Designed to help students assist young children, their siblings and parents cope with stressful situations in both schools and alternative settings, including hospitals, clinics, and preschools.

**C&I-ECED-335b Internship in Early Childhood Alternative Settings: Hospital, 6cr**

Students will be assigned to work under the direct supervision of play therapists with children in hospitals and clinics. During this full-time field experience, students will be expected to assume total responsibility for intensive work with children in this setting, functioning as hospital play specialists. Guidance and supervision will be by university supervisors and professionals in hospitals.

**C&I-ECED-338 Developmental Assessment of Preschool Children, 3cr**

Focuses on the diagnosis and assessment of developing needs of the young child from birth through age five; special emphasis on measuring physical, emotional, mental and social growth to determine intervention needs. Specific programs to facilitate normal development will be planned.

**C&I-ECED-340 Methods of Working with the Hospitalized Child, 3cr**

Designed to familiarize students with techniques for working with hospitalized children, using play for diversion, education, assessment, development and therapeutic purposes. Through lecture, discussion, demonstrations and projects deals with developing a pediatric play program to meet specific needs of hospitalized children and their families. Problems arising in implementation of program, including resistance, burnout, and staffing are studied.

**C&I-ECED-341 Care and Education of the Infant and Toddler, 3cr**

Focuses upon the needs of young children 0-3 years of age and the importance of quality, comprehensive early child care which will maximize the learning potential and behavioral development of the young child. Varied studies representing leading theorists in the field of infant-toddler education will be presented and discussed. Included in this format is the study of the prenatal period. Students will develop a variety of stimulation materials and visit infant- toddler programs.

**C&I-ECED-343 Independent Study in Early Childhood Education, 3cr**

Intensive individual study in one or more of the various fields of emphasis in early childhood education under faculty guidance.

**C&I-ECED-352 Methods of Teaching Language Arts, Music and Art in Early Childhood, 3cr**

Methods and materials for teaching language arts (literature, listening, speaking, written composition, drama), music, and art to normal, learning disabled, and mainstreamed exceptional



children in multicultural classes. Explores theories, concepts and approaches in the three areas as well as their relationships to one another.

**C&I-ECED-355 Methods of Teaching Mathematics, Science, and Social Studies in Early Childhood, 3cr**

A study of instructional methods and materials for teaching mathematics, science, and social studies to normal, learning disabled, and mainstreamed exceptional children in multicultural classrooms. Explores major concepts and approaches in the three areas as well as their relationships to one another and other content areas. Classroom management techniques conducive to the implementation of successful individual and group lessons are investigated. Emphasis is on preschool and primary grades. ECED-328b taken concurrently.

**C&I-ECED-401 Improvement of Instruction In Early Childhood Education, 3cr**

A practical experience for teachers and administrators to study topics pertinent to early childhood education. Such topics might include strategies for working with student teachers, planning for individual progressions, resource unit development, self instructional materials for primary learning centers, or any other problems applicable to a specific school situation.

**C&I-ECED-402 Application of Learning Theories to Early Childhood Education, 3cr**

A review of various theories of children's mental development with implications for classroom teaching techniques. Topics to be included in this course are questioning techniques and the design of materials that provided an environment favorable to active thinking.

**C&I-ECED-403 Early Childhood Assessment, 3cr**

Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow.

**C&I-ECED-404 Organizing and Directing of Early Childhood Centers, 3cr**

Explores and evaluates practices in organizing and administering early childhood centers. Areas of study include housing, equipping, staffing, and financing. Policies related to health and safety, admission, grouping, recording, reporting, teacher development and school and community relations are developed. Opportunity is provided for the study of problems and issues in specific types of schools such as the cooperative nursery school, day care centers, the private nursery school, Head Start programs, follow - through programs, Inclusive Child Development Centers--pre-kindergarten through third grade in urban and suburban communities.

**C&I-ECED-405 Perspectives In Early Childhood Education, 3cr**

Students will study in depth a limited number of early childhood educational ideas, past and present, and look at ways they are being implemented in classrooms. Emphasis will be on understanding the commonality among early childhood education theorists.

**C&I-ECED-406 Perspectives on Parenting, 3cr**

Designed to train the early childhood teacher to teach parenting skills to parents. Reviews patterns of growth from birth focused on flexible parent-child communication designed to promote optimal development and stimulate growth. Provides a critical analysis and overview of several of the materials available for parent education and develop guidelines for evaluating them.

**C&I-ECED-407 Family, Child, and Teacher Interaction in Early Childhood Education, 3cr**

A course designed for teachers of young children who are working to integrate parents into the educational program. Family styles and parenthood are examined followed by methodologies for involvement in children's education. Practical realities of teaching including home visits, communication skills, and alternative avenues for communication will be discussed. An exploration of the culture of the early childhood setting and implications for teachers and families will be included.

**C&I-ECED-408 Language Acquisition and Intervention Strategies for Teachers of Young Children, 3cr**

Focuses upon the acquisition of language as the young child develops syntactic, semantic, and pragmatic understanding. Differing viewpoints of language learning and cognitive interaction are presented. Techniques for both language assessment and intervention by the teacher of the young child are discussed. Reviews recent research and its applicability to assist the preschool teacher in facilitating language learning and evaluating existing language programs for using language as a tool of communication.

**C&I-ECED-409 Child Advocacy, 3cr**

To help practitioners understand issues, areas of advocacy, and intervention techniques directed toward services and institutions that affect the lives of children, birth through nine years.

**C&I-ECED-410 Curriculum Development in Early Childhood Education, 3cr**

Study of the implications of theories of child development for early childhood curriculum development. Investigation of strategies for planning, teaching, and evaluating learning experiences which promote cognitive and affective development. Techniques for working with small and large groups are explored through observation and analysis of classroom interaction. Issues related to multicultural education, the utilization of community resources, and parent-teacher relationships are examined. Major early childhood programs are evaluated.

**C&I-ECED-411 Practicum in Early Childhood Education, 3cr**

To provide an opportunity for supervised observation and teaching with normal young children. Practical application of methods and techniques with an integrating seminar will help the practitioner develop teaching strategies. Emphasis will be on the development of skills and a self-analysis of techniques.

**C&I-ECED-412 Research Seminar in Early Childhood Education, 3cr**

criteria for selecting research problems and evaluating hypotheses are explored. Various types of experimental designs and descriptive approaches to research design are investigated. Techniques for writing research proposals and reports are studied. There is an examination of recent developments in data processing related to educational research. Other topics include sampling procedures, reliability, validity, interviews, questionnaires, and observational techniques.

**PROGRAM IN ELEMENTARY EDUCATION**

The Elementary Education Program offers courses of study leading to the Bachelor of Arts degree. The major in Elementary Education is planned to provide students with substantial knowledge of philosophical and psychological elements of teaching and learning, general and specific methods of instruction, and clinical intern experiences of at least 100 hours in local schools prior to the full-day student teaching program.

More specifically, students completing the Elementary Education major will: 1) have theoretical and practical knowledge of principles of curriculum development and design in modern elementary schools; 2) have an ability to work effectively with children with various exceptionalities and from various racial-ethnic and socio-economic backgrounds; 3) know how to plan and implement instructional units, lessons and special learning activities in elementary school subject areas; 4) have achieved specialized knowledge of content, methodology, and instructional materials in elementary school subject areas; 5) effectively apply classroom management techniques demonstrating an understanding of group dynamics; and 6) have attained skills in planning and carrying out remedial or extra-challenging individualized learning programs based on diagnostic evaluations of children.

To achieve these goals, students enrolled in the Elementary Education major must select one of the following approved minors of at least 18 credit hours or the approved second major. A minimum of 9 credit hours must be at the upper division.

Approved Minors:

Anthropology

Art

Biology

Chemistry

Earth Science

Economics English  
 Foreign Language (one Foreign Language)  
 Geography  
 History  
 Linguistics  
 Mathematics Music  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Sociology

Approved Second Major:  
 Bilingual-Bicultural Education

(Please refer to pertinent sections in this catalog for requirements of approved minors and the second major.)

All Elementary Education majors must complete a minimum of 100 clock hours of clinical experience prior to student teaching to be eligible for State of Illinois teacher certification. In order to complete the clinical experience requirement, which requires placement in a public or private elementary school with a state certified teacher, students must first register in the Office of Clinical Experiences. Students must then contact the office of the Department of Curriculum and Instruction for formal approval to participate in clinical experiences.

All Elementary Education students must be admitted to the College of Education before they can register for Student Teaching. To be entitled for certification a student must earn a grade of "B" or better in Student Teaching. No required professional education courses may be taken more than twice to achieve an acceptable grade.

### **Major in Elementary Education for the Bachelor of Arts Degree**

#### **Required Courses:**

EDFN-305	Philosophical and Historical Foundations of Public Education	3cr
EDFN-306	Education and Individual Differences	3cr
EDFN-307	Psychology of Instruction and Learning	3cr
C&I ELED-301	Curriculum of the Elementary School	3cr
C&I ELED-302	Methods of Teaching Language Arts--Elementary School	3cr
C&I ELED-304	Methods of Teaching Social Studies--Elementary School	3cr
C&I ELED-305	Methods of Teaching Science--Elementary School	3cr
C&I ELED-306	Methods of Teaching Reading--Elementary School	3cr
C&I ELED-310	Methods of Teaching Mathematics--Elementary School	3cr

<b>Select either (a), (b) or (c)</b>		3cr
(a) C&I-ELED-319	Classroom Organization and Management	3cr
(b) C&I-ELED-320	Teaching the Slow-Learning and Gifted Child	3cr
(c) C&I-ECED-312	Teaching Strategies with Multicultural Groups	3cr
C&I ELED-329	Student Teaching in Elementary Education, K-9	9cr

Total 39cr

The above program is also required of undergraduate transfer students and graduates of accredited universities. All students must consult with an advisor in the Elementary Education Program. Students should request a copy of the Guidebook for Students in Elementary Education from a secretary in the Department of Curriculum and Instruction.

#### **Additional Requirements for Certification:**

In addition to the successful completion of the Elementary Education major and one of the approved minors or second majors, students must complete the general education requirements for the Illinois Standard Elementary Certificate. These requirements are:

Requirements which are a part of Northeastern's 39-hour General Education Program and are on the Limited List:

<b>Fine Arts (6 hours)</b>		
ART-180	Studio Survey	3cr
MUS-104	Music Concepts	3cr
<b>Humanities (9 hours)</b>		
English		3cr
To be selected		6cr
<b>Behavioral and Social Science (12 hours)</b>		
HIST-214	United States History 1607-1877 or	
HIST-215	United States History 1877-Present	3cr
PSCI-AMER-216	American National Government	3cr
Non-Western or Third-World Cultures course HIST-104 or 107 or 109 or ANTH-212		3cr
Elective		3cr
<b>Biological &amp; Physical Sciences (12 credit hours)</b>		
Coursework must include Biological & Physical Science (include one lab course)		12cr
Total		39cr

**General Education Requirements which are not on the Limited List:**

1. Six semester hours in written communication (English 101 and 102). (must receive a grade of "C" or higher)
2. Three semester hours in oral communication (SPCH-COMM 101 or SPCH-COMM 202) (must receive a grade of "C" or higher).
3. Six credit hours in mathematics including MATH 103, Mathematics for Teachers,
4. HPER-HLED-107 Health for Effective Living (2 credit hours) and Physical Education Activity Course (1 credit hour.)

In addition to completing the certification program requirements, they must pass the Illinois Certification Basic Skills Test and appropriate Subject Matter Test.

All early childhood, elementary, secondary, and special education students who have been admitted to the College of Education prior to September 1, 1990 but who will complete their certification programs after May, 1992 must meet additional requirements in American History, American Government, and non-Western/Third World Cultures.

**COURSE OFFERINGS**

**C&I-ELED-101 Orientation to Teaching in the Elementary School, 3cr**

This course explores the role of a teacher in the elementary school and opportunities for education majors. Academic and personal qualifications of teachers will be reviewed. The organizational structure of the elementary school system, the scope and sequence of the curriculum, and the general behavior and development of the elementary school child will be examined.

**C&I-ELED-301 Curriculum of the Elementary School, 3cr**

The relationship of theory to practice is studied in a variety of elementary curricula. Analyses and interpretations of teaching learning processes are conducted. Special attention is directed to: (1) instructional objectives in planning, (2) application of theories of child development, learning, classroom management, and instructional methodology to multicultural curriculum development, (3) unit and lesson planning, and (4) evaluation techniques. Strategies for meeting the needs of learning disabled and mainstreamed exceptional children are explored.

**C&I-ELED-302 Methods of Teaching Language Arts -Elementary School, 3cr**

Materials and techniques for the teaching of writing, speaking, and listening skills. The function of language in the life of the child, the relationship of language in other areas of learning as well as in multi-cultural settings. Attention given to mainstreaming the exceptional child and learning disabled in the regular elementary school classroom. Emphasis on middle and upper grades.

**C&I-ELED-304 Methods of Teaching Social Studies -Elementary School, 3cr**

A study of instructional methods and materials for teaching social studies to normal, learning disabled and mainstreamed exceptional children in multicultural classrooms. Explores approaches to promoting children's cognitive and affective concept formation, critical thinking, exploration of problems associated with methods of research and appreciation of cultural diversity. May be accompanied by supervised, sequential clinical experiences culminating in teaching student-developed instructional units. Classroom management techniques conducive to the implementation of successful individual and group unit projects are investigated. Emphasis on middle and upper grades.

**C&I-ELED-305 Methods of Teaching Science - Elementary School, 3cr**

A study of instructional methods and materials for teaching science to normal, learning disabled, and mainstreamed exceptional children in multicultural classrooms. Emphasizes development of lessons to promote scientific thinking and utilization of basic scientific principles and experimentation. Includes classroom management strategies conducive to the implementation of successful individual and group science investigations. May be accompanied by sequential, supervised clinical experiences culminating in teaching student-developed instructional units. Emphasis middle and upper grades.

**C&I-ELED-306A Methods of Teaching Reading-Elementary School with Clinical Experience, 3cr**

Examines current issues and research in the teaching of reading. Emphasis is given to exploring the instructional methods and materials for teaching reading to normal and mainstreamed exceptional children in multicultural classrooms. Principles of classroom management are included. Accompanied by 100 hours of supervised, sequential clinical experiences culminating in teaching student developed instructional units. Emphasis on middle and upper grades.

**C&I-ELED-306B Methods of Teaching Reading- Elementary School without Clinical Experience, 3cr**

For students who do not need the 100 hours of supervised, sequential clinical experiences.

**C&I-ELED-307 Independent Study in Selected Problems in Elementary Education, 1cr**

An in-depth study designed for individual students who wish to pursue interests independently in specific areas of elementary education and teaching methodology through readings, investigations, field experiences, reports, and conferences under the guidance of department faculty.

**C&I-ELED-308 Independent Study in Selected Problems in Elementary Education, 2cr**

(See C&I-ELED-307 for description.)

**C&I-ELED-309 Independent Study in Selected Problems in Elementary Education, 3cr**

(See C&I-ELED-307 for description.)

**C&I-ELED-310 Methods of Teaching Mathematics-Elementary School, 3cr**

Development of methods, techniques, and teaching aids for the teaching of mathematical concepts to normal, mainstreamed exceptional and gifted students in multicultural classrooms. Appropriate techniques in classroom management are included. May be accompanied by sequential, supervised clinical experiences culminating in teaching student-developed instructional units.

**C&I-ELED-315 Teaching in the Inner City Elementary School, 3cr**

Educational problems inherent in the inner city milieu, exploration of developmental learning concerns as applicable in various ethnic groups; study of socio-economic conditions as relating to educational achievements.

**C&I-ELED-319 Classroom Organization and Management, 3cr**

Designed for the beginning teacher; exploration of the various methods by which the classroom may be organized and brought to a level of discipline necessary for effective teaching, examination of such topics as mainstreaming, organizing for instruction, multicultural aspects, teacher-pupil rapport, class discussion, importance of motivation, techniques of discipline, and including the exceptional and disabled learner in the regular elementary school classroom.

**C&I-ELED-320 Teaching the Slow-Learning and Gifted Child in the Elementary School, 3cr**

Exploration of needs and problems of gifted, talented, learning disabled, and slow learners in the regular elementary school classroom. Attention focused on providing each child with the most appropriate education in the least restrictive environment. Review of selected literature of relevant school and classroom organization, teaching strategies and case studies.

**C&I-ELED-321 Concept Development Through Activities, 1cr**

Designed to investigate the use of activities in facilitating concept development in the elementary school. Includes discussions of the concepts, selection of appropriate and affective activities, and the actual construction of visual aids, manipulatives, and games to use in developing these concepts. The course varies; concentration areas are reading, mathematics, language arts, science, and social studies.

**C&I-ELED-322 Concept Development Through Activities, 2cr**

(See C&I-ELED-321 for description and prerequisites.)

**C&I-ELED-328 Clinical Experience in Elementary Education, 3cr**

Clinical experience in local elementary school classrooms involving supervised and graduated teaching interactions with children in selected subject areas. Bi-weekly seminars scheduled. Works to fulfill a minimum of 100 clock hours of clinical experiences required by the state for certification.

**C&I-ELED-329 Student Teaching in Elementary Education, 9cr**

Sixteen weeks of full-day student teaching under the tutelage of a certified cooperating teacher. Students are required to take full responsibility for a class of elementary school students. Weekly two hour seminars. Regular visits and conferences with university supervisors.

**C&I-ELED-403 Problems in Elementary Mathematics Instruction, 3cr**

Develops an understanding of principles and techniques of instruction in elementary school mathematics. Students will be expected to investigate research as it relates to the improvement of instruction in mathematics.

**C&I-ELED-405 Problems in Elementary Social Studies Instruction, 3cr**

Develops an understanding of principles and techniques of instruction in elementary school social studies. Students will be expected to investigate research as it relates to the improvement of instruction in social studies.

**C&I-ELED-406 Research Skills for the Classroom Teacher, 3cr**

Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building.

**C&I-ELED-414 Principles of Curriculum Development, 3cr**

Fundamental criteria for curriculum planning and the principal types of curriculum patterns as they apply to various subject-matter disciplines; emphasis focused on the student's subject area of specialization and its applicability to the improvement of the curriculum in the classroom and in the school; study of selection and organization of learning experiences, as well as objectives and evaluation.

**C&I-ELED-418 Classroom Problems in the Teaching-Learning Process, 3cr**

The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, instructional methods,



educational decisions, and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

**C&I-ELED-419 Problems In Elementary Language Arts Instruction, 3cr**

Development of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts.

**C&I-ELED-421 Seminar In Elementary Education, 3cr**

Timely seminars designed to afford opportunity for in-service elementary teachers to share in the scholarly interests of department staff, visiting faculty and guest lecturers in current specialized areas of elementary curriculum and teaching.

**C&I-ELED-422 Problems in Elementary Science Instruction, 3cr**

Develops an understanding of principles and techniques of instruction in elementary school science. Students will be expected to investigate research as it relates to the improvement of instruction in science.

**C&I-ELED-423 Extern Seminar in Elementary Education, 3cr**

Offered separately 1) to beginning teachers and 2) to experienced teachers. A series of in-service seminars for elementary school teachers. The content of each seminar will be planned by the students to meet their needs. Resource people will assist in working toward solutions to the many practical problems confronting individual teachers or staff. The course may be repeated once.

**PROGRAM IN INSTRUCTIONAL MEDIA**

The Instructional Media Program is an integrated print-non-print program which encompasses topics traditionally grouped under library science and audio-visual education headings. It is designed to prepare media specialists such as: school librarians, audio-visual coordinators and instructional media specialists for today's schools. In addition, the program is designed to assist pre-service and in-service teachers in selecting, producing, utilizing and evaluating instructional media to meet specific behavioral objectives.

Students completing the program are expected to: 1) demonstrate a knowledge of bibliographic database courses and basic reference sources; 2) demonstrate a knowledge of selection and evaluation procedures including technologies related to a wide variety of print and nonprint media; 3) demonstrate a knowledge of organizational procedures involved in setting up a school library media center; 4) demonstrate an ability to assist teachers in selecting teaching and learning resources; 5) demonstrate a knowledge for organization through a system of cataloging, classification, and indexing to provide accessibility for the user; and 6) demonstrate proficiency using the microcomputer and awareness of its impact on curriculum development.

Undergraduate students who complete the minor in Instructional Media outlined below and who qualify for city and/or state teacher certification (elementary level), will also qualify for a State of Illinois Endorsement for School Libraries (to be applied to a valid Elementary certificate).

**UNDERGRADUATE PROGRAM**

**Minor in Instructional Media**

**(18cr hrs.)**

**Required Courses:**

C&I-INMD-251	Introduction to Media Utilization or	
C&I-INMD-351	Selection, Utilization and Evaluation of Instructional Materials	3cr
C&I-INMD-331	Functions of the School Library	3cr
C&I-INMD-332	Technical Processes in School Libraries	3cr

**Electives**

Choose three of the following:		9cr,
C&I-INMD-316	Computer Utilization in Education	3cr
C&I-INMD-333	Library Materials for Language and creative Arts	3cr
C&I-INMD-334	Library Materials for Social Science and Natural Science	3cr
C&I-INMD-335	Reading Guidance in Elementary School	3cr
C&I-INMD-352	Design and Production of Instructional Materials	3cr



Total 18cr

**COURSE OFFERINGS****C&I-INMD-116 Microcomputer Literacy for Educators, 3cr**

An introduction to the role, use and operation of the microcomputer in instructional settings. Topics include: the advantages and limitations of the microcomputer in the teaching/learning process, the operation of the microcomputer, and software available for use in educational settings.

**C&I-INMD-251 Introduction to Media Utilization, 3cr**

Explores various utilization techniques involving the use of and operation of projection and audio equipment for instructional purposes.

**C&I-INMD-316 Computer Utilization in Education, 3cr**

An introduction to the use of computers in educational and training programs. Topics include: role of computers in education, history of computers, introduction to computer components, computer assisted learning, computer managed learning, overview of programming languages and packaged programs.

**C&I-INMD-317 General/Specialized Computer Concepts in Education, 3cr**

Computer course which investigates computer systems and software appropriate for public school settings.

**C&I-INMD-318 Computer Programming in BASIC for Educators, 3cr**

BASIC language for microcomputers is taught in this class. All educational BASIC concepts are stressed.

**C&I-INMD-319 Microcomputer Software Applications for Teachers, 3cr**

Computer course which teaches application and educational integrated and utility software programs and packages appropriate for the educational setting.

**C&I-INMD-320 Logo Programming for Teacher Education, 3cr**

Includes all the basics of Logo programming and the educational applications of Logo for Children.

**C&I-INMD-321 Classroom Computer Curriculum, 3cr**

Computer course related to telecommunications, networking and database retrieval. Computer curriculum design for K-12 school levels is included.

**C&I-INMD-331 Functions of the School Library, 3cr**

The school library, its origins, development, and administration, as seen in the context of the history of libraries in general.

**C&I-INMD-332 Technical Processes in School Libraries, 3cr**

Principles and objectives of organizing library materials; classifications and cataloging procedures, with emphasis on the school library.

**C&I-INMD-333 Library Materials for Language and creative Arts, 3cr**

critical examination and evaluation of basic reference tools; encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials.

**C&I-INMD-334 Library Materials for Social Science and Natural Science, 3cr**

(See C&I-INMD-333 for description.)

**C&I-INMD-335 Reading Guidance in the Elementary School, 3cr**

Evaluation and use of library materials and techniques for the guiding of reading in kindergarten through grade eight.

**C&I-INMD-351 Selection, Utilization, and Evaluation of Instructional Materials, 3cr**

Application of learning theory and curriculum principles to the selection, utilization, and evaluation of projected and non-projected instructional materials; laboratory experience in the use of projection and audio equipment.

### **C&I-INMD-352 Design and Production of Instructional Materials, 3cr**

Lecture and laboratory experience involving the design and production of materials for general instructional purposes. Attention will be given to the production of materials for specific media, (i.e., television).

## **PROGRAM IN LANGUAGE ARTS**

### **Master of Education in the Teaching of Language Arts**

This program is designed to meet the in-service needs of elementary and secondary school teachers who desire graduate work in the Language Arts: English, Linguistics, Reading, and Speech and Performing Arts.

Graduates of this program should have updated and advanced knowledge of teaching children reading, listening, speaking, and writing skills; the principles of curriculum planning and development; and language arts research as well as approaches to teaching language arts to variously handicapped children in culturally diverse classes.

### **Requirements for Admission to the Program:**

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

Students must present the following:

1. Fifteen credit hours of undergraduate course work in Education including one course in methods of teaching reading or English.
2. Fifteen credit hours of undergraduate course work in Language Arts, including courses in drama, English, linguistics, literature, speech, or writing.
3. A copy of a valid standard state or Chicago teaching certificate (early childhood, elementary or secondary level)
4. Completed application for admission to the program, indicating interest in following an elementary or a secondary education emphasis.

### **Requirements for the Degree:**

1. A total of nine credit hours of required courses in Education.
2. A minimum of twelve credit hours in English, Linguistics, Reading, and Speech and Performing Arts.
3. Six credit hours of electives in Education.
4. A total of nine credit hours of electives in either Education or the Language Arts areas.
5. Two research papers (one required in SCED-421L).
6. A final oral exam scheduled early in the term following completion of all required course work.

### **Required Courses:**

C&I-SCED-401E	New Directions in the Teaching of English (for secondary school teachers) or	
C&I-ELED-419	Problems in Elementary Language Arts Instruction (for elementary school teachers)	3cr
C&I-ELED-414	Principles of Curriculum Development or	
EDFN-413	Human Relations and Leadership	3cr
C&I-SCED-421L	Research in the Classroom Teaching of Language Arts	3cr
Subtotal		9cr

**Elective Courses:****English:**

3cr

A minimum of one 3 credit hour graduate course at the 300 or 400-level selected in consultation with the advisor.

**Linguistics:**

3cr

A minimum of one 3 credit hour graduate course, The following are recommended:

LING-345	Linguistics and Reading
LING-401	Fundamentals of Modern Linguistics
LING-480	Techniques of Teaching English as a Second Language
LING-481	Theories of Teaching English as a Second Language

**Speech:**

3cr

A minimum of one 3 credit hour graduate course.

The following are recommended:

SPCH-PERF-357	Oral Interpretation of Shakespeare
SPCH-PERF-393	creative Dramatics
SPCH-COMM-324	Rebels and Reformers in American Thought

**Reading:**

3cr

A minimum of one 3 credit hour graduate course.

The following are recommended:

READ-402	Issues in Reading Instruction
READ-414	Reading and Writing Processes
READ-425	Literature-Based Reading Programs
READ-3231	Reading Strategies-Content Area
READ-415	Reading and Writing Content Area

**Education:**

6cr

A minimum of two 3 credit hour graduate level courses offered by the Departments of Educational Foundations, Curriculum and Instruction, Reading, Counselor Education, and

**Special Education.**

The following are recommended:

ELED-406	Research Skills for the Classroom Teacher
ELED-418	Classroom Problems in the Teaching-Learning Process
SCED-407	Teaching Multi-Ethnic Literature in Junior and Senior High Schools

**Additional:**

9cr

Three 3 credit hour graduate courses to be selected from the above Language Arts or Education areas

Total 36cr

NOTE: For description of course offerings please see pertinent sections of this catalog.

**PROGRAM IN SECONDARY EDUCATION**

The professional education sequence in secondary education leads to entitlement in eight secondary certification programs in the following subject areas:

Art  
Biology  
English  
History  
Mathematics  
Music  
Physical Education

Spanish

**Please note that the Secondary Education Sequence alone** does not constitute a majority Northeastern. Students seeking secondary teacher certification declare a major in an academic subject area. The secondary education program qualifies as "an area of study in addition to the major" and fulfills graduation requirements.

Each certification program involves three types of requirements: (a) requirements for an academic major; (b) specific general education requirements; and (c) professional secondary education requirements.

Upon completion of these requirements, students are expected to demonstrate: 1) a depth of knowledge in their chosen academic discipline; 2) a knowledge of the principles of human growth and development and of learning; 3) a knowledge of students with varying racial, cultural, and socioeconomic backgrounds; 4) a knowledge of the wide range of abilities and special needs of students; and 5) the ability to apply their knowledge and skills as they develop effective learning experiences for students during the methods and the clinical components of the professional education sequence.

### **Requirements for an Academic Major**

Students seeking the Illinois Standard High School Certificate must fulfill all requirements for their academic major. For specific information about major requirements, please refer to the catalog entry for the relevant department.

To be certified in some academic areas, students are required to make prescribed choices among given electives in the academic major and/or they are required to complete additional courses in their academic area. These prescribed choices or additional required courses are specified below for each academic major.

### **Art**

The Major in Art for the Bachelor of Arts Degree meets the requirements for secondary teacher certification. To fulfill requirements for certification, students must select the emphasis in Studio Art.

### **Biology**

The Major in biology for the Bachelor of Science Degree meets the requirements for secondary teacher certification with the following stipulations. Students seeking certification to teach biology in secondary schools are required to complete 8 semester hours in botany including 5 semester hours in laboratory work and 8 semester hours in zoology including 5 semester hours in laboratory work. Students seeking certification to teach biology in secondary schools may elect to complete the optional Environmental Emphasis if they complete the above specified requirements in botany, zoology, and laboratory work.

### **English**

The Major in English for the Bachelor of Arts Degree meets the requirements for secondary teacher certification.

### **History**

The Major in History for the Bachelor of Arts Degree meets the requirements for secondary teacher certification with the following stipulations. Students seeking certification to teach United States History in secondary schools are required to complete 8 semester hours in United States History.

### **Mathematics**

The Major in Mathematics for the Bachelor of Arts Degree meets the requirements for secondary teacher certification.

### **Music**

The Major in Music for the Bachelor of Arts Degree including both Emphasis Va: Secondary Education: Vocal Music and Emphasis Vb: Secondary Education: Instrumental Music meet the requirements for secondary teacher certification.

**Physical Education**

Students seeking certification to teach physical education in secondary schools should refer to the Department of Health, Physical Education, Recreation and Athletics section of this catalog.

**Spanish**

The Major in Spanish for the Bachelor of Arts Degree meets the requirements for secondary teacher certification.

**Additional Requirements for Certification**

In addition to the successful completion of the Academic major, students must complete the general education requirements for the Illinois Standard Secondary Certificate.

Requirements which are a part of Northeastern's 39-hour general education program and are on the Limited List:

Fine Arts	6cr
Art	3cr
Music	3cr

<b>Humanities</b>	9cr
English	3cr
To be selected	3cr

**Behavioral and Social Science** 12cr

HIST-214	United States History 1607-1877 or	
HIST-215	United States History 1877-present	3cr
PSCI-AMER-216	American National Government	3cr
Non-Western or Third-World Cultures course	HIST-104 or 107 or 109 or ANTH-212	3cr

Elective 3cr

**Biological & Physical Sciences** 12cr

Coursework must include Biological & Physical Science (include one lab course)

Total 42cr

General Education Requirements which are not on the Limited List:

- |   |     |
|---|-----|
| 1. Written communication<br>(English 101 and 102) (must receive a grade of "C" or higher) | 6cr |
| 2. Oral communication<br>(Speech 101 or 202) (must receive a grade of "C" or higher)      | 3cr |
| 3. Mathematics (if not completed for Limited List)  | 3cr |
| 4. HPER-HLED 107 or approved Physical Education Activity Course                           | 2cr |

Illinois Senate Bill 195 requires that all students attending state universities must pass the United States and Illinois constitutions exam. Students may satisfy this requirement by passing the examination offered by the university or by successfully completing an appropriate course as listed under university graduation requirements.

All secondary education students who have completed their certification programs after May, 1992 must meet these additional requirements. In addition to completing the certification program requirements, they must pass the Illinois Certification Test Basic Skills Test and appropriate Subject Matter Test.

All early childhood, elementary, secondary, and special education students who have been admitted to the College of Education prior to September 1, 1990 but who will complete their

certification programs after May, 1992 must meet additional requirements in American History, American Government, and non-Western/Third World Cultures.

### Professional Education Requirements

The Illinois State Board of Education requires all students enrolled in teacher certification programs to complete 100 hours of clinical experience in a recognized elementary or secondary school prior to student teaching. The professional education requirements are as follows: EDFN-305 Philosophical and Historical Foundations of Public Education 3cr

EDFN-306 Education and Individual Differences	3cr
This course includes ten clock hours of clinical experience in an appropriate school.	

EDFN-307 Psychology of Instruction and Learning	3cr
This course includes 10 clock hours of clinical experience in an appropriate school.	

C&I-SCED-301 Methods of Teaching on the Secondary Level	4cr
This course requires 20 clock hours of clinical experience in an appropriate secondary school.	

* C&I-SCED-303 Methods of Teaching in the Secondary School	3cr
C&I-SCED-304 Clinical Experiences in the Secondary School	3cr
C&I-SCED-305 Secondary Student Teaching and Seminar	9cr

Total	28cr
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\* Music majors must complete 4 credit hours of SCED-303.

NOTE: All secondary education students must be admitted to the College of Education before they can register for Clinical Experience and Student Teaching. To be entitled for certification a student must earn a grade of "B" or better in Student Teaching.

No required professional education courses may be taken more than twice to achieve an acceptable grade.

NOTE: All students must consult with their advisors in their academic major for advising and the Secondary Education Advisor for the Secondary Education sequence.

### COURSE OFFERINGS

#### **C&I-SCED-301 Methods of Teaching on the Secondary Level, 4cr,**

Selection, organization, and use of materials and methods that are common to all subject areas in the secondary school. Discussion of the unit, the lesson plan, discipline, class discussion, and other elements of methodology necessary for effective teaching. Emphasis on planning and methodology to meet individual student needs including needs of exceptional students.

#### **C&I-SCED-310 Construction of Evaluation Instruments for Secondary Teaching, 3cr**

Various types of evaluation instruments will be explained with respect to their usage by secondary classroom teachers. Particular emphasis will be placed on the construction of achievement tests.

#### **C&I-SCED-361 Workshop in Secondary Education I, 1cr**

Course is designed for providing in-service opportunities for secondary teachers in the fields of English, mathematics, history, and social studies.

#### **C&I-SCED-363 Workshop in Secondary Education III, 3cr**

Course is designed for providing in-service opportunities for secondary teachers in the field of English, mathematics, history, and social studies.

#### **C&I-SCED-401E New Directions in Teaching English in the Junior and Senior High School, 3cr**

Designed for the in-service teacher of secondary school English; study and discussion of new perspectives for the school English program growing out of the reform efforts of the past decade.

**C&I-SCED-401H New Directions in Teaching History in the Junior and Senior High School, 3cr**

In-depth treatment of selected new and experimental methodologies of teaching history in the secondary school. Also included are materials from other social science disciplines as they relate to the teaching of history. Since new trends are constantly finding their way in the teaching of secondary history, the course content will also correspondingly change.

**C&I-SCED-401 M New Directions in Teaching Mathematics in the Junior and Senior High School, 3cr**

Designed to focus on teaching strategies for the development of mathematical concepts, principles, and skills that are suggested in the current literature. The applicability of these strategies to the class participant's particular school and classroom will be emphasized. Participants will also select areas of specific interest for personal study, e.g., teaching mathematics to the exceptional student. Prereq.: graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

**C&I-SCED-407 Teaching Multi-Ethnic Literature in Junior and Senior High Schools, 3cr**

Designed for junior and senior high school teachers who have limited knowledge and experience in teaching ethnic minority literature. The course will emphasize curriculum design, teaching techniques, and the assessment of appropriate instructional resources. The ultimate purpose of the course is to enable teachers to integrate effectively the multi-ethnic literary experience into traditional literature programs.

**C&I-SCED-408 The Nature of Mathematical Abilities in School Children, 3cr**

An exploration of mathematical learning by all students (K-12), with emphasis on the processes used by exceptional students. The differences that are shown by these students when doing mathematics will be examined, and with this information the class will focus on teaching practices that are most appropriate to these students' needs.

**C&I-SCED-409 Teaching Mathematical Problem Solving in the Secondary Schools, 3cr**

An examination of the logical understanding of mathematical problem solving with emphasis on improving competence in teaching problem solving to secondary students; includes theoretical study, preparation of materials, and observations and demonstrations in the teaching of problem solving.

**C&I-SCED-410 Computers in the Teaching of Secondary School Mathematics, 3cr**

A computer application course, using BASIC, designed for teachers of secondary school mathematics. Examples from algebra, geometry, trigonometry, number theory, and probability and statistics will serve as the basis for programming activities. Strategies for effectively using the computer and computer software in the teaching of mathematics will be discussed.

**C&I-SCED-421L Research In Classroom Teaching of Language Arts, 3cr**

Designed to acquaint the student with research in contemporary trends in teaching the language arts, including reading; critical appraisal and discussion of classical and current studies in language arts will provide specific suggestions useful in classroom practice; an overview of the entire area, as well as opportunity for individual study in-depth of a specific area related to the student's need and interest; in-service teachers may become involved in action research.

**C&I-SCED-421M Research in Classroom Teaching of Mathematics, 3cr**

Designed to acquaint the student with the general principles of research in the teaching of mathematics, analytical examination of the various research studies with special emphasis on the new mathematics.

**C&I-SCED-303A Contemporary Art Education in the Secondary School, 3cr**

Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. Emphasis on planning and methodology to meet individual student



needs, including needs of exceptional students. To be taken before student teaching in the Spring semester.

**C&I-SCED-304A Clinical Experiences in the Secondary School: Art, 3cr**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course.

**C&I-SCED-305A Secondary Student Teaching and Seminar in Art, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school art. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. To be taken during the Spring semester.

**English****C&I-SCED-303E Methods of Teaching English in the Secondary School, 3cr**

Introduction to the methods, techniques and materials for teaching English in secondary schools. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with C&I-SCED-304E.

**C&I-SCED-304E Clinical Experiences in the Secondary School: English, 3cr**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course.

**C&I-SCED-305E Secondary Student Teaching and Seminar in English, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school English. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Foreign Language****C&I-SCED-303F Teaching Modern Foreign Languages in the Secondary School, 3cr**

Introduction to the methods, techniques and materials for teaching foreign languages in the secondary school. Emphasis is on mastery of selected skills on a performance basis and meeting individual student needs.

**C&I-SCED-305J Secondary Student Teaching and Seminar in Spanish, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. History

**C&I-SCED-303H Methods of Teaching History in the Secondary School, 3cr**

Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking, and trends in the teaching of history. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with C&I-SCED-304.

**C&I-SCED-304H Clinical Experiences in the Secondary School: History, 3cr**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course.

**C&I-SCED-305H Secondary Student Teaching and Seminar in History, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school history. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Mathematics****C&I-SCED-303M Methods of Teaching Mathematics in the Secondary School, 3cr**

Strategies for teaching concepts, principles, and mathematical skills. Emphasis on problem solving, proof, and planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with C&I- SCED-304M.

**C&I-SCED-304M Clinical Experiences in the Secondary School: Mathematics, 3cr**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course.

**C&I-SCED-305M Secondary Student Teaching and Seminar in Mathematics, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school mathematics. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Music****C&I-SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental, 2cr**

Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in vocal music.

**C&I-SCED-303V Methods and Techniques of Teaching Music In the Secondary Schools: Vocal, 2cr**

Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in instrumental music.

**C&I-SCED-305N Secondary Student Teaching and Seminar in Music, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school music. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Physical Education****C&I-SCED-305P Secondary Student Teaching and Seminar in Physical Education, 9cr**

Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two-hour seminar and critique. Requires experience with a broad range of students, including exceptional students. (full-day, Spring term)

**Science****C&I-SCED-303R Materials and Methods for Teaching High School Science, 4cr**

Interpretation of the content and structure of those areas of natural sciences generally included in secondary school curricula; recent developments in curriculum organization and teaching materials; methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. Offered during Fall term only,

**C&I-SCED-304B Clinical Experiences in the Secondary School: BIOLOGY, 3cr**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods Course.

**C&I-SCED-305B Secondary Student Teaching and Seminar in Biology, 9cr**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school biology. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

## EDUCATIONAL FOUNDATIONS

Jeanne Baxter, Ph.D., Professor, Chair  
 Kenneth N. Addison, Ph.D., Associate Professor  
 Vernon Braun, Ed.D., Assistant Professor  
 Richard H. Brewer, Ph.D., Professor  
 Steven Brown, Ph.D., Professor  
 Diane Ehrlich, Ph.D., Associate Professor  
 Nancy Fellows, Ph.D., Assistant Professor  
 Janet Fredericks, Ph.D., Professor  
 Phyllis Goldblatt, Ph.D., Professor  
 Nancy Green, Ph.D., Professor  
 Elaine Koffman, Ph.D., Assistant Professor  
 Sharon Mc Neely, Ph.D., Associate Professor  
 Jerry B. Olson, Ph.D., Professor  
 Donald Stepich, Ph.D., Associate Professor  
 Mitchell Vogel, M.A., Associate Professor

The Department of Educational Foundations offers:

1. Foundations required for teacher certification
2. Master of Arts degree in Educational Administration
3. Bachelor and Master of Arts degree in Human Resource Development
4. Four undergraduate minors:  
     Human Resource Development  
     Educational Psychology  
     Educational Studies  
     Multi-Cultural Education

## UNDERGRADUATE PROGRAMS

### Educational Foundations Sequence

The Educational Foundations sequence introduces students to content and application to education from the disciplines of philosophy, psychology, history, anthropology, economics, political science and sociology as basic to understanding the educational process. Courses required in the sequence follow, with graduate level course alternatives in parentheses.

EDEN-305	Philosophical and Historical Foundations of Public Education (or EDFN-405)	3cr
EDFN-306	Educational and Individual Differences (or EDFN-406)	3cr
EDFN-307	Psychology of Instruction and Learning (or EDFN-407)	3cr

### Minor in Educational Psychology

(18-20 cr hrs.)

The minor in educational psychology is designed to develop understanding of psychological processes essential to successful curriculum development and classroom planning.

### Required Courses:

EDFN-203	Laboratory in the Foundations of Education	2cr
EDFN-306	Education and Individual Differences	3cr
EDFN-307	Psychology of Instruction and Learning	3cr
EDFN-312	Seminar in Current Educational Literature	3cr

Select one of the following two courses:		3cr
EDFN-319	Psychological Issues in Educational Settings	3cr
EDFN-321	Group Dynamics in Educational Settings	3cr

Select one of the following two courses		3cr
HRD-315	Computer Utilization in Human Resource Development	3cr
EDFN-322	Introductory Statistical Analysis in Education	3cr

Electives	1-3cr
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Electives will be selected by the student in consultation with an advisor in the Department of Educational Foundations

Total 18-20 cr

### **Minor in Educational Studies**

**(18-20 cr hrs.)**

The Minor in Educational Studies is designed to allow students to investigate the educational process in specific areas.

#### **Required Courses:**

EDFN-203	Laboratory in the Foundations of Education	2cr
EDFN-312	Seminar in Current Educational Literature	3cr

Area Courses: 9cr

Courses are required in one or more of the following areas as related to education: anthropology, history, philosophy, program evaluation, psychology, quantitative analysis and/or sociology. Courses will be selected by the student in consultation with an advisor in the Educational Foundations Department.

Education Electives: 4-6cr

Electives will be selected by the student in consultation with an advisor in the Educational Foundations Department.

Total 18-20 cr

### **Minor in Multi-Cultural Education (18cr hrs.)**

The Minor in Multi-Cultural Education is designed to explore cultural influences on learning and schooling.

#### **Required Courses:**

SSCI-I/IS-102	Introduction to Intercultural Studies	3cr
EDFN-204	Laboratory in the Foundations of Education	3cr
EDFN-312	Seminar in Current Educational Literature	3cr
EDFN-314N	Multi-Cultural Education	3cr,
Electives		6cr

Electives will be selected in consultation with the advisor.

Total 18cr

## **GRADUATE PROGRAM**

### **Master of Arts in Educational Administration**

Northeastern Illinois University offers the Master of Arts in Educational Administration degree in cooperation with Chicago State University and Governor's State University. Students may select one of three concentrations: 1 ) Administration; 2) Chief School Business Official; and 3) Community College Administration. Program objectives for the three concentrations have been designed to develop exemplary administrative leaders and to foster their continuing growth and effectiveness. Specifically, students in the Administration concentration are to develop competencies related to effective leadership, educational management practices, and staff development at the school level. This sequence leads to a type 75 Administrative Certificate. The Chief School Business Official concentration develops knowledge and skills in the areas of school finance, collective bargaining, personnel management and human relations. Emphasis is also placed on business management school business practices. The Community College Administration concentration provides knowledge and skills related to the history and development of community colleges and to effective administrative practices at that level. It stresses an understanding of administrative and supervisory skills for the development and support of instructional systems at the collegiate level.

**Requirements for Admission to the Program:**

in addition to the requirements of the Graduate College for admission, students who wish to enroll in the Master's Degree Program in Educational Administration must meet the following eligibility requirements:

1. A bachelor's or master's degree from an accredited institution of higher education. For those with a bachelor's degree only, a grade point average of 2.75 (on a 4.0 scale) for all undergraduate work is required. Students with a lower grade point average may be accepted conditionally.
2. Admission to the Administration concentration requires two years of verified full-time teaching experience in schools recognized by the Illinois State Board of Education (two years of verified full-time experience for school psychologists and school social workers in their respective fields may be substituted for teaching experience). Admission to the concentration for Chief School Business Official requires two years of school business management experience. Admission to the concentration in Community College Administration does not require teaching experience.

**Program Requirements:**

1. Selection of a concentration in Administration, Chief School Business Official, or Community College Administration.
2. Completion of 36 credit hours.
3. Successful completion of the Departmental Comprehensive Examination

**Required Courses:****Administration Concentration**

EDFN-401	Curriculum Development and Learning Theories	3cr
EDFN-413	Human Relations and Leadership	3cr
EDFN-421	Foundations of School Administration and Organization	3cr
EDFN-422	Elementary and Secondary School Administration and Supervision	3cr
EDFN-424	School Supervision	3cr
EDFN-429	Research in Educational Administration	3cr
EDFN-431	Community Relations	3cr
EDFN-433	School Law	3cr
EDFN-434	Practicum in Instructional Leadership and School Management I	3cr
EDFN-435	Practicum in Instructional Leadership and School Management II	3cr

**Approved Electives**

6cr

Total 36cr

**Chief School Business Official Concentration**

EDFN-413	Human Relations and Leadership	3cr
EDFN-421	Foundations of School Administration and Organization	3cr
EDFN-429	Research in Educational Administration	3cr
EDFN-431	Community Relations	3cr
EDFN-432	School Finance	3cr
EDFN-433	School Law	3cr
EDFN-436	Administration of School Personnel	3cr
EDFN-438	Collective Negotiations	3cr
EDFN-445	Practicum in School Business Management	3cr
EDFN-470	Administrative Use of the Microcomputer	3cr

<b>Approved Electives</b>	6cr
<b>Total</b>	<b>36cr</b>

**Community College Administration Concentration**

EDFN-413	Human Relations and Leadership	3cr
EDFN-421	Foundations of School Administration and Organization	3cr
EDFN-429	Research in Educational Administration	3cr
EDFN-431	Community Relations	3cr
EDFN-433	School Law	3cr
EDFN-434	Practicum in Instructional Leadership and School Management I	3cr
EDFN-435	Practicum in Instructional Leadership and School Management II	3cr
EDFN-480	The Community College	3cr
EDFN-481	Community College Administration	3cr
EDFN-490	Adult Learner	3cr

<b>Approved Electives</b>	6cr
<b>Total</b>	<b>36cr</b>

**Certification Only Program**

For those candidates who already possess a master's degree and are interested in certification only, programs are provided for entitlement to the following state certificates: General Administrative and Chief School Business Official. Students must pass the final comprehensive exam.

**Requirements for Admission to the Certification Only Program:**

1. A master's degree from an accredited institution of higher learning.
2. Admission to the Graduate College.
3. Two years of verified full-time teaching experience in schools recognized by the Illinois State Board of Education for admission to the program in Administration (two years of verified full-time experience for school psychologists and social workers in their respective fields may be substituted for teaching experience) or two years of verified school business management experience for the Chief School Business Official program.
4. Written recommendations from two school officials.
5. The students must provide evidence of having passed both the State of Illinois and the United States Constitution examinations.

**Program Requirements:**

Successful completion of the Departmental Comprehensive Examination

**General Administration Program (30cr hrs.)**

EDFN-401	Curriculum Development and Learning Theories	3cr
EDFN-413	Human Relations and Leadership	3cr
EDFN-421	Foundations of School Administration and Organization	3cr
EDFN-422	Elementary and Secondary School Administration and Supervision	3cr
EDFN-424	School Supervision	3cr
EDFN-429	Research in Educational Administration	3cr
EDFN-431	Community Relations	3cr
EDFN-433	School Law	3cr
EDFN-434	Practicum in Instructional Leadership and School Management I	3cr
EDFN-435	Practicum in Instructional Leadership and School Management II	3cr
<b>Total</b>		<b>30cr</b>



**Chief School Business Official Program (30cr hrs.)**

EDFN-413	Human Relations and Leadership	3cr
EDFN-421	Foundations of School Administration and Organization	3cr
EDFN-429	Research in Education Administration	3cr
EDFN-431	Community Relations	3cr
EDFN-432	School Finance	3cr
EDFN-433	School Law	3cr
EDFN-436	Administration of School Personnel	3cr
EDFN-438	Collective Negotiations	3cr
EDFN-445	Practicum in School Business Management	3cr
EDFN-470	Administrative Use of the Microcomputer	3cr
Total		30cr

**COURSE OFFERINGS****EDFN-202 Laboratory in the Foundations of Education, 1cr**

Students will be guided toward appropriate experiences in a concrete setting that will increase their understanding and utilization of concepts developed in the foundations courses. Chicago metropolitan area schools and other settings will be used as the laboratory.

**EDFN-203 Laboratory in the Foundations of Education, 2cr**

(See EDFN-202 for description)

**EDFN-204 Laboratory in the Foundations of Education, 3cr**

(See EDFN-202 for description)

**EDFN-205 Education and Society: A Global Perspective, 3cr**

The school viewed as a key social institution exercising influence and, in turn, being influenced by the total culture. Both formal and informal organizations within the school and classroom are studied. Interrelations of school with other basic institutions are examined. Current educational problems resulting from social conditions are studied. Comparisons with schools in other societies sharpen awareness of cultural and social influences on schools within one's own country and offer examples of alternative ways schools and societies interact.

**EDFN-206 Laboratory in the Foundations of Education, 1cr**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Education and Individual Differences).

**EDFN-207 Laboratory in the Foundations of Education, 1cr**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

**EDFN-212 American Public Education-History of Education, 2cr**

Education in the United States from an historical perspective with assessment of factors and ideas influencing expansion of education in a context of economic development and social change. (EDFN-212 and EDFN-213 are the equivalent of EDFN-305, )

**EDFN-213 Philosophy of Education, 2cr**

An exploration of the views of selected philosophers concerning education, an examination of the relationships between philosophy and education, and the effects of philosophical positions on classroom practices. (EDFN-212 and EDFN-213 are the equivalent of EDFN-305.)

**EDFN-301 History and Philosophy of Religious Education, 3cr**

The role of religious education in America as well as an overview of religious beliefs and practices behind the different kinds of religious education in America. Attention is given to the development of religiously oriented schools along with recent trends in parochial education.

**EDFN-302 Philosophical and Historical Foundations of Early Childhood Education, 3cr**

Survey philosophical, historical and psychological bases of early childhood education; a comparative evaluation of past and present educational programs for children from birth to age eight, in public and private school settings; readiness issues and intervention trends in early childhood education; professional responsibilities of early childhood educators.

**EDFN-303 Early Childhood Development, 3cr**

Studies the growth and development of young children from birth to age eight, including physical, cognitive, and social-emotional development. Presents major theories, principles, concepts, and research in child development. The role of play in development is addressed. Students complete observations of children at various developmental levels.

**EDFN-305 Philosophical and Historical Foundations of Public Education, 3cr**

The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic and their impact on educational theory and practice, past and present.

**EDFN-306 Education and Individual Differences, 3cr**

Consideration of individual differences and principles of human development as factors in creating effective learning environments. Emphasis on: (1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses, and accomplishments as the result of genetic, maturational, and environmental factors, Special attention given to children and adolescents covered by Public Law 94-142; (2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level. (3) application of knowledge of developmental and individual differences to classroom practice. Ten hours of classroom observation required.

**EDFN-307 Psychology of Instruction and Learning, 3cr**

Study and application to the teaching situation of theories and principles of learning (cognitive, affective, behavioral), motivation, and classroom management including problems of mainstreaming. Also attention to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Focused study by each student of classroom in terms of application of theories and applications associated with learning and instruction. Ten hours of classroom observation required.

**EDFN-312 Seminar in Current Education Literature, 3cr**

An examination of current educational literature; included would be recent research findings, important views of educational critics, newly developed theories of learning and education, and innovative practices in educational institutions.

**EDFN-313 Problems, Issues, and Practices in Education, 3cr**

An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.

**EDFN-314 Social Issues in Educational Settings, 3cr**

An in-depth examination of particular educational issues from viewpoints of the social science disciplines. Titles include Legal Aspects of Education; the Sociology of the Classroom; Education as Cultural Imperialism: Education and Social Reconstruction; Desegregation and Education; Problems of Educational Finance; Separation of Church and State: the effects on the Schools; Education and Social Class; The University in a Changing Society; Professional Organizations and the Schools; The Politics of Education; Sexism in Education; Accountability and the Schools; Multicultural Education; and Education in New China.

**EDFN-317 Psychological Issues in Educational Settings, 1cr**

In-depth analysis of specified areas concerning the interrelationship between psychology and education. Possible areas are self concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, psychoanalysis, effective parents, learning styles and developing independent learners. Stress on theoretical and practical approaches to help teachers toward self understanding and to provide opportunities for development of strength in one or more of the

above areas. Two credit hour courses require field observation or a project; three credit hour courses require both.

**EDEN-318 Psychological Issues in Educational Settings, 2cr**

(See EDEN-317 for description)

**EDEN-319 Psychological Issues in Educational Settings, 3cr**

(See EDEN-317 for description)

**EDEN-321 Group Dynamics in Educational Settings, 3cr**

Study of principles of group dynamics as they affect classroom behavior. Development of skills in observing, recording, and analyzing group phenomena, in creating and facilitating effective groups, in developing supportive environments, and in group leadership. Course topics include communication, leadership, norms, subgroups and cliques, ability grouping, small group projects, peer teaching, and group approaches to discipline problems. Reading and discussion of group dynamics literature, observation and analysis of classrooms, group investigations of specific topics and practice in group leadership skills.

**EDFN-322 Introductory Statistical Analysis in Education, 3cr**

An introduction to statistical analysis with special focus on methods employed in educational research and evaluation. Topics include descriptive statistics, correlational techniques, elementary probability theory, and elementary parametric and non-parametric statistical tests of hypotheses. Emphasis is placed on theoretical foundations, computational skills, and computer utilization,

**EDFN-325 The Changing Role of Women in American Education, 3cr,**

The study of women in education past, present and future. Topics include views of women's mental abilities and "nature"; history of the schooling of women; women as teachers and educational leaders; education for the professions; minority women and education; implications of current research on sex differences and sex roles; and education for the woman of the future.

**EDFN-333 School Law for Teachers, 3cr**

Provides K-12 teachers and prospective teachers with an understanding of the legal impact on schools. Attention is given to current issues and their implications for classroom teachers. Topics include: legal system, sources and levels of law, contracts, tenure, records, collective bargaining, copyright, academic freedom, tort liability, student and teacher rights, discrimination and handicap issues.

**EDFN-401 Curriculum Development and Learning Theories, 3cr**

An analysis of the basic determinants of curriculum. Emphasis on significance of psychological theories and development, learning and motivation for curricular development including impact of sociological, cultural, and ethnic factors. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs.

**EDFN-405 Development of Educational Thought, 3cr**

An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

**EDFN-406 Human Development and Learning, 3cr**

The study of theories and principles of development of school age children and youth. Focus on current theories and research and their implications for learning and identification of teaching practices that facilitate the acquisition of intellectual and social skills of children and youth. Attention to characteristics covered by PL.94-142 as well as differences due to social, cultural and ethnic factors. Ten hours of class room observation required.

**EDFN-407 Learning Theories and Educational Practice, 3cr**

Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Ten hours of classroom observations required.

**EDFN-410 Education as a Social Institution, 3cr**

Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

**EDFN-411 Comparative Education, 3cr**

Examination of cross-cultural/cross-national educational systems comparing and contrasting educational goals of different national groups, identification of common problems which determine the kind and quality of education in a given society or culture, such as economic development, technological development, religious dominance, political climate, and social differences. Interpreting cross-national data such as school leaving age, levels of education, wealth and occupation, and employment rates. Guest lecturers who have had experience with education in other societies.

**EDFN-412 Selected Concepts in the Philosophy of Education, 3cr**

Analysis of the ideas of important contributors to educational theory. In-depth study of particular theorists or schools of philosophy (such as existentialism, Plato, Dewey, Rousseau, or revolutionary philosophers). Inquiry will focus on such themes such as views of the nature of man, means and

**EDFN-413 Human Relations and Leadership, 3cr**

Study of basic concepts and principles of interpersonal relationships, group interaction, organizational leadership and effectiveness. Emphasis on theory, application and skill development. Students will observe and assess interpersonal, group and organizational dynamics with attention to cultural factors and development of effective interaction and problem-solving skills.

**EDFN-416 Cultural Pluralism and the Schools, 3cr**

The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to subcultures related to and within the educational context.

**EDFN-417 Educational Theorist, 3cr**

An in-depth examination of a particular theorist's theoretical view (such as motivational, client-centered, behaviorist, cognitive, new left, Freud, Piaget, Dewey, or Erikson) with applications to classroom situations. Observations of schools or learning situations, modelled after the particular perspective will probe the implementation of the theorist's ideas at all levels of education. Consideration will be given to the present impact of each theorist and implications for the future.

**EDFN-418 Seminar in Development and Learning, 3cr**

An in-depth study of theory and research in educational settings on developmental characteristics related to capacity to learn. Titles include Cognitive Development, Social Development, Moral Development and the School, Development in-Cross-cultural Perspective, Developmental crisis and Maturation, The Adult Learner, and Social and Cultural Determinants of Development. Student will focus on an age range of particular interest. Observations will be used to illustrate theory and research. Emphasis will be placed on the ways knowledge about development enhances instruction.

**EDFN-419 Adolescent Development and Educational Practice, 3cr**

In-depth study of theory and research related to adolescent behavior and development as these affect learning and classroom behavior. Classroom observation required.

**EDFN-421 Foundations of School Administration and Organization, 3cr**

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long range planning and personnel management; overview of structure, governance, policy of public education and school reforms at the local, state and federal levels including legal, business, financial and political, social and cultural context of schools in society. Administration of schools and programs including

multicultural student populations and exceptional children.

**EDFN-422 Elementary and Secondary School Administration and Supervision, 3cr**

An examination of the elementary and secondary school with emphasis upon the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated materials which include an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed.

**EDFN-424 School Supervision, 3cr**

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations.

**EDFN-428 Seminar in Educational Administration, 3cr**

An in-depth analysis of selected topics and problems in educational administration, study of administrative behavior, theory and contributions of behavioral science to administration as well as the characteristics of schools as organizations with implications for practitioners in education. Focused study in areas such as educational decision-making, practical applications of administrative theory, special problems of the elementary or secondary school, and organizational analysis.

**EDFN-429 Research in Educational Administration, 3cr**

Develop skills in research designs including problem statements, hypotheses formulation, population/sample selection, data collection, statistical analysis and interpretation. Historical analysis, descriptive, causal-comparative, correlational and experimental studies will be developed as they relate to effective schools and administrative research.

**EDFN-431 Community Relations, 3cr**

An analysis of the role of educational policy in relation to the modern community, community power structure, needs and resources, social and political characteristics, and the principles of cooperative planning and community relations in the context of social and technological change. Focus on community assessment materials; multicultural and multiethnic needs and understanding; needs of exceptional students; interagency cooperation; funding and evaluation. Students are provided opportunities to develop materials for use in their institutions.

**EDFN-432 School Finance, 3cr**

The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Topics include: budget analysis, state aid mechanism, accounting processes, facility management and maintenance, transportation, contracts, liabilities and food service management.

**EDFN-433 School Law, 3cr**

Includes an analysis of selected general legal principles, cases, statute law and law-making agencies affecting educational organizations and systems. Key content areas include the legal system; role of federal and state governments; the legislative process; school governance, policies and rules and regulations; church and state; civil rights; student and parent rights and responsibilities; collective negotiations, torts and contracts. Content is designed for the practical application of school law.

**EDFN-434 Practicum In Instructional Leadership and School Management I, 3cr**

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities' management, and community relations.



**EDFN-435 Practicum In Instructional Leadership and School Management II, 3cr**

(See EDFN-434 for description. )

**EDFN-436 Administration of School Personnel, 3cr**

Provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, placement, staff development, motivation and compensation, performance appraisal, negotiations and dismissal are included.

**EDFN-438 Collective Negotiations, 3cr**

The development and establishment of collective bargaining within the educational enterprise: the public and private sectors; in elementary-secondary education and colleges and universities; historical, sociological, and legal perspectives; some consideration and evaluations of various issues (including tactics and process) concepts, and current problems.

**EDFN-445 Practicum in School Business Management, 3cr ,**

The purpose of the practicum is to provide the student with supervised experiences in the functions and duties of a school business official. The student is required to participate in activities related to finance, purchasing, planning and business management.

**EDFN-470 Use of the Microcomputer for School Administrators and Supervisors, 3cr**

An examination of the use of micro-computers in educational administration and supervision. Topics include: Introduction to computers, overview of principles underlying computer-assisted instruction and computer-managed instruction, overview and use of available software, internal monitoring and program evaluation, and elementary programming

**EDFN-480 The Community College, 3cr**

Provides the student with theoretical and practical knowledge about the philosophy, history, students, services, staff and organizational structure of the community college. National trends of the two year college will be analyzed,

**EDFN-481 Community College Administration, 3cr**

Provides the student with practical knowledge about the day to day demands of administering the Community College. Stresses the importance of the Community college to the nation, state, and local areas and how good administrators and administration can make a strong contribution to the proper and excellent performance of community colleges

**EDFN-490 The Adult Learner, 3cr**

An examination of demographic changes fostering attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming, and marketing of adult education.

**PROGRAMS IN HUMAN RESOURCE DEVELOPMENT**

The Human Resource Development (HRD) Program offers courses of study leading to both undergraduate and graduate degrees in Human Resource Development, as well as to a minor in Human Resource Development, to prepare professionals who will be responsible for the training, education, and development of adults in settings such as business, industry, health care, social service, museums, zoos, prisons, and federal, state and local government. Students in the program will be provided opportunities to develop the knowledge and competencies necessary to meet the increasing needs that organizations have for HR D professionals. Competencies that have been identified by professional organizations have been carefully considered in the development of specific objectives for the course work in the program.

**Major in Human Resource Development for the Bachelor of Arts Degree**

Upon completion of the major, students will demonstrate: 1 ) knowledge of different organizational settings in which teaching and learning occur; 2) knowledge of the training, educational and development needs of organizations; 3)skills in task analysis, program planning, and program design that are in keeping with organizational needs; 4) ability to apply principles of learning and motivation as a basis for decisions regarding instructional programs for adults; 5) sensitivity to the

psychological and cultural needs of diverse populations needed for adaptation of training/educational planning; and 6) competency in the use of methods and technology appropriate for the instructional/ learning needs of organizations.

#### Required Courses:

HRD-300	Principles and Practices in Human Resource Development	3cr
HRD-301	Adult Teaching/Learning Process	3cr
HRD-310	Instructional Techniques and Technology	3cr
HRD-315	Computer Utilization in Human Resource Development	3cr
HRD-320	Dynamics of Working with Groups and Individuals	3cr
HRD-321	Designing instruction in Human Resource Development	3cr
HRD-325	Communication and Human Resource Development	3cr
HR.-329	Internship and Seminar in Human Resource Development	9cr
Human Resource Development Electives		6cr

Each student, in consultation with the program coordinator and/or advisor, will select 6 additional credit hours of work. The selection of courses will be guided by the student's career objectives and will focus on competencies relevant to these objectives. The electives will amplify and extend the core courses.

Total 36cr

Human Resource Development majors must be fully admitted to the College of Education prior to registering for HRD-329 Internship and Seminar in Human Resource Development.

#### Additional Area of Concentration

**18-33cr**

Students will complete either a second major or a minor in a related area such as business, communications, criminal justice, computer science, instructional media, psychology, recreation, or social work.

#### Additional Electives

Students with weaknesses in any area such as communication skills will be required to select electives with the goal of developing these skills.

#### Minor in Human Resource Development

**(18cr hrs.)**

The Minor in Human Resource Development allows students to combine their interests in psychology, business, communications, social services, education, political science, or technical training with the study of the field of Training/Human Resource Development and the development of skills important for practitioners in Human Resource Development.

#### Required Courses:

HRD-300	Principles and Practices in Human Resource Development	3cr
HRD-301	Adult Teaching/Learning Process	3cr
HRD-310	Instructional Techniques and Technology	3cr
HRD-320	Dynamics of Working with Groups and Individuals	3cr
Electives: Courses such as HRD-315, HRD-321, HRD-325, HRD-390, and HRD-362 may be selected as well as other courses with the approval of the Human Resource Development advisor.		

Total 18cr

### GRADUATE PROGRAM

#### Master of Arts in Human Resource Development

This Master's program prepares professionals who will be responsible for the training, education, and development of adults in organizations involved in business, health care, human service, and government. The program has been developed especially for Human Resource Development practitioners desiring formal training and experienced employees wishing to move into the Human Resource Development field.

The program is designed to develop student's ability to: 1) assess the nature of performance problems; 2) apply needs and task/ content analysis techniques; 3) assess the relevant



characteristics of learners/trainees; 4) design training/education/ development programs; 5) determine the effectiveness of training/education/development programs; 6) communicate and interact effectively with groups and individuals, 7) administer human resource development projects and programs; 8) work effectively across an organization in order to plan, develop and implement performance improvement.

### **Requirements for Admission to the Program:**

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

1. B.A. degree in Human Resource Development or demonstrated success in Human Resource Development, teaching, or related work experience.
2. Two letters of recommendation from professors, employers, or supervisors which provide evidence of an applicant's qualifications.

Individuals who fall to satisfy requirements under number 1 will be asked to complete undergraduate course work in Human Resource Development prior to admission. The courses to be taken will be determined by the program advisor and will be based on a review of the individual's academic record and work experience.

### **Requirements for the Degree: Required Courses:**

HRD-400	HRD and the Organization	3cr
HRD-401	The Adult Learner I	3cr,
HRD-403	Presentation and Facilitation Strategies for HRD	3cr
HRD-405	Needs and Task Analysis in HRD	3cr
HRD-406	Instructional Design in HRD I	3cr
HRD-407	Measurement and Evaluation in HRD	3cr
HRD-415	Seminar in HRD	3cr
HRD-416	Practicum in HRD I	3cr

Electives (including optional Practicum in HRD II and/or thesis if applicable) 12cr  
The twelve hours of electives must be approved by the HRD graduate advisor.

Total 36cr

NOTE: For all students in the program, the following will be required:

- a. A total of 36 credit hours of study, of which at least 30 must be 400-level courses.
- b. Two comprehensive papers.
- c. The completion of a final oral presentation/examination.

### **Thesis Option**

A thesis option will be available by invitation only. The invitation will be based on a consensus agreement of the program's policy board and the desire of the student to select the thesis option. Students doing a thesis will complete HRD-420 Thesis Seminar, for 3 credit hours,

### **COURSE OFFERINGS**

#### **HRD-202 Career and Life Planning I, 3cr**

Designed to help students develop a greater understanding of themselves and to identify a satisfying career field that matches their talents and abilities. Students will identify their values, analyze their skills, discover their likes and dislikes, and focus on their interests as they relate to possible career choices. A long range plan will be developed and a supportive resume describing capabilities and experience will be prepared.

#### **HRD-300 Principles and Practices in Human Resource Development, 3cr**

Course enables students to explore their aptitudes and interests in relation to the roles of educators in non-school settings and to familiarize themselves with the overall purposes of organizations and the role of educators within such organizations.

#### **HRD-301 Adult Teaching/Learning Process, 3cr**

The study of the range and types of desired educational outcomes as related to characteristics of adult learners, and principles of learning and instruction.

**HRD-310 Instructional Techniques and Technology, 3cr**

A systematic approach to the development of instructional materials using the principles of instructional design. Topics covered include needs assessment, task analysis, objective preparation, design documents, material development and evaluation.

**HRD-312 Human Resource Development: Title Varies, 2cr**

Designed to treat various topics in greater detail than presently covered in existing 300-level HRD courses. Courses will focus on the development of a specific knowledge base and/or skills that students will display their competence in.

**HRD-313 Human Resource Development: Title Varies, 3cr**

Designed to treat various topics in greater detail than presently covered in existing 300-level HRD courses. Courses will focus on the development of a specific knowledge base and/or skills that students will display their competence in.

**HRD-315 Computer Utilization in Human Resource Development, 3cr**

An introduction to the use of computers for instructional purposes. Course will focus on design, storyboarding, logic and authoring software. Students will develop computer based training programs.

**HRD-320 Dynamics of Working with Groups and Individuals, 3cr**

The study of effective interpersonal and group behavior in organizations. Understanding the importance of such behaviors for the achievement of learning outcomes and the development of skill in the use of such behaviors will be emphasized.

**HR.-321 Designing Instruction in Human Resource Development, 3cr**

Application of major principles relating to the design and presentation of training/education programs for adults. Students will demonstrate their level of competency on major tasks and then focus efforts on improving levels of competency. The course is to be taken the term prior to the students' participation in the internship program.

**HRD-323 Independent Study in Human Resource Development, 3cr**

In-depth study of special areas in human resource development,

**HRD-325 Communication in Human Resource Development, 3cr**

This course will explore the role of communication skills in the Human Resource Development field, concentrating on written and oral presentation skills. Topics covered include audience analysis, topic selection, research techniques, interviewing/questioning, organization/outlining, and active listening.

**HRD-329 Internship and Seminar in Human Resource Development, 9cr**

The internship and seminar will be the culminating activity for the Human Resource Development major. Internship will be in health care settings, business and industry, community, state and federal agencies, rehabilitation and recreation centers, and professional associations. The purpose will be to synthesize what the student has learned in the classroom with practice in the field.

**HRD-362 Instructional Media in Human Resource Development, 3cr**

The purpose of the course is to provide the student with a practical, hands-on approach to selecting and utilizing instructional media, consistent with theories and practices in instructional technology. The emphasis will be placed upon the tools (i, e., equipment and materials) which an instructional designer has available for the production of instructional materials. Students will learn how to operate equipment and will produce instructional materials for media programs.

**HRD-390 Computer Based Training, 3cr**

Systematic approach to the design and use of computer-based and interactive video instructional materials. Course includes courseware development, implementation, training techniques, documentation, and state-of-the-art technology.

**HRD \* 400 Human Resource Development and the Organization, 3cr**

Study of the role of HRD in relation to the needs, purposes, structures and processes of organizations in order to maximize the effectiveness and value of HRD to the organization,

**HRD-401 The Adult Learner I, 3cr**

An analysis of adult learning theory and research in relation to practice in the field of training and human resource development, including study of how adults acquire and use knowledge, skills, and attitudes. Application of theory in varied adult learning situations will be emphasized.

**HRD-402 Adult Learner II, 3cr**

In depth focus on individual difference characteristics of adults that affect learning. Consideration of such characteristics as motivation, learning styles, perception of self and others, culture, experiential background, memory/information processing, attribution, cognitive structures, and metacognition. Research paper required that includes application to HRD field.

**HRD-403 Presentation and Facilitation Strategies for HRD, 3cr**

Course is designed to provide students with both the theoretical and the application skills for presenting and facilitating instructional programs for both groups and individuals. Topics will include preparing for a presentation, audience analysis, use and design of visual aids, feedback, techniques for group facilitation, and dealing with difficult participants. The course will also deal with strategies for presenting recommendations for implementing and evaluating

**HRD programs. HRD-405 Needs and Task Analysis in Human Resource Development, 3cr**

Defining gaps between desired and actual performance and specifying the cause of the gaps. Identifying training designed to accomplish specific results in a job or organization. The design, development, and application of techniques and instruments to use in obtaining information on needs and tasks.

**HRD-406 Instructional Design in Human Resource Development I, 3cr**

The process of preparing objectives, defining content, selecting and sequencing learning activities for specific training/education/development programs. Includes selection of methodology, including use of media and computer technology, critique and redesign of off-the-shelf materials, and evaluation.

**HRD-407 Measurement and Evaluation In Human Resource Development, 3cr**

Determining the effectiveness of T/HRD learning programs and services. Making decisions on how, what, and when to measure and what standards to use in evaluation. The design, development, and application of techniques and instruments to use in obtaining measurement data. Cost/benefit analysis of the impact of T/HRD on the organization.

**HRD-408 Instructional Design in Human Resource Development II, 3cr**

Study of advanced instructional design techniques and the theoretical basis for the implementation of these techniques. An emphasis will be placed on researching, designing, presenting and evaluating instructional products.

**HRD-409 Television Production In Human Resource Development, 3cr**

This course will explore techniques of television production and utilization as they apply to the field of human resource development. Students will learn the principles of camera operation, lighting, composition, video and audio recording, video editing, field production, directing and scripting. The approach will be hands-on; students will write and produce video training materials using instructional design principles.

**HRD-410 Administration of Human Resource Development Programs, 3cr**

Development and monitoring of Training and Human Resource Development programs that are consistent with the organization's present and future needs. Preparation of long-range plans for the T/HRD function in an organization and articulation of viewpoints and services to management. Study of how successful T/HRD practices work in selected organizations.

**HRD-411 Consulting In Human Resource Development, 3cr**

Role of the HRD consultant both internal and external within an organization analyzing and training needs and/or other intervention strategies. Topics covered include client-consultant relationships, organizational assessment, and proposal writing.

**HRD-412 Project Management in Human Resource Development, 3cr**

Study of the principles of project management as they relate to the development of HRD programs, Application of the principles to H R D projects that are both in the planning state and in progress will be emphasized.

**HRD-413 Independent Study in Human Resource Development, 3cr**

In-depth study of special areas in human resource development.

**HRD-415 Seminar in Human Resource Development, 3cr**

The seminar will be taken concurrently with practicum in Human Resource Development I. The objective is to synthesize what has been learned in the classes and apply this learning to on-site problems for which the students are asked to develop training solutions.

**HRD-416 Practicum in Human Resource Development I, 3cr**

Students will do a supervised practicum either in the organization in which they are presently working or in an appropriate site approved by program faculty. While participating in the practicum, the students will be involved in a specified sequence of HRD activities that will include participation in the design and presentation of a training program.

**HRD-417 Practicum in Human Resource Development II, 3cr**

See description of Practicum in HRD I. Students have the option of taking additional practicum hours if the field setting provides an opportunity to design and present a training program that is more involved and will require an extended time commitment. Practicum in HRD I and Practicum in HRD II can be taken during the same term if it can be clearly established that the student will have time for an extended commitment.

**HRD-418 Topical Seminar in Human Resource Development, 3cr**

Advanced study and application of the concepts and principles that are the basis for specific areas in the Human Resource Development field. Consult the Schedule of Classes for specific topics.

**HRD-419 Project in Human Resource Development, 3cr**

Students prepare a project that involves the application and/or extension of the knowledge and skills developed in the courses that they have completed. The project may be in the form of an instructional program or a paper on a specific aspect of Human Resource Development. The project will be a focus for the student's final oral presentation.

**HRD-420 Thesis Seminar in Human Resource Development, 3cr**

Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Human Resource Development.

## EXERCISE SCIENCE AND CARDIAC REHABILITATION

George R. Lesmes, Ph.D., Professor and Director  
 C. Murray Ardies, Ph.D., Associate Professor  
 Alan S. Berger, Ph.D., Adjunct Professor  
 Leslie Brookfield, M.D., Adjunct Professor  
 David Cooke, M.D., Adjunct Professor  
 Lawrence G. Deysach, Adjunct Professor  
 Michael P. Fragen, M.D., Adjunct Prof., Assoc. Medical Director  
 Karen L. Geary, R.N., B.S.N., Program Associate  
 I. Martin Graiss, M.D., Adjunct Professor  
 Kathleen A. Halter, R.D., M.S., Program Associate  
 Jeffrey B. Lakier, M.D., Adjunct Professor, Medical Director  
 Jonathan Leeds-Costa, M.D., Adjunct Professor  
 Alan P. Mintz, M.D., Adjunct Professor  
 Catherine A. Moran, M.S., Program Associate  
 Desmond Parrish, Ph.D., Assistant Professor  
 Chadwick C. Prodromos, M.D., Adjunct Professor  
 Tim Sorensen, R.N., B.S.N., Program Associate  
 Lauren A. Stuursma, M.S., Program Associate  
 Seymour Yale, D.D.S., Adjunct Professor

### GRADUATE PROGRAM

#### Master of Science in Exercise Science and Cardiac Rehabilitation

The primary objective of this program is to train individuals in the evaluation, administration and prescription of medically-based exercise programs with special emphasis on preventative and rehabilitative physiology, wellness, health promotion, and risk reduction programming.

The program is designed for students with diversified goals and backgrounds. It is designed to provide theoretical and practical information concerning the functioning of the healthy, human body and the assessment of risk to prevent disease. The rehabilitation of individuals with cardiovascular disorders is a major part of the program as well.

Practical applications of medical and physiological concepts, research and health evaluations are an integral part of the program. The major portion of the work will be conducted in The Center for Exercise Science and Cardiovascular Research (The Center). All students complete their clinical experience under the guidance of a graduate advisor.

A three month internship and a 300 unit "preceptorship" are requirements of the program. Practical work experience is gained in The Center, the Community Health Enhancement Program, Phase II & III Cardiac Rehabilitation Programs and approved clinical settings.

#### Requirements for Admission to the Program:

1. Students must fulfill the requirements for admission to the Graduate College.
2. A minimum of 21 credit hours of undergraduate coursework in a science related area with a minimum of one course in each of the following areas: biology, chemistry, anatomy, physiology and exercise physiology.
3. Two letters of recommendation.
4. A statement of goals and purposes for pursuing the degree.
5. Previous experience in the area of exercise physiology, cardiac rehabilitation, health promotion, risk reduction or research is preferred.

#### Requirements for the Degree:

Degree requirements include 27 credit hours of core curriculum and nine credit hours of applicable electives for a total 36 credit hours. The following core courses are required of all students in the program.

### Core Courses

ESCR-332	Methods and Procedures of Graded Exercise Testing	3cr
ESCR-400A	Cardiovascular and Pulmonary Physiology Exercise	3cr
ESCR-400B	Muscle and Cell Physiology/Exercise	3cr
ESCR-401	Clinical Dimensions and Health Promotion. 3cr	
ESCR-402	Clinical Electrocardiography	3cr
ESCR-403	Research Design and Statistical Analysis	3cr
ESCR-419	Internship: Health Promotion/Clinical/Research	6cr
ESCR-426	Nutrition, Metabolism, and Nutrient Interaction	3cr
Total		27cr

### Electives Courses

ESCR-411	Independent Study in Exercise Science & Cardiac Rehabilitation	1cr
ESCR-412	Independent Study in Exercise Science & Cardiac Rehabilitation	2cr
ESCR-413	Independent Study in Exercise Science & Cardiac Rehabilitation	3cr
ESCR-420	Research Thesis	6cr
ESCR-421	Cardiovascular and Behavioral Medicine	3cr
ESCR-422	Physiology of Aging	3cr
ESCR-423A	Seminar: Sports Physiology	3cr
ESCR-423B	Seminar: Advanced Exercise Science and Cardiac Rehabilitation	3cr
ESCR-423C	Seminar: Corporate Health Promotion	3cr
ESCR-423D	Seminar: Pathophysiology	3cr
ESCR-423E	Seminar: Advanced Electrocardiography.	3cr
ESCR-424	Nutritional Alternatives in Cardiac Rehabilitation and Other Diseases	3cr
ESCR-425	Pulmonary Physiology in Cardiac Rehabilitation	3cr
ESCR-427	Current Topics in Nutrition for Selected Populations	3cr
ESCR-428	Principles of Athletic Reconditioning I	3cr
ESCR-429	Principles of Athletic Reconditioning II	3cr,

There are two options of study available to students:

#### Option I (non-thesis)

In addition to the "core" requirements listed above, nine hours of ESCR electives must be completed.

#### Option II (thesis)

In addition to the "core" requirements, ESCR-420-Research Thesis and three hours of ESCR electives must be completed,

#### The following certifications are required prior to degree completion:

##### Advanced Cardiac Life Support (ACLS) Exercise Test Technologist (ETT)

In addition to the requirements of the Graduate College for matriculation in graduate programs, students in the Exercise Science and Cardiac Rehabilitation Program are allowed a maximum of two grades below "B" in program requirements and electives. A third grade below "B" will result in removal of the student from the program.

##### The Center for Exercise Science and Cardiovascular Research (CESCR)

The mission of The Center is to provide a graduate level degree program with specific emphasis on the training of allied health professionals. The degree specialization focuses on exercise science, cardiac rehabilitation, nutrition, and disease prevention. The Center is committed to providing empirical research on cardiovascular, pulmonary, and metabolic diseases, and the investigation of the therapeutic effects of exercise, nutrition, and education on lifestyle, diseases, and behavioral problems.

#### Corporate Outreach Program



Many corporations and municipalities have developed partnerships with The Center. The Center provides a variety of programs/services for its corporate clients such as pre-employment physicals, executive physical evaluations, employee risk reduction and intervention programs, and an on-campus exercise program (Community Health Enhancement Program). The Center has developed a computerized database to investigate the impact of health care/risk reduction programs on rising health care costs. The corporations involved in our Corporate Health Care/Cost-Containment program are part of the research group.

### **Community Health Enhancement Program (CHEP)**

The Community Health Enhancement Program (CHEP) is a medically supervised exercise program available to community members, Northeastern employees, and corporate clients. Since 1980, CHEP has serviced approximately 3500 clients. CHEP provides the opportunity for Masters degree candidates to assist participants in achieving optimal health and wellness through personalized exercise programs. Based on the results of physiological evaluations, an exercise program is prescribed to suit the needs and goals of the participants. Educational intervention programs and seminars are provided to address various health care issues.

### **Cardiac Rehabilitation Programs**

The Phase II and Phase III Cardiac Rehabilitation Programs provide medically prescribed and supervised exercise therapy. This program provides counseling to individuals with coronary artery disease who are inoperable, are at high risk for Phase III, awaiting bypass surgery or in the early recovery period following a myocardial infarction (heart attack), coronary artery bypass surgery, or a bout of unstable angina pectoris.

### **Schwab Rehabilitation Center Affiliation**

In 1988, Schwab Rehabilitation Center, a division of Mount Sinai Medical Center, and Northeastern Illinois University signed an affiliation agreement to conduct research projects pertaining to exercise science and physical medicine.

This affiliation with Schwab Rehabilitation Center enables The Center to offer its corporate clients and municipalities evaluations such as physical therapy, work capacity (job specific), work hardening, repetitive motion injury, and ergonomic evaluation of job site through Schwab's steps Industrial Injury Clinic,

### **Lutheran General Hospital Affiliation**

Lutheran General Hospital has been an affiliate of Northeastern Illinois University since 1990. This affiliation has made possible a joint research program. Faculty, students in The Center's academic program and physicians from LGH are collaborating on the study of CASCARA-clients and are focusing on factors such as exercise, rehabilitation, heart failure, risk factor identification and health care cost containment. This joint research program will study the feasibility of preventative and rehabilitative programs with emphasis on cardiovascular disorders.

This affiliation also enables cardiologists from LGH to provide medical involvement at the Center for all programs related to preventative and rehabilitative therapy thus enhancing the university's service to the community,

### **Illinois Masonic Medical Center**

Clean Start, a division of IMMC has been affiliated with Northeastern Illinois University since 1992. This affiliation enables the Center to provide substance abuse intervention/mental health services. The Clean Start addiction medicine specialists and the staff and students in the Center have developed a cooperative comprehensive research training program.

### **High School Sports Medicine Program**

The Center provides educational training services to area high performs athletic physicals, assesses athletic injuries and develops rehabilitative plans.

## **COURSE OFFERINGS**

### **ESCR-332 Methods and procedures of Graded Exercise Testing, 3cr**



Designed to acquaint the student with methods, procedures, and techniques of diagnostic and functional exercise testing. Student will develop aptitude and knowledge regarding evaluation and referral procedures, data interpretation, protocol, and equipment.

**ESCR-400A Cardiovascular and Pulmonary Physiology/ Exercise, 3cr**

Emphasizes mechanisms of control of the human cardiovascular system during rest and exercise as well as adaptations to chronic exercise. Topics include structure and related function of the cardiopulmonary system, excitation-contraction coupling in cardiac tissue, determinants of blood and air flow, gas exchange and transport, and the effects of exercise on cardiac and pulmonary function.

**ESCR-400B Muscle and Cell Physiology/Exercise, 3cr**

Emphasizes cellular structure and function related to muscle contraction, metabolism and respiration, includes the effects of both acute and chronic exercise on muscle structure and related functions.

**ESCR-401 Clinical Dimensions and Health Promotion, 3cr**

An in-depth study of the diagnosis, treatment, and rehabilitation of various common clinical states and diseases affecting the cardiovascular system, with primary emphasis on coronary artery disease. Also includes the study of pharmacological, exercise management, and current concepts in health promotion with emphasis on preventative programs.

**ESCR-402 Clinical Electrocardiography, 3cr**

Course is designed to acquaint the student with the basics of normal and abnormal resting and exercise electrocardiograms. Special attention will be given to the thorough study of clinical electrocardiograms and intensive investigations of documented clinical case studies.

**ESCR-403 Research Design and Statistical Analysis, 3cr**

Guides the student in basic concepts of research design and integrates design with appropriate statistical methods. Includes development of a project related to research in exercise science, health-enhancement, or disease prevention.

**ESCR-411 Independent Study in Exercise Science and Cardiac Rehabilitation, 1cr**

A laboratory project or library study of a related topic to exercise physiology/cardiac rehabilitation. Emphasis will be placed on planning, carrying out, and writing a report on a project agreed upon by the student and advisor.

**ESCR-412 Independent Study in Exercise Science and Cardiac Rehabilitation, 2cr**

(See E SC R-411 for description).

**ESCR-413 Independent Study in Exercise Science and Cardiac Rehabilitation, 3cr**

(See ESCR-411 for description).

**ESCR-419 Internship: Health Promotion/Clinical/Research, 6cr**

provides the student with a choice of work experiences in clinical, corporate, university, health enhancement, cardiac rehabilitation, or research settings. ACSM Exercise Test Technologist and Advanced Cardiac Life Support certifications are required for completion of the course.

**ESCR-420 Research Thesis, 6cr**

Faculty guidance for students conducting research and writing a thesis is required to fulfill the requirements of the Master of Science in Exercise Science and Cardiac Rehabilitation.

**ESCR-421 Cardiovascular and Behavioral Medicine, 3cr**

Focuses on physiological theories of the relationship between lifestyle and illness, with emphasis on assessment and treatment, prevention, and health promotion. Includes stress control, behavior associated with cardiovascular disorders, pain and pain management, appetite behaviors, and drug abuse.

**ESCR-422 Physiology of Aging, 3cr**

Presents the theories and physiological consequences of aging. Includes physiological implications for working with the elderly in physically related activities.

**ESCR-423 Seminar in Exercise Science and Cardiac Rehabilitation, 3cr**

These seminars provide students with the opportunity to engage in a variety of topics salient to their professional growth and development.

**ESCR-424 Nutritional Alternatives in Cardiac Rehabilitation and Other Disease States, 3cr**

Nutrient and food energy needs of the human biological system throughout the life cycle. Consideration of the role of nutrition in preventive health care and in various disease states, including cardiovascular disease, diabetes, obesity, and renal disease.

**ESCR-425 Pulmonary Physiology In Cardiac Rehabilitation, 3cr**

The study of the physiochemical principles underlying respiratory processes; the neurohumoral reflexes governing the homeostatic respiratory adjustments to perturbations in the oxygen supply in the external and internal environment and in the bodily oxygen demands; the pathophysiologic consequences of partial impairment of the respiratory processes. Special emphasis will be directed to the rehabilitation of cardiac patients.

**ESCR-426 Nutrition, Metabolism, and Nutrient Interaction, 3cr**

In depth treatment of digestion, absorption, transport and utilization of dietary fats, carbohydrates, protein, and vitamins. Emphasis on nutrient interaction and proper food selection for healthy people and patients with cardiovascular disease.

**ESCR-427 Current Topics in Nutrition for Selected Populations, 3cr**

Analysis and review of current literature dealing with nutritional needs of various populations, including cardiac patients, diabetics and the obese.

**ESCR-428 Principles of Athletic Reconditioning I, 3cr**

An in-depth analysis of current topics on anatomical, biological, biomechanical, and empirical bases of rehabilitation strategies for musculoskeletal injuries and overuse syndromes. Reading will be primarily from current medical/scientific literature. Strong background in anatomy and physics is suggested.

**ESCR-429 Principles of Athletic Reconditioning II, 3cr**

A continuation of Principles of Athletic Reconditioning I to cover the full spectrum of musculoskeletal injuries and overuse syndromes. Reading will be primarily from current medical and scientific literature. A strong background in anatomy and physics is suggested,

## HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

Anthony Schimpf, Ed.D., Associate Professor, Chair  
Daniel Creely, Ed.S., Professor  
Ronald Faloon, M.P.E.H., Assistant Professor  
Betty Fields, M.P.E.H., Assistant Professor  
Frank Hostetler, H.S.D., Professor  
Violet Johnson, Ph.D., Assistant Professor  
Raymond Kasper, M.S., Assistant Professor  
Joan Leafman, Ph.D., Assistant Professor  
Eleonor Prueske, Ph.D., Professor  
William Quinn, Ed.D., Assistant Professor  
John Waechter, P.E.D., Professor

The Department of Health, Physical Education, Recreation and Athletics is located in the Physical Education Building at the south end of the campus. Opened in January, 1988, the facility includes two gymnasiums, suspended jogging track, six racquetball courts, a 60 x 120 foot swimming pool, a weight training room, classrooms, and department offices.

The goals of the Department are to provide students with 1) an awareness of the role of health, physical education, leisure and recreation, and athletics in schools and society; 2) the opportunity to acquire competencies that will enable them to be successful in varied educational and professional settings; 3) the opportunity to develop a satisfactory level of personal skill in the many areas of the discipline; and 4) a basis and desire for continued professional growth following graduation.

The Department of Health, Physical Education, Recreation, and Athletics offers two Bachelor of Arts Degrees.

Undergraduate majors are: Physical Education Secondary Physical Education

Undergraduate minors are: Health Education Physical Education

In addition, several areas of concentration are provided for Human Resource Development majors. (See the Human Resource Development section of this catalog.)

All undergraduates, with their advisor's consent, may choose major courses in physical education as electives credited toward graduation. (HPER-HLED,-LEST,-PEMA,-PEMT prefixes)

Adaptive programs are outlined (with physician's approval) for students with special medical needs.

### UNDERGRADUATE PROGRAMS

Students interested in a physical education major or a Leisure Studies minor must make an appointment with the appropriate department advisor to develop an individualized academic program. The Professional Standards Committee of the department reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any weaknesses.

In addition to the College of Education requirements for admission and retention, the Department requires the following before students will be allowed to participate in an internship or register for the courses that immediately precede student teaching:

1. a 2.75 (on a 4.0 scale) grade point average in all major courses;
2. removal of all incomplete grades in courses offered by the department;
3. satisfactory completion of and certification in Water Safety Instructor (PEMA-381) (for students seeking Secondary teaching certification only);

4. satisfactory completion of all required courses in both professional education and major;
5. permission of the department advisor.
6. admission to the College of Education.

### Major in Secondary Physical Education for the Bachelor of Arts Degree

Secondary Physical Education majors, upon successful completion of the program and graduation from Northeastern Illinois University, are entitled to Illinois State Teacher Certification, grades 6-12. The program includes the 27 credit hour Secondary Education Professional Program (includes HPER-PEMT-201) and 38 credit hour Secondary Physical Education Major. Students are encouraged to complete one or more minor programs; e.g., Leisure Studies and/or Health Education. Student Teaching for this program is scheduled for the Spring semester only.

Unique to the Secondary Physical Education Major is the Block Program which is taken during the Fall Semester of the Senior year. In the Block Program, major and professional study courses are taken on campus during the morning hours. Majors are involved with programs at cooperating schools from noon until 5:00 p.m. (subject to the schedule of the cooperating school). Six weeks are spent in a suburban high school and six weeks are spent in a Chicago high school.

#### Required Courses:

HPER-HLED-101	Cardiopulmonary Resuscitation and First Aid	1cr
HPER-PEMA-151	Fundamentals of Rhythms	3cr
HPER-PEMA-181	Advanced Swimming Techniques (Exempt by proficiency)	1cr
HPER-PEMA-252	Folk, Round and Square Dance	1cr
HPER-PEMA-200	Lifeguarding	2cr
HPER-PEMA-231	Educational Gymnastics	2cr
HPER-PEMA-381	Water Safety Instructor	2cr
HPER-PEMT-204	Physiology of Exercise	3cr
HPER-PEMT-302	Kinesiology	3cr

Select one of the following:		3cr
HPER-PEMT-202	Tests and Measurements in Physical Education	3cr
HPER-PEMT-303	Adapted Physical Education and Recreation	3cr

Select two of the following:		2cr
HPER-PEMA-152	Judo and Self-Defense	1cr
HPER-PEMA-153	Foil Fencing	1cr
HPER-PEMA-161	Badminton	1cr
HPER-PEMA-162	Bowling	1cr
HPER-PEMA-163	Golf	1cr
HPER-PEMA-164	Archery	1cr
HPER-PEMA-165	Tennis	1cr
HPER-PEMA-203	Weight Training	2cr
HPER-PEMA-277	Foundations of Wrestling	1cr

Courses blocked in Fall Semester:		12cr
HPER-PEMA-344	Foundations of Physical Education for Secondary Schools	3cr
HPER-PEMT-311	Coaching and Team Management- High School	3cr
HPER-PEMT-321	Intramurals-High School	3cr
HPER-PEMT-341	Organization of High School Classes	3cr

Select two of the following:		2cr
HPER-PEMA-171	Softball	1cr
HPER-PEMA-172	Basketball	1cr
HPER-PEMA-173	Volleyball	1cr
HPER-PEMA-273	Flag Football	1cr
HPER-PEMA-271	Track and Field	1cr
HPER-PEMA-276	Soccer, Speedball, and Football	1Cr

Total 37cr

To be certified after July 1,1994, a course in Human Anatomy or Human Physiology must have been completed

### UNDERGRADUATE MINORS

#### Minor in Health Education

(24cr hrs.)

Required Health Education Component--one course from each of the following areas to total 10-14 credit hours:

#### Theories Concepts of Health

HPER-HLED-312 Current Health Concepts 3cr

#### Programs in School Health

HPER-HLED-304 Organization and Administration of the School Health Program 3cr

#### Programs in Community Health

HPER-HLED-103 Community Health 3cr

HPER-PEMT-203Z Field Experience: Community Health Services 3cr

#### Curriculum Development and Evaluation in Health Education

HPER-HLED-301 Health Education in the Elementary School 2cr

HPER-HLED-305 Health Education in the Secondary School 2cr

Health Education Content Component--one course from each of the following areas to total 10-14 credit hours:

Required: One course from each of the following areas:

#### Human Sexuality or Sex Education

HPER-HLED-105 Preparation for Marriage 2cr

HPER-HLED-303 Sex Education 3cr

HPER-HLEE-306 Seminar in Trends and Issues in Sex Education 3cr

#### Drug/Chemical Use and Abuse

HPER-HLED-342E Pro-Seminar: Drug Education 3cr

Elective: One course from at least two of the following areas:

#### Mental/Emotional Health

HPER-PEMT-220 Introduction to Adventure Education 3cr

PSYC-128 Psychology of Mental Health 3cr

HPER-PEMT-342A Pro-Seminar: Aging, Dying and Death 3cr

#### Environmental Health

BIOL-104 The Changing Natural Environment 3cr

G&ES-307 Environmental education Seminar 3cr

#### Disease Prevention and Control

HPER-HLED-307 Human Diseases 3cr

#### Nutrition and Dietary Patterns

HPER-HLED-210 Nutrition and Health 2cr

#### Consumer Health Sources and Resources

HPER-HLED-212 Consumer Health 3cr

HPER-PEMT-342B Pro-Seminar: Health Law 3cr

#### Safety and Injury Control

HPER-HLED 101 Cardiopulmonary Resuscitation and First Aid 1cr

HPER-HLED-111 Cardiopulmonary Resuscitation 1cr

HPER-HLED-202 Safety Education 3cr

HPER-HLED-206	Standard First Aid Instructor	2cr
HPER-HLED-342Q	Legal Implications in Physical Education	4cr

**Personal Health Practices**

HPER-HLED-107	Health for Effective Living	2cr
HPER-HLED-308	Principles of Individual Health Practices	3cr,
HPER-PEMT-342B	Pro-Seminar: Women and Health Care	2cr

NOTE: The Health Education Minor provides the minimal requirement for teaching health in Illinois.

**Minor in Leisure Studies****(18 or. hrs.)****Required Courses:**

HPER-LEST-201	Principles and Practices of Recreation and Leisure	3cr
HPER-LEST-202	Camping and Outdoor Recreation	3cr
HPER-LEST-204	Leisure, Culture, and Society	3cr
HPER-LEST-302	Leisure Economics	3cr
HPER-LEST-304	Organization and Administration of Leisure Programs	3cr
HPER-PEMT-303	Adapted Physical Education and Recreation	3cr

Total 18cr

**Minor in Physical Education****(20 or. hrs.)****Required Courses:**

HPER-HLED-101	First Aid and CPR	1cr
HPER-PEMA-181	Advanced Swimming Techniques	1cr
HPER-PEMT-201	Principles and Methods in Physical Education	3cr
HPER-PEMA-231	Educational Gymnastics	2cr

Choose two of the following: 2cr

HPER-PEMA-171	Softball	1cr
HPER-PEMA-172	Basketball	1cr
HPER-PEMA-173	Volleyball	1cr
HPER-PEMA-271	Track and Field	1cr
HPER-PEMA-276	Soccer, Speedball, and Football	1cr,

Choose one of the following: 3cr

HPER-PEMT-202	Tests and Measurements in Physical Education	3cr
HPER-PEMT-204	Physiology of Exercise	3cr
HPER-PEMT-303	Adapted Physical Education and Recreation	3cr
HPER-PEMT-312	Sport and Society	3cr

Electives: 9cr

Electives to be selected in consultation with advisor.

Total 21cr

This minor does not meet the requirements for teaching physical education. Consult Department Advisor for minimum teaching requirements.

**COURSE OFFERINGS****Health Education****HPER-HLED-101 Cardiopulmonary Resuscitation and First Aid, 1cr**

American Redcross standard course in first aid and CPR.

**HPER-HLED-103 Community Health, 3cr,**

Purposes and principles of a community health program; identification of major community health problems; responsibilities of individual citizens and voluntary and governmental health agencies; planning for community health action.

**HPER-HLED-105 Preparation for Marriage, 2cr**

Analysis of factors in emotional, biological, social, and spiritual maturity as they relate to the individual, marriage, and the family.

**HPER-HLED-107 Health for Effective Living, 2cr**

Consideration of concepts related to the physical, mental, and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

**HPER-HLED-111 Cardiopulmonary Resuscitation, 1cr**

The course will provide the student with the necessary physical skills, as well as pertinent background information of how, when, and under what circumstances to perform cardiopulmonary resuscitation (CPR). Students who successfully complete this course receive American Health Association Certification.

**HPER-HLED-202 Safety Education, 3cr**

Safety education in elementary and secondary schools. Sources of materials; coordination with agencies furthering safety within and outside the schools; practical application of safety education.

**HPER-HLED-206 Standard First Aid Instructor, 2cr**

American Redcross advanced course in first aid and opportunity for authorization as an instructor.

**HPER-HLED-210 Nutrition and Health, 2cr**

Principles of nutrition and its relationship to man's health. Emphasis on practical application of current information to evaluate present nutritional status, weight control, selection of foods, and dietary habits.

**HPER-HLED-212 Consumer Health, 3cr**

Prepares the student to make wise choices in the selection of health products and health services. Emphasis on proper utilization of the health care system and evaluation of products and services with regard to cost and impact on physical and mental health. Includes identification of reliable sources of health-related information, laws and agencies to protect the consumer.

**HPER-HLED-301 Health Education in the Elementary School, 2cr**

Preparation for teachers of health education in the elementary grades. Emphasis on curriculum, methods, organization, and presentation of materials.

**HPER-HLED-303 Sex Education, 3cr**

Emphasis upon human reproduction, family life, marriage, and parenting problems. Instructional methods and materials for educators are presented.

**HPER-HLED-304 The Organization and Administration of the School Health Program,**

**3cr,** Organization of school health programs and administrative policies related to school health services, school health instruction, and healthful school living.

**HPER-HLED-305 Health Education in the Secondary School, 2cr**

Subject matter selection and organization for teaching purposes; correlation potential of health instruction in school subjects, methods of presentation, educational principles in health. Emphasis upon the professional and legal responsibilities of the secondary teacher in the total school health program.

**HPER-HLED-306 Seminar in Trends and Issues in Sex Education, 3cr**

A critical analysis of current trends and basic issues of sex education with emphasis on selected independent study.

**HPER-HLED-307 Human Diseases, 3cr**

Nature, prevention, control, and treatment of communicable, chronic, and degenerative diseases, the general principles of resistance and causality of disease; man's interaction with his environment and total pattern of living as the primary source of disease.



**HPER-HLED-308 Principles of Individual Health Practices, 3cr**

Independent study of a health problem in depth. Arrangement of subject, research, and follow-up with instructor.

**HPER-HLED-310 Advanced First Aid and Emergency Care, 4cr**

Designed to develop the functional first aid capabilities required of policemen, firemen, emergency squad members, ambulance attendants, and others, who as a part of their daily routine may be required to provide the initial emergency care necessary to sustain life until the victim of an accident or sudden illness is cared for by qualified medical personnel.

**HPER-HLED-311 Advanced First Aid Instructor, 1 cr**

Preparation for teaching the American Redcross Advanced First Aid and Emergency Care course in the schools or community. Appropriate for all students desiring to serve in the community. Students must be at least 21 years of age at the beginning of the course to earn an American Redcross Advanced First Aid and Emergency Care Instructor's Certificate.

**HPER-HLED-312 Current Health Concepts, 3cr**

Advanced study and application of health sciences, human ecology health conservation, and the quality of life which encourages the attainment of optimal health. Emphasis upon the wholistic lifestyle.

**Leisure Studies****HPER-LEST-201 Principles and Practices of Recreation and Leisure, 3cr**

Development of the recreation movement relative to leisure time. Emphasis on the principles and practices relative to a recreation and leisure program.

**HER-LEST-202 Camping and Outdoor Recreation, 3cr**

Present status, purposes, and organization administration of outdoor recreation programs for public, voluntary, and commercial agencies. Organization and administration of camps; program planning and staffing; health and safety.

**HER-LEST-204 Leisure, Culture, and Society, 3cr**

The relationship of social structure to leisure; the impact of leisure on values; recreation as a social and socializing leisure activity. Comparative studies of leisure, leisure values, and leisure activities in different culture and sub-cultures.

**HER-LEST-302 Leisure Economics, 3cr**

Leisure phenomena and the work ethic; the impact of leisure on the economy; the economic significance of discretionary time, discretionary income, and discretionary values.

**HER-LEST-304 Organization and Administration of Leisure Programs, 3cr**

An examination of the organization and administration of recreation and leisure programs in public and private agencies. Included will be an emphasis on personnel, programs, evaluation, finance, and liability.

**Physical Education Major Activity****HER-PEMA-151 Fundamentals of Rhythms, 3cr**

includes basic axial and locomotor movements, spontaneous and planned interpretive response, knowledge of the aspects of rhythm, designing of a rhythm instrument, dramatization, marching patterns; rhythmic activities utilizing basic dance steps, and beginning folk and square dance.

**HPER-PEMA-152 Judo and Self-Defense, 1cr**

Examination and practical application of judo and self-defense techniques. Special emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests.

**HPER-PEMA-153 Foil Fencing, 1cr**

Instruction and drills in basic skills: footwork, lunge, simple and compound attacks, various defensive maneuvers, offensive and defensive strategies. Rules, judging and directing, bouts and tournaments.

**HPER-PEMA-161 Badminton, 1cr**

Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

**HPER-PEMA-162 Bowling, 1cr**

Theory and practice; rules, regulations, skiff practice, tournament play and handicapping, and coaching.

**HPER-PEMA-163 Golf, 1cr**

Instruction designed for beginning and experienced golfers in proper use of woods; long, middle, and shod iron shots; putting, and specialty shots. Etiquette and rules of golf; visitations to driving range and golf course.

**HPER-PEMA-164 Archery, 1cr**

Instruction in basic techniques of shooting a bow. Knowledge on all phases of archery: history, rules, care and use of equipment. Tournaments at various distances.

**HER-PEMA-165 Tennis, 1cr**

Instruction designed for the beginning player with major emphasis on the serve, forehand/backhand ground strokes. Additional instruction with the lob, volley, and overhead. Singles/doubles play and strategies. Rules, tennis etiquette, and tournaments.

**HPER-PEMA-166 Recreational Games, 1Cr**

Choosing, teaching, and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.

**HPER-PEMA-167 Field Hockey, 1cr**

History, theory and practice, rules and regulations, skill practices, purchase and care of equipment, team organization, strategy, competition, and safety measures.

**HPER-PEMA-171 Softball, 1cr**

Emphasis on basic softball skills, team offensive and defensive strategies, rules. interpretations, and umpiring mechanics with practical umpiring experience during games.

**HPER-PEMA-172 Basketball, 1Cr**

Review of skills with emphasis on team drills and team play. Thorough coverage of rules and mechanics of officiating. Practical use of officiating techniques during games. Team tournaments as well as a one-on-one tournament.

**HPER-PEMA-173 Volleyball, 1cr**

Basic instruction in power volleyball skills; serving, passing, spiking. Offensive and defensive team play, rules, strategies, and tournaments.

**HPER-PEMA-181 Advanced Swimming Techniques, 1cr**

Instruction in the basic strokes and in elementary diving front and back, safety skills in and near the water, and activities to increase endurance,

**HER-PEMA-200 Lifeguarding, 2cr**

Lifeguarding is the application of specific skills, knowledge, and techniques to prevent or handle aquatic accidents. The purpose of this course is to teach necessary competencies so an individual exercises every caution to avoid any action or lack of action which can contribute to injury. Prereq:

**HPER-PEMA-201 Racquetball, 2cr**

Introduction to basic and advanced skills: serves, kill shots, passing shots, ceiling shots; use of back wall and corners; offensive and defensive strategies; singles, doubles, cutthroat play; tournaments.

**HPER-PEMA-203 Weight Training, 2cr**

Basic principles of weight training and its effects on the body; proper lifting and training technique, individualized programs for general fitness or athletics, isometrics, and safety procedures.

**HPER-PEMA-204 Weight Training---Variable Resistance Method, 2cr**

Variable resistance of weight training with instruction on structure and function of variable resistance machines. Training principles, safety procedures and techniques applied to individualized basic workout.

**HPER-PEMA-205 Hi Intensity Weight Training, 2cr**

The principles of high intensity weight training applied to a program to develop each individual's strength potential. Maximum effort workouts for athletes and/or high level performers.

**HPER-PEMA-231 Educational Gymnastics, 2cr**

This course will cover performance of skills in stunts, tumbling and gymnastics using the body as an instrument in exploring concepts of balance, spatial awareness, force production and control both on and off the apparatus. Interacting with both small and large apparatus will enhance the body management skills inherent in the sport of gymnastics. Task analysis in teaching, coaching and spotting will be emphasized and implemented through peer teaching activities.

**HPER-PEMA-250 Judo and Self-Defense; Intermediate, 1cr**

Practical application of various intermediate judo and self-defense techniques, mat holds, escapes, and chokes. Continued emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests.

**HPER-PEMA-252 Folk, Round, and Square Dance, 1cr**

Development of knowledge and skill in folk, national and square dances, experience in square dance calling, and methods of class organization and teaching.

**HPER-PEMA-253 Social Dance and Latin American Rhythms, 1cr**

Practice in basic patterns and routines of ballroom dances, developing a finer sense of rhythm, greater adeptness, comprehension, and opportunity to design routines.

**HPER-PEMA-265 Intermediate Tennis, 2cr**

Review of the forehand and backhand ground strokes, the flat serve, basic strategy, rules and etiquette. I introduction to intermediate skills such as the volley, the lob, drop shots, passing shots, and the overhead. Additional emphasis on topspin ground strokes, advanced singles and doubles strategies, and tournament play.

**HPER-PEMA-271 Track and Field, 1cr**

Theory and practice: terminology and fundamental skills of track and field events and cross-country, techniques of physical conditioning; safety measures.

**HPER-PEMA-272 Intermediate Volleyball, 2cr**

Review of basic fundamentals, introduction of intermediate skills and progressions, officiating and tournaments, offensive and defensive strategies. prereq.:

**HPER-PEMA-273 Flag Football, 1cr**

Emphasis on the basic football skills: passing, catching, kicking, blocking. Offensive and defensive strategies. Individual play at all positions, rules, and officiating during games.

**HPER-PEMA-276 Soccer, Speedball, and Football, 1 cr**

Theory, skill and practice, ball handling, rules, and strategy with application to lead-up games, team play, and tournaments, safety measures.

**HPER-PEMA-277 Foundations of Wrestling, 1cr**

History, skills, practice, strategy and safety practice; rules, regulations, contest, tournaments; officiating; scoring.

**HPER-PEMA-280 Basic Skin Diving, 1cr**

Introduction of the swimmer to underwater activity through the use of fins, mask, and snorkel.

**HPER-PEMA-282 Swimming Fitness, 2cr**

To introduce the swimmer to the process of physical conditioning through aquatics. To define and use the different training methods in conditioning swimmers (warm-ups, phases, pacing, fatigue, and stillness). To practice different swim strokes and perfect techniques used in each. To help each swimmer set goals that can realistically be achieved. To make each swimmer safer and more self reliant in and around water. Prereq.:

**HPER-PEMA-283 Water Aerobics 2cr**

Swimming is one of the best physical activities for people of all ages. Vigorous water activities can make a major contribution to the flexibility, strength, and circulatory endurance of individuals.

**HPER-PEMA-288 Flatwater Canoeing, 2cr**

Flatwater canoeing is a skill acquisition and teaching methodology course which covers flatwater canoeing technique, safety, and technical knowledge.

**HPER-PEMA-290 Kayaking and Decked Boat Paddling, 2cr,**

Decked boat paddling is a skill acquisition and teaching methodology course which utilized kayaks and decked boats.

**HPER-PEMA-293 Movement Education, 2cr**

Introduction to the philosophy, and practice of developing body movement skills through creative movement experiences. Lab and oriented movement challenges in rhythms, games, and self-testing activities.

**HPER-PEMA-301 Projects in Physical Education, 2cr**

Organization and administration of special physical education projects; athletic days, tournaments, fun-nites, supervisory duties and responsibilities.

**HPER-PEMA-341 Foundations of Physical Education for Elementary Schools, 3cr**

Participation in warm-up and day's order activities, low organized and lead up games, tactics. Teaching methods and materials; purchase and care of equipment; safety measures; progressions and skill practice. Program planning in physical education for elementary schools; includes 4-5 hours of clinical experience.

**HPER-PEMA-344 Foundations of Physical Education for Secondary and Middle Schools, 3cr**

Basic principles of physical health through participatory activities with special emphasis upon theory, methodology, and materials; participation in warm-up and day's order activities, low-organized and lead-up games, tactics; purchase and care of equipment; program planning in physical education for secondary schools. Includes 90 hours of clinical experience; covers H .B. 150.

**HPER-PEMA-350 Jude and Self-Defense: Advanced, 1cr**

Advanced judo and self-defense techniques, their combinations, counters, defenses, and escapes. Learning various stages of the nage-no-kata, and the katame-no-kats.

**HPER-PEMA-381 Water Safety Instructor, 2cr**

Work leading to certification by the American Redcross as a Water Safety Instructor; review of life saving, swimming strokes, diving and stunts; emphasis on practical teaching experiences.

**HPER-PEMA-382 Scuba, 2cr**

Development of knowledge, skills and attitudes necessary to participate safely in water activities using self-contained underwater breathing apparatus.

**HPER-PEMA-383 Scuba: Open Water, 2cr**

Introduction to open water scuba diving, underwater skills, and safety procedures.

**Physical Education Major Theory****HPER-PEMT-141 Fresh Water Fishing for Beginners, 2cr**

The beginning fishing course will provide the students with working knowledge of facts concerning fishing. The primary objective is to transfer the knowledge obtained in the classroom to on-the-water application.

**HER-PEMT-201 Principles and Methods in Physical Education, 3cr**

Principles, methods, aims, and objectives of physical education; the place of physical education in the school curriculum; general and specific objectives; general techniques in teaching; principles of selecting content; progressions, building curricula to fit varying schools; lesson planning, leadership, and squad organizations; co-operation with teachers, supervisors, and administrators.

**HPER-PEMT-202 Tests and Measurements in Physical Education, 3cr**

History of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results.

**HPER-PEMT-203 Field Experiences, 3cr**

Field work in health, physical education, or recreation. Preparation of a paper on the nature of the student's work, objectives, and experiences.

**HPER-PEMT-205 Nutrition, Weight Control and Exercise, 3cr**

Principles of exercise and nutrition as they apply to fitness and weight control. Special emphasis is directed toward the management of these variables influencing body composition, lean body weight, growth, and physical performance. A class experiment will help show the effects of behavior modification on weight control. Additional topics will include the effects of aging, sexual differences, and various physical activities on body composition and fitness.

**HPER-PEMT-220 Introduction to Adventure Education, 3cr**

The student will learn outdoor skills with practical knowledge, safety, and concern for the environment being the main objective. In addition, the student will develop problem solving and critical thinking skills through a series of physically and mentally challenging tasks.

**HPER-PEMT-241 Advanced Techniques and Theories in Fresh Water Fishing, 2cr**

The advanced class will complement and be utilized as an extension of the Fresh Water Fishing for Beginner's course. This course will include lecture/discussions but also classroom demonstration of advanced techniques and theories and how they can be utilized by the student to understand "how to successfully" fish any fresh water lake.

**HPER-PEMT-301 Physical Education Seminar, 2cr**

Discussion of student teacher's problems; conferences and counseling with department staff members; physical education lesson planning and discussions; positive disciplinary control.

**HPER-PEMT-302 Kineaiology, 3cr**

A systematic approach to the analysis of the responses of the human organism to both internal and external forces. The human body as an instrument for solving environmental challenges in movement will be investigated from both qualitative and quantitative perspectives.

**HPER-PEMT-303 Adapted Physical Education and Recreation, 3cr**

Examines the physical education and recreation program for the handicapped and other atypical populations; history, scope, purpose, and development of these programs. Field work and visits to various agencies included in these programs.

**HPER-PEMT-304 Athletic Training, 3cr**

Techniques, practices, problems and theories pertaining to athletic conditioning, prevention, treatment and care of athletic injuries. Organization, supervision, and administration of an athletic training program in secondary schools or colleges.

**HPER-PEMT-305 Functional Human Anatomy, 4cr**

A gross study of all organ systems of the human body and their structural relationships. A unique experimental approach to Anatomy including a "dry" lab with lifelike models.

**HPER-PEMT-311 Coaching and Team Management--High School, 3cr**

Administration, theory, and practical study relating to the area of coaching and management of high school teams; scouting and planning ;special emphasis given to methodology by means; includes 60 hours of clinical experience.

**HPER-PEMT-312 Sport and Society, 3cr**

Course investigates the functions and disfunctions of sport as a social entity. Examines the impact of sport on society and its institutions.

**HPER-PEMT-321 Intramurals--High School, 3cr**

Administration, theory, practice, aims, objectives, and methods of intramural programs: students participate in setting up and conducting intramural events; includes 60 hours of clinical experience; covers H.B. 150.

**HPER-PEMT-341 Organization and Management of Physical Education Classes, 3cr**

Organizational techniques for the efficient use of physical education facilities with special emphasis upon management and methodology in instruction; attention is given to class control methods, safety, use, storage, and repair of equipment; student participation in various events throughout course; includes 90 hours of clinical experience.

**HPER-PEMT-342 Pro-Seminar in Health, Physical Education, and Recreation, 3cr**

Intensive studies in contemporary areas of health, physical education and recreation.

**HPER-PEMT-351 Independent Studying Physical Education, 1cr**

Special project of the student's choosing relating to some facet of physical education.

**HPER-PEMT-352 Independent Study in Physical Education, 2cr**

(See HPER-PEMT-351 for description.)

**HPER-PEMT-353 Independent Study in Physical Education, 3cr**

(See HPER-PEMT 351 for description.)

**HPER-PEMT-361 Aerobics and Cardiovascular Fitness, 2cr**

An analysis of the factors and exercises essential to cardiovascular fitness. Emphasis upon the development of a personal aerobics exercise program.

**HPER-PEMT-372 Adventure Education Curriculum Design: An Interdisciplinary Application, 3cr**

Course will focus on how to integrate an interdisciplinary adventure-based program into traditional school curricula. The following topics will be investigated: Philosophical knowledge of adventure education, liability and safety in program design, and developing interdisciplinary education units.

**HPER-PEMT-373 Outdoor Leadership Skills in Adventure Education, 3cr**

Leadership skills focuses upon theories, techniques, and styles necessary for successful outdoor adventure leaders and the development of those skills on an individual basis.

**Physical Education Service****HPER-PESV-104 Beginning Swimming, 1Cr**

For non swimmers or beginners; development of skills in elementary strokes, diving and safety.

**HPER-PESV-105 Intermediate Swimming, 1cr**

Review of elementary strokes; development of skills in advanced strokes, diving and safety.

**HPER-PESV-107 Synchronized Swimming, 1cr**

Designed for advanced swimmers with emphasis on stunts, rhythmic swimming and choreography.

**HPER-PESV-127 Latin-American Dance, 1cr**

Latin- American dance skills; choreographic development of dance routines; historical and cultural aspects of Latin-American social dances.



## INNER CITY STUDIES EDUCATION

Conrad W. Worrill, Ph.D., Professor, Chair  
 Donn F. Bailey, Ph.D., Professor  
 Jacob H. Carruthers, Ph.D., Professor  
 Gloria Peace, Ph.D. Professor  
 Elkin Sithole, Ph.D., Professor  
 William E. Smith, Ph.D., Associate Professor  
 Robert T. Starks, M.A., Associate Professor  
 Anderson Thompson, Ph.D., Associate Professor  
 Annelyne Whitaker, Ph.D., Associate Professor

The Department of Inner City Studies Education is located at the Center for Inner City Studies, 700 E. Oakwood Blvd., 60653. The curricula in inner City Studies Education focus on an interdisciplinary approach to examining the political, economic, social, and cultural forces that impact on inner city communities in this country and throughout the world. The Department has established, as its primary function, the retraining of inner city career persons who desire to work in inner city communities.

The Department of Inner City Studies Education, through the College of Education, offers the following degrees:

Bachelor of Arts in Inner City Studies  
 Master of Arts in Inner City Studies

In addition, the department offers a Minor in Inner City Careers and a Minor in Mexican/Caribbean Studies.

### UNDERGRADUATE PROGRAMS

#### Major in Inner City Studies for the Bachelor of Arts Degree

##### Required Courses:

ICES-103	Introduction to Inner City Studies	3cr
ICES-201	History and Culture of Ethnic Groups in America	3cr
ICSE-301	Racism in Theory and Fact	3cr
ICSE-302	The Inner City Community	3cr
ICSE-303	Theory and Methodology in Ethnic Group Research	3cr
ICSE-304	Communication in the Inner City	3cr
Electives		12cr

Electives are chosen in consultation with an advisor, from undergraduate course offerings in inner-city Studies Education.

Total 30cr

Inner City Studies Education majors must apply and be admitted to the College of Education by the time they have completed 24 hours. The final six hours of the major may not be taken until the student has been admitted to the College of Education.

#### Minor in Inner City Careers

(18cr hrs.)

The department encourages students in the Inner City Studies major to pursue a minor in Inner City Careers. Through established contacts with other educational institutions, business enterprises, and social and government agencies, students are made aware of changing career opportunities and demands in city environments.

##### Required Courses:

ICSE-305	Business, Welfare and Labor System	3cr
ICSE-329A	Pro-Seminar in Inner City Studies	3cr
ICSE-332A	Inner City Careers	1cr
ICSE-334A	Inner City Careers	3cr
Electives		8cr

Electives may be fulfilled through internships and life-experience credits directly related to a chosen career. Students must consult an academic advisor.

Total 18cr

NOTE: ICSE-305 and 329 may not be used to fulfill requirements for other major or minor programs.

### **Minor in Mexican/Caribbean Studies**

**(18cr hrs.)**

The Mexican/Caribbean Studies Minor is an interdisciplinary program designed to help students:

1. understand the role played by the Mexican/Caribbean peoples in the modern world;
2. appreciate the similarities and differences among various Mexican/Caribbean peoples;
3. understand the socio-political and economic conditions under which Mexican/Caribbean peoples live;
4. develop knowledge of and appreciation for the language and literature of the Mexican/Caribbean peoples; and
5. become familiar with careers that could potentially serve the needs and interests of Mexican/Caribbean peoples.

### **Required Courses:**

ICSE-201	History and Culture of Ethnic Groups in America	3cr
Electives		15cr

Electives are chosen from a list of selected courses in sixteen academic departments. Of the fifteen required credit hours, nine must demonstrate thematic consistency. A minimum of nine credit hours must be at the 300-level. Courses must be distributed among three or more different disciplines or departments. Electives must be chosen with the consent of the program advisor.

### **Additional Offerings**

The department offers, at its site, courses for those Inner City Studies undergraduate majors who desire to take the Elementary Education major leading to elementary teacher certification. Additionally the required courses may be taken at the CICS leading to a second major in General Business Administration, a minor in Sociology or criminal Justice. (Please refer to department requirements in the College of Arts and Sciences, and the College of Business and Management sections of the catalogue). Students may also complete all of the General Education Program requirements at the CICS.

The department works closely with the Center for inner City Studies (CICS) staff in offering the courses necessary to complete the General Education Program requirements.

Courses leading to a second major in General Business Administration are also available at the CICS site. (Please consult the College of Business and Management section of this catalog for a description of this program.)

### **Community Affairs**

The department sponsors a variety of courses, workshops, and community activities for Northeastern students and for members of the inner city community. One program of special interest is the African and Caribbean Studies Program which is a comparative education program that focuses on inner city and institutional development. This program includes study tours and workshops.

## **GRADUATE PROGRAM**

### **Master of Arts in Inner City Studies**

This program is designed for students who intend to work in one of a variety of positions available in human services or a related field. A master's project or paper is required.

**Requirements for the Degree:****Core curriculum: (required of all students)**

ICSE-411	Graduate Study in the Inner City	3cr
ICSE-427	Seminar in the Inner City Community	3cr
ICSE-442	Research Methods in Inner City Studies	3cr
ICSE-443	Research Writing	3cr
ICSE-452	Field Internship	3cr
ICSE-453	Seminar in Field Internship	3cr
Approved Electives		12cr
Total		30cr

**COURSE OFFERINGS****ICSE-101 Development of Inner City Children, 3cr**

An examination of traditional theories of child growth and development in the light of recent findings of interdisciplinary research on the behavior of disadvantaged children in urban settings. Special emphasis on inner city family structures as well as those informal and formal systems that contribute to personality formation.

**ICSE-102 The Paraprofessional in the Inner City School, 3cr**

Introduction to educational philosophies and teaching techniques relevant to inner-city schools from pre- school through upper-elementary grades as they pertain to the paraprofessional (teacher aide). Considerable focus on teacher aide-pupil relationships and teacher aide-parent relationships. Special projects will deal with practical classroom situations and motivational techniques. Students will be exposed to new materials and media and trained to select those especially applicable to inner city youth.

**ICS E-103 Introduction to Inner City Studies, 3cr**

An overview of the problems of minority groups in large urban settings. Includes the study of mental and physical health, and community services,

**ICES-104 Introduction to Ethn-Musicology, 3cr**

An introduction to the music of each Ethnic group: Spanish descent, Afro-American, Indian-with historical analysis of each group's musical origins.

**ICES-105 Urban Art Forms, 3cr**

Survey of contemporary art forms that compares themes, types of materials, and designs with those of the past.

**ICSE-106 Inner City Behavior Patterns, 3cr**

A psychological approach to the distinctive life-style patterns that permeate all facets of inner city living.

**ICSE-201 History and Culture of Ethnic Groups in America, 3cr**

An examination of religious, social, economic, and political aspects of ethnic groups in the United States, namely: Spanish descent, Afro-Americans, American Indians, etc.

**ICSE-202 Colonial Systems, 3cr**

The history, culture, politics and economics of external and internal colonialism from the 17th century to the present. Restricted to undergraduates.

**ICSE-203 Revolutionary Movements, 3cr**

Comparative study of various contemporary revolutionary movements including domestic revolts.

**ICSE-204 Introduction to African Civilizations, 3cr**

An introductory survey of African civilizations, concerned with the major culture of Africa before the invasions by the modern, Western European nations of the 15th and 16th centuries.

**ICSE-205 Ethnic Politics in America, 3cr**

A study of the way various ethnic and social groups relate to local and national politics. Examination of the various ways by which ethnic groups in America have obtained political strength. It will investigate ethnic activities in this area on the local and national levels.

**ICSE-301 Racism in Theory and Fact, 3cr**

Study of race and culture as related to social and racist theories. Focus will be on such issues as prejudice, racial superiority, and racial group interaction.

**ICES-302 The Inner City Community, 3cr**

The study of the politics, economics, and social structure of the inner city. In addition, the ecological approach will be covered.

**ICSE-303 Theory and Methodology in Ethnic Group Research, 3cr**

Examination of literature and theories that relate to research on minority communities and individuals. Examination of the various theoretical frameworks and models that have been developed from research of various ethnic groups. An examination of the methods used in collecting such data will also be undertaken.

**ICES-304 Communication in the Inner City, 3cr**

An examination of the cultural barriers and racial myths which impede inter-cultural communication. Development of a theory of inter-cultural communication with emphasis on means of disseminating ideas, news and propaganda in inner city communities.

**ICSE-305 Business Welfare and Labor Systems in America, 3cr**

A study of political, economic, and social aspects of the labor welfare economy as related to group structure. Problems posed by automation, cybernation, and discrimination will be studied in-depth.

**ICSE-324 Problems in Testing Inner-City Children. 3cr**

Special problems in administering, interpreting, and constructing tests for inner city children.

**ICSE-326 Language Behavior in Inner-City Communities, 3cr** Review of the literature and research on language problems in the inner city, methods, and programs for speech, reading, and listening improvement, and utilization of learning aids.

**ICSE-327 Seminar In Administrative Practicum, 2cr**

Designed to provide orientation, overview and evaluation of practicum experience. Must be taken concurrently with ICSE-328.

**ICSE-328 Administrative Practicum, 4cr**

A ten week assignment in an inner city administrative unit, governmental or private. Designed to give the student experience in administration and administrative problems of various agencies and organizations. The student will be supervised by a cooperating administrator working with the faculty practicum supervisor. Must be taken concurrently with ICSE-327.

**ICSE-329 Pro-Seminar In Inner City Studies, 3cr**

Designed to permit in-depth probes into a variety of issues concerning various inner city communities, especially those in North and South America, the Caribbean, and Africa. May be comparative. Can be taken more than once for credit.

**ICSE-331 Literature of Ethnic Groups, 3cr**

Approach to the study of ethnic cultures through literature written by and about those groups; study of literary works concerned with Black, Southern Mountain Whites, American Indians, Cubans, Puerto Ricans, and Mexicans insight into the cultural attributes of these groups through the reading of novels, plays, biographies, essays, poems, and short stories.

**ICSE-332 Inner City Careers, 1cr**

Enables students to explore information about themselves and the world of work in an effort to make personal career decisions. Emphasizes the communications process in the work world.

**ICSE-333 Inner-City Careers, 2cr**

Enables students to survey career areas being considered as their life's work. Students are exposed to career conditions, requirements, income ranges, etc. of the careers under consideration. Emphasis is placed on compiling data through student research, about people functioning in career areas, and potential employers. Students also explore processes of seeking specific employment positions.

**ICSE-334 Inner City Careers, 3cr**

Students are required to serve as "workers" (usually time without pay) in the career areas of their choice. In addition, the course requires considerable thought on students' part and a written prospectus of how they would use their chosen career to benefit inner city communities if given the opportunity.

**ICSE-348 Intergroup Dynamics, 3cr**

Study of how to help pupils and parents of different races interact harmoniously; practice in directing activities that will enhance intercultural relationships through such techniques as role playing, panel discussions, and public speaking.

**ICSE-411 Graduate Study in the Inner City, 3cr**

An introduction to graduate study of the conflict of cultures in the United States, especially between the dominant culture and Afro-Americans, American Indians, Southern Mountain Whites, Cubans, Mexicans, and Puerto Ricans. Special emphasis will be given to educational problems facing these groups. This course is required and should be taken early in the student's program.

**ICSE-412 Behavior Patterns in the Inner City, 3cr**

The study of inner city behavior patterns which result in agency intervention.

**ICSE-413 The Idioms of Afro-American Communities, 3cr**

The oral communication characteristics and language patterns peculiar to Afro-Americans in urban areas.

**ICSE-414 History and Culture of Southern White Migrants, 3cr**

History of the Southern White Migrants, treated in conjunction with an examination of the cultural patterns of the people; major emphasis on the family, religion, education, and economic status, and their respective roles in the transition from a rural to an urban way of life.

**ICSE-415 History and Culture of Spanish Speaking Americans: Mexican, Puerto Rican, and Cuban, 3cr**

Cultures of the Puerto Rican, Mexican, and Cuban, studied against their historical backgrounds; special attention given to an understanding of the individual's problems in transition from peasant to urban societies. Prereq.:

**ICSE-416 History and Culture of Afro-Americans, 3cr**

Study of African derivation and the culture of American slavery; urban and rural existence; development of the emergent Afro-American middle-class.

**ICSE-417 History and Culture of American Indians, 3cr**

Treatment of the general history and distribution by cultural areas of the North American Indian; description and analysis of representative Indian values undertaken in order to understand the problems in the process of change from tribal to non-tribal systems.

**ICSE-425 Seminar in Religion and Philosophy of Traditional Communities, 3cr**

Seminar with varying subtitles designed for students to focus on the religion, beliefs and wisdom of selected ethnic societies, especially African, Caribbean, and American Indian. The impact of Western dominion on these religions and philosophical systems will be examined. May be taken more than once for credit.

**ICSE-426 History and Philosophy of Black Education, 3cr**

Examination of the historical and social forces surrounding the issues of Black education in America, from 1800 to the present. It is within the scope of this course to help the student recount

and reconstruct, as near as possible, the crucial social controversies, their advocates, and the century-old evolution of schools of thought on Black educational theory.

**ICSE-427 Seminar in Inner City Studies, 3cr**

Advanced analysis of the inner city which allows faculty to develop, with students, courses that reflect the changing dynamic nature of the inner city. May be taken more than once for credit provided titles are varied.

**ICSE-431 Seminar in Inner City School Problems, 3cr**

Problems of curriculum, counseling, instruction, facilities, school attendance, the gang, etc.; students to do research and present papers on special problem areas and their relationship to school and community. The student will complete a master's report, emphasizing participation in some activity related to inner city education, with approval of instructor. The report may take the form of demonstrations, copies of interviews, a written report, etc.

**ICES-432 Curriculum Development in the Inner City, 3cr**

A consideration of the Fife needs, the assets and the disabilities of the inner city child, and the adjustment of the curriculum to improve the child's learning experiences. Emphasis will be placed on the theory of curriculum construction and the needs of inner city children. PICSE-441 Cultures of the Inner-City, 3cr Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society.

**ICSE-442 Research Methods in Inner-City Studies, 3cr**

Research design and analysis of data; methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports; primary objective of the course is to train students to read research studies with understanding and to

**ICSE-443 Research Writing, 3cr**

Advanced instruction in writing reports, proposals, papers, and thesis. Consideration of form and style. Methods of writing critiques of research studies.

**ICSE-444 Methods of Teaching in the Inner City, 3cr**

Curriculum development and adjustment to meet needs of inner city pupils; new approaches to teaching the "hard to reach" pupil; students to develop units in their own major teaching areas, utilizing new materials and techniques.

**ICSE-445 Independent Study in Inner City Studies, 3cr**

Intensive study of topics related to student's program.

**ICSE-451 Research and Thesis, 3cr**

Supervision and advisement in evolving thesis problems and in writing the thesis.

**ICSE-452 Field Internship, 3cr**

An opportunity to work with disadvantaged children in varied social agencies that serve these youngsters in their communities; the student to function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents; agency staff supervision, as well as regular attendance at staff conferences, to enable the student to gain working insight and understanding of the philosophy of the agency program; to be taken concurrently with

**ICSE-453. ICSE-453 Seminar in Field Internship, 3cr**

A companion course to field internship; formulation of operational principles of understanding and working through various problems that arise in the student's interaction with disadvantaged youngsters in the field; clarification of the student's attitudes and feelings as determinants in the relationships and learning processes; to be taken concurrently with

**ICSE-452. ICSE-454 Masters Project Research, 3cr**

Supervision and advisement in evolving a research project and in writing research results.



## READING

Joyce H. Jennings, Ed.D., Associate Professor, Chair  
 Anita Kak Ambardar, Ph.D., Professor  
 Wayne Berridge, Ed.D., Professor  
 Ahmed A. Fareed, Ph.D., Professor  
 Joyce A. Hieshima, Ph.D., Assistant Professor  
 Margaret Richek, Ph.D., Professor  
 Sheila Shapiro, Ph.D., Associate Professor  
 Kathleen Stevens, Ph.D., Professor

The Department of Reading offers a Master of Arts Degree in Reading, leading to Type 10 Certification in Reading. The basic objectives of the Department of Reading are: (1) to train teachers in the area of reading at both the elementary and secondary levels, (2) to prepare reading specialists who can diagnose reading difficulties, as well as plan, implement, supervise, and evaluate developmental and remedial reading programs, and (3) to offer reading and study skills development courses to university students.

### GRADUATE PROGRAM

#### Master of Arts in Reading

The Master of Arts in Reading Program is designed to meet the urgent need for informed and trained specialists at both the elementary and secondary school levels. The specific objectives of the program are: to increase the students' knowledge of the nature and scope of the reading process; to advance professional training in the teaching of reading; to provide special training in diagnosis and remediation of reading difficulties; and to prepare students for leadership in planning, administering and supervising both developmental and remedial reading programs,

#### Requirements for Admission to the Program:

Students must meet the requirements for admission to the Graduate College.

Admission to the program requires a course in psychology or tests and measurements, and one of the following courses, or its equivalent:

READ-301	Teaching Reading in Junior and Senior High School	3cr
READ-302	Teaching Reading in the Content Areas	3cr
READ-311	Fundamentals of Reading Instruction	3cr
C&I-ECED	306 Teaching Reading - Primary through Upper Grades	3cr
C&I-ELED-306	Methods of Teaching Reading - Elementary School	3cr

#### Requirements for the Degree:

##### Required Courses:

##### Sequence I

READ-416	Primary Reading instruction	3cr
READ-417	Reading Instruction in Intermediate and Upper Grades	3cr
READ-412	Measurement and Evaluation of Reading	3cr

##### Sequence II

READ-401	Developmental Reading Theory	3cr
READ-425	Literature-Based Reading Instruction	3cr
READ-407	Diagnosis and Remediation of Reading Disabilities	3cr

##### Sequence III

READ-403	Curriculum and Supervision in Reading	3cr
READ-404	Clinical Practicum in Reading	3cr
READ-405	Research Seminar in Reading	3cr

##### Electives

READ-414	Reading and Writing Processes	3cr
	or	
READ-415	Reading and Writing in the Content Area	3cr



Two additional three-credit hour graduate courses must be taken to satisfy the elective requirements for the program. A list of approved electives is available in the Department of Reading.

Total 36cr

### **Thesis Option**

Upon invitation by the program advisor at the time of acceptance to degree candidacy, a student has the option of writing a master's thesis for six hours of credit. The course, READ-406 Thesis Seminar: Reading, takes the place of two electives.

### **Final Examination**

Upon completion of all required courses in the program, each student must pass a written comprehensive examination.

### **Reading Center**

The Department of Reading operates a Reading Center, which gives graduate students practicum experiences in assessing, planning, and implementing instructional programs for students with reading problems. The Center is attended by students from the community who are recommended by teachers and parents. Students receive a thorough reading diagnosis at the Center. In addition, individual and small group instruction, incorporating innovative strategies and materials, helps students improve their literacy. The Reading Center also sponsors a variety of activities and programs for the community.

### **COURSE OFFERINGS**

#### **READ-DEV-095 Reading Workshop, 3cr**

( May not be applied toward graduation.) Develops the prerequisite reading skills and strategies necessary to comprehend and recall college text material. Strengths and weaknesses are identified through diagnosis and self-assessment. The course concentrates on preparing for better understanding before reading, solving comprehension problems during reading, and extending comprehension after reading. Registration by permit only.

#### **READ-101 Reading Comprehension, 3cr**

Provides opportunities for students to develop greater proficiencies in reading college level text. Strategies for organizing information, notetaking, discussing materials read, and writing responses to materials read are emphasized. Registration by permit only.

#### **READ-115 Reading for the ESL Student, 3cr**

Designed to meet the needs of non-native speakers of English who wish to improve their English reading comprehension. Active reading of English is promoted through intensive reading, vocabulary development, conversation and writing. Reading for meaning is emphasized. Understanding the importance of intercultural communications and understanding the relationship between language and culture is developed. Cross-listed with ELP-ESL-115. Registration by permit only.

#### **READ-116 Reading for the Advanced ESL Student, 3cr**

Designed to meet the needs of non-native speakers of English who have advanced English language proficiency and wish to further develop their reading comprehension. Advanced reading skills such as interpretation, inference, critical analysis, evaluation, application, author style and tone, and technical and literary terminology are emphasized in order to comprehend more complex literary genres, including content-specific materials. Registration by permit only, cross-listed with ELP-ESL-116.

#### **READ-117 Vocabulary Enrichment, 3cr**

Designed to meet the needs of students who wish to enhance their vocabulary to promote success in reading college text and work-related materials. Strategies for coping with unfamiliar words in text are emphasized. Registration by permit only.

#### **READ-301 Teaching Reading in Junior and Senior High School, 3cr**

Explores theory, methodology, and problems involved in teaching reading at the junior and senior high school levels. Emphasis is on developing a working definition of reading and comprehension,

diagnosing and understanding individual needs of normally achieving and reading handicapped students. Assessment of reading, understanding the relationship between reading and learning in content areas and practical strategies for improving comprehension of school materials are considered.

**READ-302 Teaching Reading in the Content Areas, 3cr**

Designed to assist pre- and in-service teachers in the teaching of reading in and through the content areas in grades 4-12. Focus is on the development of specific instructional methods derived from a sound theoretical base, and application of reading principles to problems encountered in content area reading with emphasis on practical ways to help all students including the handicapped.

**READ-311 Fundamentals of Reading Instruction, 3cr**

An introduction to the teaching of reading; its nature, objectives, programs, materials, and organizational strategies. Development and evaluation of reading skills and interests, provision for reading growth among all learners, and improving reading in content areas are also discussed.

**READ-315 Supervised Field Experience in Teaching Reading, 3cr**

Provides classroom experience in teaching reading to students of varying abilities. Supervision by a college instructor, seminars, and conferences with individual students are included.

**READ-321 Reading Strategies: Title Varies, 1cr**

(See READ-323 for description.)

**READ-322 Reading Strategies: Title Varies, 2cr**

(See READ-323 for description.)

**READ-323 Reading Strategies: Title Varies, 3cr**

These courses concentrate on current and innovative strategies for improving reading, increased understanding of instructional techniques, and implementation of classroom reading strategies. Consult the Schedule of Classes for current offerings and information. Recent titles have included Content Area Reading, Developing Comprehension Processes, and Developing Early Literacy.

**READ-345 Linguistics and Reading, 3cr**

An examination of the relationship between language structure and the reading process, with emphasis on practical problems, such as the variety of dialectal different sound-symbol correspondences in English. Other topics to be considered: the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistics texts for teaching reading. This course is designed to be useful to the in-service classroom teacher as well as to undergraduates. This course is cross-listed as LING-345 and may be taken for graduate credit with consent of the Graduate Advisor.

**READ-401 Developmental Reading Theory, 3cr**

Discussion and appraisal of the physiological, psychological, and psycholinguistic bases of the developmental reading process; discussion of learning theories as they relate to the teaching of reading; critical analysis of theoretical models and frameworks of the reading process and product, including discussion of models of reading and learning disability.

**READ-402 Issues in Reading Instruction, 3cr**

Discussion of selected issues in reading related to instructional methods, classroom assessment techniques, types of reading programs, and innovations and trends of reading instruction. Also included are the topics of readability, content area reading, utilization of research in reading, and alternatives for meeting the reading needs of the exceptional learner.

**READ-403 Curriculum and Supervision in Reading, 3cr**

Treats principles and procedures in developing a sound school curriculum in reading to meet the needs of normally achieving and handicapped students from varied ethnic and language backgrounds, the roles and responsibilities of reading consultants, coordinators, and supervisors;

in-service reading programs; and the evaluation of reading programs. Surveys the impact of historical and current influences on the reading curriculum,

**READ-404 Clinical Practicum in Reading, 3cr**

Provides clinical experience in diagnosis and remediation of reading disability cases. Students diagnose and give remedial reading treatments to disabled individuals and small groups.

**READ-405 Research Seminar in Reading, 3cr**

Acquaints the student with sources and trends of completed research in the psychology, pedagogy, and sociology of reading; research design and procedures; criteria of planning and appraising scientific studies in reading. Project and/or research paper required. Prereq.:

**READ-406 Thesis Seminar--Reading, 6cr**

Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Reading. Prereq.:

**READ-407 Case Studies in Diagnosis and Remediation of Reading Disabilities, 3cr**

A case study approach to the diagnosis and remediation of reading disabilities. Individual case studies are used to emphasize both causal and/or inhibiting factors in reading disability, as well as the analysis of the reading problem. Appropriate remedial instruction is related to diagnostic findings.

**READ-408 Topical Seminar in Reading: Title Varies, 3cr**

These courses present detailed treatment of selected issues and concerns in Reading. Consult the Schedule of Classes for current offerings. Recent titles have included the Issues in Reading Comprehension, the Reading Process and Language Development, Innovations and Trends in Reading Assessment, and Literacy Development.

**READ-409 Advanced Reading Practicum, 3cr**

Provides in a clinical and/or on-site setting, opportunities to explore innovative diagnostic and instructional practices. In- depth study of particular reading problems as well as overall reading program development is encouraged.

**READ-412 Measurement and Evaluation of Reading, 3cr**

Introduction to informal and formal evaluation instruments in reading; basic concepts in measurement and evaluation; techniques of test development, evaluation. and interpretation. Applies reading assessment instruments to reading programs.

**READ-413 Materials for Reading, 3cr**

Provides students with opportunities to develop and analyze significant principles involved in the selection and evaluation of commercial reading materials, including traditional and non- traditional reading programs, supplementary specific skills materials, tradebooks, and content area materials. Emphasis is placed on criteria for selection and use of materials for effective reading instruction with normal and handicapped learners.

**READ-414 Reading and Writing Processes, 3cr**

Focuses on the insights and instructional implications of recent research in the relationships between reading and writing. Examines various aspects of emergent literacy and the developmental stages of reading and writing. Strategies to foster individual growth in these areas and materials for planning, organizing and managing a reading/writing curriculum are treated.

**READ-415 Reading and Writing in the Content Area, 3cr**

Explores the development of classroom strategies to use writing in mastering content area subjects. Treats the integration of reading and writing in content area subject classes.

**READ-416: Primary Reading Instruction, 3cr**

Designed to help teachers develop an understanding of reading acquisition and early literacy. To develop an awareness of the developmental aspects of language development and its relationship to reading. Explores the interactive nature of language and its instructional implications.

**READ-417: Reading Instruction in Intermediate and Upper Grades, 3cr**

Provides graduate students opportunities to analyze and synthesize information about reading comprehension, develop an understanding of the development of reading comprehension instruction, and develop instructional strategies which promote reading comprehension in classroom settings. prereq.:

**READ-420 Reading and the Linguistically and Culturally Diverse Learner, 3cr**

An examination of the theory and research on the effects of language and cultural diversity on reading and comprehension in English with an emphasis on the implications for instruction and the practices employed to reduce mismatch between existing curricula and the needs of the linguistically and culturally diverse learner.

**READ-425 Literature-Based Reading Programs for the Elementary Classroom, 3cr**

Provides students with increased knowledge of ways to use literature as the foundation for elementary reading programs. Students will learn to develop, implement, and assess literature-based reading programs. They will also extend their own knowledge of children's literature.

**READ-430 Computers and Reading, 3cr**

Provides students with the opportunity to do in-depth analysis of the utilization of computers in classrooms with special reference to reading instruction. The main topics included are software availability, selection, evaluation and usage for reading comprehension, word recognition, assessment, vocabulary, and word processing. Computer laboratory set-up and integrating video technology are also examined. Observations of school and business computer laboratories are included.

## SPECIAL EDUCATION

Patricia Walsh Schutt, Ed.D., Professor, Chair  
 Dorothy Bernstein, Ph.D., Associate Professor  
 Rita Brusca, Ed.D., Associate Professor  
 Rosemary Egan, Ph.D., Professor  
 Ellen Fiediet, Ph.D., Associate Professor  
 Edmund Hunt, Ph.D., Professor  
 Kenneth James, Ph.D., Associate Professor  
 Janet Lerner, Ph.D., Professor  
 Barbara Lowenthal, Ed.D., Professor  
 Jeffrey Messerer, Ph.D., Professor  
 Lynne Reynolds, Ph.D., Professor  
 Thomas Schevers, Ph.D., Associate Professor  
 Martin Steigman, Ph.D., Professor  
 David Yasutake, Ph.D., Assistant Professor

The Special Education Department has as its primary aim, the education of teachers and as a long-range goal, the preparation of professionals with the potential for providing significant leadership in the field.

The Special Education faculty trains teachers in adherence to the belief that every individual is entitled to a free and appropriate public education, provided by trained teachers in a setting which represents the least restrictive environment. Students develop their knowledge and skills in the field of Special Education in general, and in one or more areas of emphasis.

The William Itkin Children's Service Center located within the special education department is designed to provide assessment and remediation of learning and behavior problems in school-age students and to provide training to graduate students.

### UNDERGRADUATE PROGRAM

#### Major in Special Education for the Bachelor of Arts Degree

The major in Special Education is designed to meet state teacher certification requirements by training students to be:

1. knowledgeable about all exceptionalities including characteristics, assessment and methodology that is appropriate; and
2. able to utilize this knowledge in special programs designed for students with handicaps.

Students majoring in Special Education choose one of two concentrations: 1 ) learning disabilities/behavior disorders, or 2) learning disabilities/educable mental retardation.

Special Education has the following 24 credit hours of core course requirements:

EDFN-305	Philosophical and Historical Foundations of Public Education	3cr
EDFN-306	Education and Individual Differences	3cr
SPED-303	Educational and Psychological Evaluation in Special Education	3cr
SPED-304	Psychology of Exceptional Individuals	3cr
SPED-312	Assessment of Exceptional Individuals	3cr
SPED-321	Teaching Individuals with Behavior Disorders	3cr
SPED-323	Consultation in Special Education	3cr

One course in teaching reading	3cr
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Subtotal	24cr
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The clinical experience requirements are met in three courses; EDFN-306, SPED-312 and SPED-321. In each special education course students are placed for 95 hours in special education

classrooms in the public schools. The remaining 10 hours of clinical experience are completed during EDFN-306. A total of 200 hours are completed by special education majors.

Students must meet with an advisor to determine the best sequence of courses to select as follows:

### **Learning Disabilities/Behavior Disorders**

(LAD/BD) SPED-310	Characteristics of Individuals with Learning Disabilities	3cr
SPED-311	Teaching Individuals with Learning Disabilities	3cr
SPED-319	Practice Teaching: Learning Disabilities	6cr
SPED-320	Characteristics of Individuals with Behavior Disorders	3cr
SPED-322	Management Strategies and Curriculum for Teaching Individuals with Behavior Disorders	3cr
SPED-329	Practice Teaching in Behavior Disorders	6cr
One special education elective		3cr
Subtotal		27cr

### **Learning Disabilities/Educable Mental Retardation (LDIEMR)**

SPED-310	Characteristics of Individuals with Learning Disabilities	3cr
SPED-311	Teaching Individuals with Learning Disabilities	3cr
SPED-319	Practice Teaching: Learning Disabilities	6cr
SPED-330	Characteristics of Individuals with Mental Retardation	3cr
SPED-331	Teaching Individuals with Educable Mental Retardation	3cr
SPED-339	Practice Teaching: Educable Mental Retardation	6cr
One special education elective		3cr
Subtotal		27cr

### **GENERAL EDUCATION**

In addition to the successful completion of the Special Education major and one of the approved minors, students must complete the general education requirements for the Illinois Standard Special Certificate. Requirements which are a part of Northeastern's 39-hour General Education Program and are on the Limited List:

#### **Fine Arts (6 hours)**

#### **Humanities (9 hours)**

English	3cr
Electives	6cr

#### **Behavioral and Social Science (12 hours)**

HIST-214	U.S. History 1607-1877	3cr
HIST-215	U.S. History 1877-Present	3cr
PACs-AMER-216	American National Government	3cr
Non-Western or Third World Cultures course		3cr
Elective		3cr

#### **Natural Sciences (12 hours)**

Laboratory Course	3cr
Biology	3cr
Electives	6cr

Total 39cr

General Education Requirements which are not on the Limited List:  
SPCH-COMM-101 Foundations of Communication or

SPCH-COMM-202	Voice and Diction (must receive a grade of "C" or higher)	3cr
ENGL-101	Writing I (must receive a grade of "C" or higher)	3cr
ENGL-102	Writing II or	
ENGL-235	Introduction to creative Writing (must receive a grade of "C" or higher)	3cr
HPER-HLED-107	Health for Effective Living	2cr
Mathematics		3cr

Students complete a minor in Arts and Sciences or another approved content area and electives to total 120 credit hours.

### Special Requirements

Students must meet all requirements for admission to the College of Education including demonstration of competence in mathematics, reading, and oral and written language. All Special Education majors will be required to earn a grade of "C" or better in required Special Education sequence courses. A grade of "D" in any required Special Education course will not be accepted toward the Special Education major. The student may repeat a "D" course once. If a student falls to get a "C" or better, the student will be dropped as a Special Education major.

All students must be admitted to the College of Education before they can register for practice teaching. To be entitled for certification a student must earn a grade of "B" or better in Practice Teaching and Student Teaching.

### GRADUATE PROGRAMS

#### Master of Arts in Special Education

There are two basic graduate programs in Special Education; 1 ) the Master of Arts in Special Education program and 2) the Master of Arts in Gifted Education.

There are four Special Education sequences leading to the Master of Arts in Special Education: Learning Disabilities (LD), Behavior Disorders (BD), Trainable Mentally Handicapped (TM H ), and Early Childhood Special Education. These graduate special education sequences provide students with advanced study designed to develop knowledge and skills both in special education and their selected sequence.

The graduate of a Master's program sequence will be able to 1 ) design and implement programs for exceptional individuals; 2) advise and consult with others on the needs of exceptional individuals; and 3) analyze and conduct research in the field of special education,

#### Prerequisite Course Requirements for Master of Arts in Special Education:

Students must have the following courses or their equivalents as prerequisites: Educational Psychology including Child or Adolescent Development; Teaching of Reading or Language Arts; Educational and Psychological Evaluation in Special Education (SPED-303) and Psychology of Exceptional Children (SPED-304).

#### Requirements for Admission to Both Master of Arts Degree Programs:

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

All applicants are required to have two letters of recommendation submitted in support of their applications. These letters should be addressed directly to the Dean of the Graduate College. The recommendations should be made by persons who have had a supervisory relationship with the applicant in a teaching situation. For applicants with little or no prior teaching experience, letters will be accepted from student teaching supervisors or from professors of education who have observed the applicant's potential as a teacher in the area of Special Education.

#### Degree Requirements:

1. Thirty-six approved graduate credit hours.
2. Master's Degree project.



3. Six hours of practicum in an approved special education setting. (Three hours of practicum for the Master of Arts in Gifted Education. ) Application for Practicum must be made twelve months in advance of the time when the student expects to enroll in the practicum courses for LD, BD and TMH sequences.
4. A valid State of Illinois teaching certificate at the time of degree candidacy (exceptio teaching certificate is not required for the Early Childhood Special Education sequence).
5. Applicants may also be required to attend an interview.
6. Candidates seeking entitlement in programs approved for State of Illinois Teacher Certification (LD, BD, TMH) must document 100 hours of clinical experience at the elementary and secondary levels in their area of exceptionality. This can be done through verification of teaching experience or through enrollment in SPED-301 Supervised Field Experience II. Candidates seeking entitlement must also meet Illinois State Board of Education (ISBE) General Education requirements.

### Advisement

All students will be assigned an advisor. Students will plan their programs in consultation with their advisors. Prerequisite and required courses may be waived when competence can be demonstrated.

### Course Requirements for Master of Arts Sequences in Special Education: Teaching Trainable Mentally Handicapped Children and Youth

SPED-330	Characteristics of Individuals with Mental Retardation	3cr
SPED-410	Identification and Diagnosis of Learning Disabilities or	
SPED-420	Identification and Assessment of Behavior Disorders	3cr
SPED-411	Remediation and Planning in Learning Disabilities or	
SPED-421	Advanced Strategies of Behavior Management	3cr
SPED-431	Teaching Individuals with Educable Mental Retardation	3cr
SPED-433	Seminar in Mental Retardation	3cr
SPED-441	Teaching Individuals with Moderate Mental Retardation	3cr
SPED-448	Practicum I: Moderate Mental Retardation	3cr
SPED-449	Practicum II: Moderate Mental Retardation	3cr
SPED-490	Research Seminar in Special Education	3cr
and three electives		9cr
Subtotal		36cr

### Educating Children with Behavior Disorders

SPED-402	Counseling Strategies in Special Education	3cr
SPED-420	Identification and Assessment of Behavior Disorders	3cr
SPED-421	Advanced Strategies of Behavior Management	3cr
SPED-422	Seminar I in Behavior Disorders	3cr
SPED-423	Seminar II in Behavior Disorders	3cr
SPED-427	Curriculum and Planning for Individuals with Behavior Disorders	3cr
SPED-428	Practicum I: Behavior Disorders	3cr
SPED-429	Practicum II: Behavior Disorders	3cr
SPED-490	Research Seminar in Special Education	3cr
and three electives		9cr
Subtotal		36cr

### Teaching Children with Learning Disabilities

SPED-410	Identification and Diagnosis of Learning Disabilities	3cr
SPED-411	Remediation and Planning in Learning Disabilities	3cr
SPED-412	Principles of Diagnostic Testing	3cr
SPED-413	Seminar in Learning Disabilities	3cr
SPED-418	Practicum I: Learning Disabilities	3cr
SPED-419	Practicum II: Learning Disabilities	3cr

SPED-490	Research Seminar in Special Education and five approved electives	3cr 15cr
	Subtotal	36cr

**Early Childhood Special Education**

SPED-484	Psychology of Language and Cognitive Development or	
C&I-ECED-313	Language Development and Acquisition or	
C&I-ECED-408	Language Acquisition and Intervention Strategies for Teachers of Young Children	3cr
C&I-ECED-403	Early Childhood Assessment	3cr
C&I-ECED-410	Curriculum Development in Early Childhood Education	3cr
C&I-ECED-411	Practicum in Early Childhood Education	3cr
SPED-481	Principles of Diagnosis and Teaching the Child with Special Needs Aged Three to Six Years	3cr
SPED-482	Assessment and Intervention with Infants and Toddlers who are At-Risk or Handicapped	3cr
SPED-483	Working with Parents of Young Children with Special Needs	3cr
SPED-488	Practicum in Early Childhood Special Education	3cr
SPED-490	Research Seminar in Special Education	3cr
C&I-ECED-412	Research Seminar in Early Childhood Education	3cr
	Three electives (must be selected in consultation with advisor)	9cr
	Subtotal	36cr

**Comprehensive Examination:** All students must successfully complete a comprehensive examination.

**Course Requirements for Master of Arts in Gifted Education**

SPED-450	Psychology of Individuals who are Gifted and Talented	3cr
SPED-451	creativity	3cr
SPED-452	Education of Individuals who are Gifted and Talented	3cr
SPED-453	Seminar in Curriculum and Materials for the Gifted	3cr
SPED-455	Bibliography and Methodology in Research in Gifted Education	3cr
SPED-456	Parenting and Advocacy for Individuals who are Gifted and Talented	3cr
SPED-457	Research Seminar for the Gifted	3cr
SPED-459	Field Demonstration in Gifted Education	3cr
	and four electives	12cr
	Subtotal	36cr

**COURSE OFFERINGS****SPED-301 Supervised Field Experience II, 3cr**

Clinical experience for graduate students: observation and participation in classes for handicapped individuals; preschool--high school according to student's selected area of concentration. Designed to meet State of Illinois requirements for 100 hours of clinical experience.

**SPED-303 Educational and Psychological Evaluation in Special Education, 3cr**

Basic concepts in assessing and evaluating exceptional students, as well as educational programs. Methods for selecting, administering, and interpreting standardized tests, including competencies in validity, reliability, narrowing, and standard scores. Individual and group tests of aptitude, achievement, personality, diagnostic testing, and criterion referenced measures; checklists, rating scales, anecdotal records, minimum competency testing, and individualized educational programs to monitor student's progress.

**SPED-304 Psychology of Exceptional Individuals, 3cr**

Psychology and identification of exceptional individuals. Methods of teaching exceptional individuals, Includes children and adolescents who are learning disabled, mentally retarded,

emotionally disturbed, orthopedically handicapped, and other health impaired, sensory impaired, speech and language handicapped, multi-handicapped, and gifted.

**SPED-306 Play and creative Expression for Individuals with Academic Handicaps, 3cr**

Activities and experiences designed to provide basic understanding of the role of play and creative expression in a curriculum for the academically handicapped. Methods and materials which enable play and creative expression motivate, implement, and integrate the academic program.

**SPED-307 Vocational Preparation for Individuals with Academic Handicaps, 3cr**

Methods, materials and procedures, and prevocational preparation needed by the academically handicapped individual as a basis for acquiring the skills and experiences necessary for vocational competence.

**SPED-308 Independent Study in Exceptionality I, 3cr**

Special projects about exceptional individuals.

**SPED-309 Independent Study in Exceptionality II, 3cr**

Advanced research and study about exceptional individuals.

**SPED-310 Characteristics of Individuals with Learning Disabilities, 3cr**

Characteristics and disorders of children and adolescents with learning disabilities. Historical development of the field. Theoretical perspectives. Current practices and issues regarding identification and education.

**SPED-311 Teaching Individuals with Learning Disabilities , 3cr**

Special methods, materials, and approaches for the teaching of students with learning disabilities in the areas of reading, language, mathematics, writing, and non-verbal areas; various organizational and administrative solutions for meeting the needs of these students.

**SPED-312 Assessment of Exceptional Individuals, 3cr**

Formal and informal assessment procedures. Demonstration administration and interpretation of commonly used tests. Use of assessment data in planning the individualized educational program. 95 clinical experience hours in area of concentration.

**SPED-319 Practice Teaching: Learning Disabilities, 6cr**

Practice teaching combined with seminar discussions. Bridging the theoretical aspects of learning disabilities with an understanding of their practical application within the classroom.

**SPED-320 Characteristics of Individuals with Behavior Disorders, 3cr**

Current definitions; description of social and emotional characteristics; conceptual models to explain the origins of behaviors interaction of family - social - cultural -physical and psychological factors affecting adjustment; preventive and treatment programs meeting the student emotional needs in regular and special classes.

**SPED-321 Teaching Individuals with Behavior Disorders, 3cr**

An introduction to intervention strategies and their application in the management and influence of behavior in special education/regular classroom settings - includes major program models relevant to behavior disorders. Emphasis is given to academic and social-emotional behaviors. 95 clinical experience hours in area of concentration.

**SPED-322 Management Strategies and Curriculum for Teaching Individuals with Behavior Disorders, 3cr**

Designed to train future teachers in procedures for working with behavior disordered children and youth and in making program/curriculum decisions for these individuals. Topics covered include curriculum concerns, methods, materials, classroom organization, working with parents, working as part of a team, the range of placements for the behavior disordered and special consideration for each setting.

**SPED-323 Consultation in Special Education, 3cr**

An introduction to the consultant's role in special education. Topics covered include mainstreaming, curriculum modification, conferencing techniques, grading and graduation issues, in-service education, supervision, pupil stress, and teacher burn-out and stress. Special emphasis will be given to developing effective communication skills.

**SPED-329 Practice Teaching: Behavior Disorders, 6cr**

Supervised classroom teaching experience combined with seminar discussions. The school as a social system; classroom management; the teacher's personal qualities; culture and personality dynamics; educational technology; pupil and parent counseling,

**SPED-330 Characteristics of Individuals with Mental Retardation, 3cr**

Exploration of characteristics associated with mild to profound mental retardation from early childhood to adult years. Examination of etiology issues related to diagnosis/ identification, and aspects of service delivery including educational, vocational, and community services.

**SPED-331 Teaching Individuals with Educable Mental Retardation, 3cr**

Curriculum planning including: construction and implementation of individual educational plans; adapting and selecting curriculum; materials and methods of instruction; classroom management; vocational planning and evaluation procedures.

**SPED-332 Reading for Students with Mild Handicaps, 3cr**

Laboratory course concerning various methods of teaching reading to children with a demonstrated developmental lag; utilization of methods and materials which will aid in communicative ability; the skills needed for individualization, adapting and writing material for specific reading problems.

**SPED-333 Augmented Communication for Exceptional Individuals, 3cr**

Alternative communication methods for helping handicapped children and youth with impaired speech and language abilities to learn to communicate; techniques such as total communication, language board, and electrical devices will be demonstrated and practiced.

**SPED-339 Practice Teaching: Educable Mental Retardation, 6cr**

Supervised teaching combined with seminar discussions including examination of the problems of diagnosis, theoretical approaches, suggested teaching techniques; curriculum, organization of instruction and pupil and parent counseling.

**SPED-341 Teaching Individuals with Moderate Mental Retardation, 3cr**

Providing instruction and service to individuals with moderate mental retardation in school and society; data based instruction, sequencing instruction, programming, structuring the environment, strategies for training, adapting curricula and materials, and parents as partners. Undergraduate credit only.

**SPED-360 Identification and Education of Preschool Children with Handicaps, 3cr**

This course focuses on techniques for identifying and teaching handicapped preschool children. Investigates theoretical frameworks and strategies for teaching handicapped preschoolers. Explores the teacher's role in coordinating services with other professionals and in communicating with parents.

**SPED-390 Educating Persons with Autism, 3cr**

Designed for those interested in an overview of the etiology, characteristics, history, and treatment of autism. This class will provide a basic understanding of autism for the classroom teacher and other service providers.

**SPED-391 Contemporary Problems and Issues In Special Education, 1cr**

An examination of specific concerns and issues in the field of special education.

**SPED-392 Contemporary Problems and Issues in Special Education, 2cr**

(See SPED-391 for description.)

**SPED-393 Contemporary Problems and Issues in Special Education, 3cr**

(See SPED-391 for description.)

**SPED-395 Microcomputers In Special Education, 3cr**

Microcomputer uses in Special Education for exceptional students, their teachers, and administrators. Includes special peripherals for handicapped students, IEP's, CAI, tutorials, programming, authoring languages, management programs, and the computer as a creative tool. Hands on uses of software

**SPED-400 Vocational/Career Planning for Adolescents with Handicaps, 3cr**

Issues in vocation/career planning for special education secondary students utilizing assessment information, interest, and aptitude findings for vocational/career planning, including methodology, material, resources, and alternative programs.

**SPED-402 Counseling Strategies in Special Education, 3cr**

Specific techniques and strategies that may be utilized by the teacher in counseling pupils, parents, and in consulting with other professionals. Special emphasis will be given to developing techniques for establishing counseling strategies, effective communication, and influencing changes in attitudes and behavior.

**SPED-403 Assessment of Adolescents with Handicaps, 3cr**

The course will focus on techniques for the administration and interpretation of formal and informal assessment devices for the handicapped adolescent.

**SPED-405 Educational Planning for Handicapped Adolescents, 3cr**

This course examines concepts, methods, materials and instructional techniques for teachers and other personnel who will train adolescents with learning disabilities, behavior problems or cognitive impairments. , Prereq.:

**SPED-406 Handicapped Adolescents: Educational Principles and Theories, 3cr**

Introduction to the field of educating handicapped adolescents. Review of adolescent psychology, study of characteristics of handicapped and current issues in the field.

**SPED-407 Seminar: Educating the Adolescent with Handicaps, 3cr** Develop skills to critically evaluate professional literature, study research in the field.

**SPED-408 Practicum in Educating Handicapped Adolescents, 3cr**

The student will be exposed to a variety of hands-on experiences with handicapped adolescents. The experience will include exposure to adolescents with a variety of handicaps and varying degrees of severity. Experiences will include placements in one or more of the following: vocational centers, special education classrooms, community agencies and alternative schools.

**SPED-410 Identification and Diagnosis of Learning Disabilities, 3cr**

Characteristics of individuals with learning disabilities, Theoretical frames of reference for diagnosis. Behavioral characteristics, test interpretation, implications for remediation, current issues, and trends in assessment. Preen.:

**SPED-411 Remediation and Planning in Learning Disabilities, 3cr**

Principles of teaching individuals with learning disabilities. Planning the individualized school program. Role of the learning disabilities teacher in working with parents, classroom teachers, and other professionals. Current issues and trends in remediation and school programming.

**SPED-412 Principles of Diagnostic Testing, 3cr**

Techniques of testing and interpretation of tests in educational diagnosis; familiarity with commonly used assessment instruments; techniques and practice in administering individual diagnostic tests; methods of informal assessment; interpretation of clinical reports.

**SPED-413 Seminar In Learning Disabilities, 3cr**

An in-depth analysis of recent research and current problems in the field of learning disabilities, theoretical frameworks, diagnostic tools, and teaching strategies to be analyzed.

**SPED-418 Practicum I: Learning Disabilities, base. Supervised**

teaching experience with children and youth who have learning disabilities. Stresses techniques in assessment and initial plans for remediation.

**SPED-419 Practicum I1: Learning disabilities, base. Advanced**

teaching experience with learning disabled children and youth, Emphasizes various techniques in electrocardiography, ED

**SPED-420 Identification and Assessment of Behavior Disorders, 3cr**

Behavioral characteristics of students with behavior disorders; theoretical perspectives of behavior disorders and implications for the design of treatment programs; review of the latest research findings in the field.

**SPED-421 Advanced Strategies of Behavior Management, 3cr**

Application of behavior modification, developmental, cognitive, and other contemporary strategies for the management of behavior in special education settings, Emphasis will be placed on methods for working with individuals with behavior disorders (social/emotional problems).

**SPED-422 Seminar I in Behavior Disorders, 3cr**

Current research on issues, problems, and characteristics of individuals with mild and moderate behavior disorders. Topics will include noncompliance, attention deficit disorder, and others. Implications regarding placement and treatment.

**SPED-423 Seminar II in Behavior Disorders, 3cr**

Current research on the issues, problems, and characteristics of individuals with severe behavior disorders. Topics will include child and adolescent psychoses, autism, and others. Placement and treatment will be discussed.

**SPED-424 Social Skills Training in Special Education, 3cr**

Small group interaction will be utilized to explore and experience methods of teaching social and interpersonal skills. Emphasis will include personal acquisition of helping skills and training techniques and their application with students, parents, and other professionals.

**SPED-425 Seminar I in Group Process, 3cr**

Experiential approach to examining small group processes and characteristics. Theories and models of effective group functioning as related to classroom, parent, and team meetings. Special emphasis will be placed on learning and practicing the roles and skills of group leadership.

**SPED-426 Seminar II in Group Process, 3cr**

Group process is used to examine models of effective organizational functioning as a basis for organizational design, assessment, and growth planning. Principles and skills of supervision, collaboration, and consultation will be practiced in small groups as a basis for further application in professional settings.

**SPED-427 Curriculum and Planning for Individuals with Behavior Disorders, 3cr**

Special instructional problems and needs of individuals with behavior disorders, Strategies for individualizing instruction, curriculum development, interfacing academic and social-emotional objectives, and building transdisciplinary collaboration.

**SPED-428 Practicum I: Behavior Disorders, 3cr**

Introductory professional experience in educating individuals with behavior disorders; emphasis on experience with intervention techniques, planning diagnosis, staffing, and parent/pupil counseling.

**SPED-429 Practicum II: Behavior Disorders, 3cr**

Advanced supervised professional experiences in educating children with behavior disorders in an appropriate setting; seminar discussions.

**SPED-431 Teaching Individuals with Educable Mental Retardation, 3cr**

Focus on best practices for teaching individuals with mild mental retardation in school, vocational, and other settings. Exploration of curriculum development, organization of instruction, and teaching methodology in relation to current research findings.



**SPED-432 Curriculum and Planning for Individuals with Mental Retardation, 3cr**

Special problems in the instruction of individuals with mild mental retardation; curriculum building, academic workshops, counseling, guidance, community relations, evaluation, and research.

**SPED-433 Seminar in Mental Retardation, 3cr**

Group and individual research designed to help prospective teachers of students with mental retardation integrate current research findings on learning characteristics, teaching strategies, and service delivery for use in applied settings.

**SPED-438 Practicum I: Educable Mental Retardation, 3cr**

Professional experience working with individuals with mild mental retardation in settings other than typical school environments, such as community living facilities, mental health centers, and vocational settings.

**SPED-439 Practicum I1: Educable Mental Retardation, 3cr**

Advanced supervised professional experience in teaching educable mentally handicapped individuals in appropriate settings; seminar discussions.

**SPED-441 Teaching Individuals with Moderate Mental Retardation, 3cr**

Focus on best practices for teaching individuals with moderate-to-severe mental retardation in school, vocational, and other settings. Exploration of curriculum development, organization of instruction, and teaching methodology in relation to current research findings.

**SPED-448 Practicum I: Moderate Mental Retardation, 3cr**

Professional experience working with individuals with moderate-to-severe mental retardation in settings other than typical school environments, such as community living facilities, mental health centers, and vocational settings.

**SPED-449 Practicum II: Moderate Mental Retardation, 3cr**

Advanced supervised professional experience in educating individuals with moderate-to-severe mental retardation in appropriate settings: seminar discussions.

**SPED-450 Psychology of Individuals who are Gifted and Talented, 3cr**

The gifted and creative in society and how they are identified, with consideration of their psychological, social, and educational characteristics; implications for instruction, administration, counseling, and guidance.

**SPED-451 creativity, 3cr**

Discussion and inquiry into the nature and nurture of creative ability, review of research in creativity, practical application of creative processes, ways to develop creative thinking.

**SPED-452 Education of Individuals who are Gifted and Talented, 3cr**

Issues in the education of the gifted; administrative and instructional provisions; evaluation research; instructional approaches and program planning for the gifted; discovery and inquiry; motivation and under achievement; fostering creativity.

**SPED-453 Seminar in Curriculum and Materials for the Gifted, 3cr**

An intensive review and development of instructional materials in specific curriculum areas with special reference to their appropriateness for use with gifted and creative individuals.

**SPED-454 Teaching Gifted Students In the Regular Classroom, 3cr**

Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of students who are gifted and talented . Prereq.:

**SPED-455 Bibliography and Methodology in Research in Gifted Education, 3cr**

Introduction to the techniques employed in educational research, Projects include library research, writing abstracts, analytical critiques o research, evaluation of statistical reporting, and development of an extensive annotated bibliography in gifted education.



**SPED-456 Parenting and Advocacy for Individuals who are Gifted and Talented, 3cr**

Survey of the skills needed to enhance the social and emotional development of the gifted individual. Individual Methods for obtaining local, state and national support of programs for the Gifted.

**SPED-457 Research Seminar for the Gifted, 3cr**

A study of the research literature on gifted children; emphasis on research methodology, interpretation of data, and application to educational problems and provisions concerning the gifted; a research project is required.

**SPED-458 Gifted Students' Social-Emotional Needs, 3cr**

A seminar on the social-emotional characteristics of students who are gifted and talented. Topics covered will include techniques for meeting student's and teachers' needs

**SPED-459 Field Demonstration in Gifted Education, 3cr**

Field work in programming for gifted/talented individuals. Independent project in identification, talent retrieval, teaching strategies, organizational plans, methods, or materials suitable for the education of talented individuals. Placement in school settings or on-campus gifted summer school program. Prereq.:

**SPED-460 Medical Aspects of Individuals with crippling Conditions, 3cr**

Characteristics of individuals with physical and medical handicapping conditions that may affect school performance. Designed to assist the teacher in understanding these conditions to facilitate educational intervention.

**SPED-461 Education of Individuals with Physical Handicaps, 3cr**

Education of individuals with physical handicaps in a variety of settings; hospital and home instruction; education of the physically handicapped in regular classes and special schools; administrative considerations; consideration of multiple handicaps; occupational therapy; physical therapy; personal and educational counseling.

**SPED-465 Consultation and Collaboration: Special and Regular Education, 3cr**

A seminar on consultation and collaboration activities aimed at integrating students with disabilities into regular education programs. Topics covered include mainstreaming, consultation models, conferencing techniques, collaboration models, in-service education and curriculum modification. Special emphasis will be given to developing effective communication skills.

**SPED-470 Administration and Supervision In Special Education, 3cr**

Introduction to special education administration including legal and financial aspects, staff and community relations, mainstreaming, facilities, and curricular design; students will have an opportunity to solve problems using case studies and simulated materials. Prereq

**SPED-481 Principles of Diagnosis and Teaching the Child with Special Needs Aged Three to Six Years, 3cr**

Principles of diagnosis and teaching the young with special needs. Aspects of assessment include screening, formal and informal tests, and use of diagnostic information to plan individualized educational program. Theory and practice of teaching techniques for the young child with special needs; discussion of the role of the special education teacher in working with other members of the multidisciplinary team and with parents. Current research and issues.

**SPED-482 Assessment and Intervention with Infants and Toddlers who are At-Risk or Handicapped, 3cr**

Principles of assessment and intervention with infants and toddlers (ages birth to 3) with special needs and their parents. Theory and practice of intervention techniques. Transdisciplinary role of parent-infant educator. Current research and issues. Prereq.:

**SPED-483 Working with Parents of Young Children with Special Needs, 3cr**

This course will develop skill in working with families of young (birth to six year old) children with special needs. Issues such as family systems approaches, communication skills, parent empowerment, legal rights and

**SPED-484 Psychology of Language and Cognitive Development, 3cr**

This course introduces the student to the basic concepts of developmental psycholinguistics and the principles of intervention in pathological language processes.

**SPED-488 Practicum In Early Childhood Special Education-Teaching Young Children with Special Needs, 3cr**

Advanced supervised professional clinical experience in educating young handicapped infants, toddlers, or preschoolers in an appropriate setting; seminar discussions.

**SPED-490 Research Seminar in Special Education, 3cr**

Research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor,

**SPED-491 Thesis credit in Special Education, 3cr**

Research project within the area of applicant's field of specialization.

**SPED-494 Research Seminar in Exceptionality, 3cr,**

Experimental method applied in a group research project in a specialized area of exceptionality,

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Wayne State University, Professor, Speech and Performing Arts

WEINER, LOUIS M., Ph.D.,  
University of Chicago, Professor, Mathematics

WENZLAFF, RICHARD D., D.F.A.,  
Chicago Musical College, Professor, Music

WIERCINSKI, FLOYD J., Ph.D.,  
University of Pennsylvania, Professor, Biology

ZIMMERMAN, BERNIECE, M.A.,



Northwestern University, Associate Professor of Education

**ACADEMIC CALENDAR****Fall Semester 1994**

August	23	Tuesday	Fall Semester Begins Orientation
August	25	Thursday	On-Campus Registration
August	26	Friday	On-Campus Registration
August	29	Monday	Classes Begin
September	5	Monday	Labor Day Holiday
November	24	Thursday	Thanksgiving Holiday
	25	Friday	
	26	Saturday	
December	12	Monday	Last Day of Classes
December	13	Tuesday	Final Examinations
	14	Wednesday	
	15	Thursday	
December	19	Monday	Fall Semester Ends
December 20 - January 3			Recess

**Spring Semester 1995**

January	5	Thursday	Spring Semester Begins
			On-Campus Registration
January	6	Friday	On-Campus Registration
January	9	Monday	Classes Begin
January	16	Monday	Martin Luther King, Jr.'s
			Birthday Holiday
February	13	Monday	Lincoln's Birthday Holiday
March 20 - March 25			Spring Recess
April	28	Friday	Last Day of Classes
May	1	Monday	Final Examinations
	2	Tuesday	
	3	Wednesday	
May	8	Monday	Spring Semester Ends
May 9 - May 19			Recess
May	21	Sunday	Commencement

**Summer Session IA 1995 (5 weeks)**

May	22	Monday	Summer Session IA Begins
			On-Campus Registration
May	23	Tuesday	Classes Begin
May	29	Monday	Memorial Day Holiday
June	20	Tuesday	Last Day of Classes
June	21	Wednesday	Final Examinations
June	23	Friday	Summer Session IA Ends

**Summer Session IB 1995 (12 weeks)**

May	22	Monday	Summer Session IB Begins
			On-Campus Registration
May	23	Tuesday	Classes Begin
May	29	Monday	Memorial Day Holiday
July	4	Tuesday	Independence Day Holiday
August	7	Monday	Last Day of Classes
August	8	Tuesday	Final Examinations
	9	Wednesday	
	10	Thursday	
August	16	Wednesday	Summer Session IB Ends

**Summer Session II 1995 (8 weeks)**

June	21	Wednesday	Summer Session II Begins
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June	22	Thursday	On-Campus Registration
July	4	Tuesday	Classes Begin
August	9	Wednesday	Independence Day Holiday
August	10	Thursday	Last Day of Classes
	11	Friday	Final Examinations
	14	Monday	
August	16	Wednesday	Summer Session II Ends
August 17 - August 21			Recess

**Fall Semester 1995**

August	22	Tuesday	Fall Semester Begins
			Orientation
August	24	Thursday	On-Campus Registration
August	25	Friday	On-Campus Registration
August	28	Monday	Classes Begin
September	4	Monday	Labor Day Holiday
November	23	Thursday	Thanksgiving Holiday
	24	Friday	
	25	Saturday	
December	11	Monday	Last Day of Classes
December	12	Tuesday	Final Examinations
	13	Wednesday	
	14	Thursday	
December	18	Monday	Fall Semester Ends
December 19 - January 2			Recess

**Spring Semester 1996**

January	4	Thursday	Spring Semester Begins
			On-Campus Registration
January	5	Friday	On-Campus Registration
January	8	Monday	Classes Begin
January	15	Monday	Martin Luther King, Jr.'s
			Birthday Holiday
February	12	Monday	Lincoln's Birthday Holiday
March 18 - March 23			Spring Recess
April	26	Friday	Last Day of Classes
April	29	Monday	Final Examinations
	30	Tuesday	
May	1	Wednesday	
May	6	Monday	Spring Semester Ends
May 7 - May 17			Recess
May	19	Sunday	Commencement

**Summer Session IA 1996 (5 weeks)**

May	20	Monday	Summer Session IA Begins
			On-Campus Registration
May	21	Tuesday	Classes Begin
May	27	Monday	Memorial Day Holiday
June	18	Tuesday	Last Day of Classes
June	19	Wednesday	Final Examinations
June	21	Friday	Summer Session IA Ends

**Summer Session I B 1996 (12 weeks)**

May	20	Monday	Summer Session IB Begins
			On-Campus Registration
May	21	Tuesday	Classes Begin
May	27	Monday	Memorial Day Holiday
July	4	Thursday	Independence Day Holiday

August	5	Monday	Last Day of Classes
August	6	Tuesday	Final Examinations
	7	Wednesday	
	8	Thursday	
August	14	Wednesday	Summer Session I B Ends

**Summer Session II 1996 (8 weeks)**

June	19	Wednesday	Summer Session II Begins On-Campus Registration
June	20	Thursday	Classes Begin
July	4	Thursday	Independence Day Holiday
August	7	Wednesday	Last Day of Classes
August	8	Thursday	Final Examinations
	9	Friday	
	12	Monday	
August 14		Wednesday	Summer Session II Ends
August 15 - August 19			Recess